

Glen Ridge Board of Education
Language Arts
Kindergarten
Full Year

New Jersey Student Learning Standards

English Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

The Kindergarten Language Arts Curriculum prepares students to achieve their maximum potential in language arts literacy through exposure to quality children's literature in a variety of genres from which developmentally appropriate strategies and skills will be taught. Instruction will focus on comprehension skills, phonemic awareness, phonics, writing, and grammar. This course will provide students with a strong language arts literacy foundation to become life-long learners.

Name of Course
Unit Start Smart:
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSL)
RF.K.1. Demonstrate understanding of the organization and basic features of print.
RF.K.1a Follow words from left to right, top to bottom, and page by page.
RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c Understand words are separated by spaces in print
RF.K.1d Recognize and name uppercase and lowercase letters
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a Recognize and produce rhyming words.
RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
RF.K.3c Read high-frequency and sight words with automaticity.
RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
RL.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RL.K.10 Actively engage in group reading activities with purpose and understanding.
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

L.K.2a Capitalize the first word in a sentence and the pronoun *I*.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">● How is everyone special?● Who is in your family?● What can you do?	<ul style="list-style-type: none">● Students will be able to build background knowledge about weekly concepts.● Students will be able to demonstrate awareness of word boundaries● Students will be able to recognize and write names in a sentence.● Students will be able to make connections among texts and make connections to the world.● Students will be able to recognize rhymes.● Students will be able to demonstrate understanding of syllables● Students will be able to talk about the idea that each person is different and like to do different things.● Students will learn about the different kinds of families.● Students will be able to discuss who is in their family and what they like to do together.● Students will be able to talk about things that they can do.● Students will be able to be introduced to new high frequency words.	<ul style="list-style-type: none">● Listening Comprehension<ul style="list-style-type: none">○ Set a purpose for reading○ Basic concepts of print○ Making and confirming predictions in shared reading○ Retell events in a story using retelling cards○ Making text-to-text, text-to-self, and text to world connections● Phonemic Awareness<ul style="list-style-type: none">○ Sentence segmentation - counting words in a sentence○ Recognize rhyme in poems and traditional rhymes○ Recognize and count syllables in words○ Blend syllables● Phonics<ul style="list-style-type: none">○ Letter Recognition using alphabet cards - Aa● High Frequency Words<ul style="list-style-type: none">○ Use read/spell/write routine to teach the HFW (I, can)○ Read word several times, spell the word, write the letter in the air as they say the word○ Use and identify HFW in speech and text● Oral Language/Vocabulary<ul style="list-style-type: none">○ Expand oral vocabulary by creating word webs, Venn Diagrams and lists○ Category words: names, numbers, days of week● Writing Assignments/Routine Writing:<ul style="list-style-type: none">○ Student morning journal entries○ Drawing pictures and labels for their drawing○ Complete sentences such as “I can” or “I

		have” relating to the essential question
Resources/Materials	<ul style="list-style-type: none"> ● <u>Animals in the Park: An ABC Book</u> by Bob Barner ● <u>Reading/Writing Workshop Big Book</u> (McGraw-Hill Reading Wonders Program, 2014) ● <u>Big Book of Rhymes</u> (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ “Jack and Jill” ○ “Mary Wore Her Red Dress” ○ “Wee Willie Winkie” ○ “Little Miss Muffet” ○ “Humpty Dumpty” ○ “Twinkle, Twinkle, Little Star” ○ “1,2,Buckle My Shoe” ○ “Mix a Pancake” ○ “Chook, Chook, Chook” ○ “1,2,3,4,5” ○ “Sing a Song of Sixpence” ○ “Pat-a-Cake” ○ “Hickory Dickory Dock” ○ “Hey Diddle, Diddle” ○ “As I was Going to St. Ives” ● Your Turn Practice Book for students (McGraw-Hill Reading Wonders Program, 2014) ● Interactive Read-Aloud Cards (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ “The Ugly Duckling” ○ “Tiki Tiki Tembo” ○ “Kindergarteners Can!” ● Smartboard/Promethean Board Lessons ● Scholastic “Let’s Find Out”/”Science Spin” ● Readingeggs.com ● Activities on connected.mcgraw-hill.com ● Teachers Pay Teachers (www.TeachersPayTeachers.com) ● Pinterest (www.pinterest.com) ● Epic! (www.getepic.com) 	
Interdisciplinary Connections	<p>Social Studies:</p> <p>6.1.P.D.1 Describe characteristics of oneself, one’s family, and others.</p> <p>6.1.P.D.2 Demonstrate an understanding of family roles and traditions.</p> <p>6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).</p>	

21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills --All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Technology Standards	<p>Standard 8.1--Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2--Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed word as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	<p>The Skin We Live In - By Michael Tyler</p> <p>The Colors of Us - By Karen Katz</p> <p>Whoever You Are - By Mem Fox</p> <p>The Family Book - By Todd Par</p> <p>A Family is a Family is a Family - By Sara O'Leary</p> <p>Keisha Ann Can - Daniel Kirk</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Thumbs Up/Thumbs Down ● 3-2-1 ● Student Journals ● Reader Response ● Teacher Observations ● Whiteboard Responses ● Class Work/Center Activities ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Worksheets ● Writing Journals ● Group Projects ● Rubric ● Open-Response Questions 	<ul style="list-style-type: none"> ● Portofolio ● Unit Assessment ● Developmental Reading Assessment 2 (DRA2) 	<ul style="list-style-type: none"> ● Model ● Reflection ● Poster Presentation ● Create a Picture Book ● Discussion

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Provide "wait" time ● Make lessons visual ● Use visual representations of new vocabulary ● Direct instruction of new vocabulary ● Cooperative and partner activities 	<ul style="list-style-type: none"> ● Hands-on and multi-sensory activities ● Preferential seating ● Extended time to complete activities ● Fewer items per page ● Frequent breaks ● Repeated directions ● Provide small group instruction ● Provide individualized instruction 	<ul style="list-style-type: none"> ● Adjust the writing assignment as needed (i.e. increase length of required response) ● Create and share a own book of things they can do ● Share and act out sentences using high-frequency words (i.e. several children hop- "We can hop." Child waves- "I can wave." etc.) ● Consult with G&T teacher

<ul style="list-style-type: none"> ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/direction/representations ● Directions repeated, clarified, reworded or simplified ● Provide text in native language ● Allow extra time ● Allow verbal rather than written responses ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards 	<ul style="list-style-type: none"> ● Provide oral as well as written instructions/directions ● Provide refocusing and redirection ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team 	
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Name of Course
Unit 1:
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSL)
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
RL.K.4. Ask and answer questions about unknown words in a text.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.
RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10. Actively engage in group reading activities with purpose and understanding.
RF.K.2a Recognize and produce rhyming words.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3c Read high-frequency and sight words with automaticity.
RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.1b Use frequently occurring nouns and verbs.
L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can we get along with new friends? ● How do baby animals move? ● How can your senses help you learn? 	<ul style="list-style-type: none"> ● Students will be able to recognize and understand characteristics of the genre: fantasy, informational texts and poetry. ● Students will be able to build background knowledge about weekly concepts. ● Students will be able to segment sentences into words. ● Students will be able to develop oral 	<ul style="list-style-type: none"> ● Listening Comprehension <ul style="list-style-type: none"> ○ Demonstrate and model book handling and directionality when reading big books/literature ○ Ask and answer questions about a text ○ Identify key details in text; use details to answer questions about a text ○ Retell events using retelling cards ○ Make text-to-text, text-to-self, and

vocabulary.

- Students will be able to ask and answer questions in a story.
- Students will be able to identify key details in a text.
- Students will be able to retell a story.
- Students will be able to sort pictures by their initial and final sounds.
- Students will be able to use text features to learn more information.
- Students will be able to make connections among texts and make connections to the world.
- Students will be able to blend phonemes to make words.
- Students will be able to discuss ways to be a good friend.
- Students will be able to describe different baby animals and how they move.
- Students will be able to learn about the five senses.

text-to-world connections

- Phonemic Awareness
 - Isolate initial and final phonemes /m/ and /s/ and medial /a/
 - Blend phonemes to make a word
 - Recognize rhyme in poems and traditional rhymes
- Phonics
 - Letter Recognition using alphabet cards
 - Identify words that begin with m, a, and s
 - Identify pictures that begin with m, a and s
- High Frequency Words
 - Use read/spell/write routine to teach the HFW (the, we, see)
 - Read word several times, spell the word, write the letter in the air as they say the word
 - Use and identify HFW in speech and text
- Oral Language/Vocabulary
 - Expand oral vocabulary by creating word webs, Venn Diagrams and lists
 - Category words: feeling words, family words
- Grammar
 - Naming words-nouns
- Handwriting
 - Form letters Mm, Aa, Ss using multi-sensory experiences such as dry erase boards, rainbow writing, stamps, paper/pencil activities
- Writing Assignments/Routine Writing:
 - Student morning journal entries
 - Written responses to texts
 - Personal narrative about things they share

		with friends ○ Opinion writing about an animal they like
Resources/Materials	<ul style="list-style-type: none"> ● Reading/Writing Workshop Big Book (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ What About Bear? By Suzanne Bloom ○ Pouch! By David Ezra Stein ○ Senses at the Seashore By Shelley Rotner ● Interactive Read-Aloud Cards (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ “The Lion and the Mouse” ○ “The Tortoise and the Hare” ○ “A Feast of the Senses” ● Your Turn Practice Book for students (McGraw-Hill Reading Wonders Program, 2014) ● Leveled Readers (Approaching, On Level, Beyond) (McGraw-Hill Reading Wonders Program, 2014) ● Smartboard/Promethean Board Lessons ● Scholastic “Let’s Find Out”/”Science Spin” ● Readingeggs.com ● Activities on connected.mcgraw-hill.com ● Teachers Pay Teachers (www.TeachersPayTeachers.com) ● Pinterest (www.pinterest.com) ● Epic! (www.getepic.com) 	
Interdisciplinary Connections	Standard 6.3 Active Citizenship in the 21st Century --All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills --All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
Technology Standards	<p>Standard 8.1--Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2--Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed word as they relate to the individual, society, and the environment.</p>	
Diversity/Inclusion	Strictly No Elephants - By Lisa Mantchev Sandwich Swap - By Queen Raina	

Assessments			
Formative	Summative	Benchmarks	Alternative
● Exit Slips	● Worksheets	● Portofolio	● Model

<ul style="list-style-type: none"> ● Thumbs Up/Thumbs Down ● 3-2-1 ● Student Journals ● Reader Response ● Teacher Observations ● Whiteboard Responses ● Class Work/Center Activities ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Writing Journals ● Group Projects ● Rubric ● Open-Response Questions 	<ul style="list-style-type: none"> ● Unit Assessment ● Developmental Reading Assessment 2 (DRA2) 	<ul style="list-style-type: none"> ● Reflection ● Poster Presentation ● Create a Picture Book ● Discussion
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Provide “wait” time ● Make lessons visual ● Use visual representations of new vocabulary ● Direct instruction of new vocabulary ● Cooperative and partner activities ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/direction/representations ● Directions repeated, clarified, reworded or simplified ● Provide text in native language ● Allow extra time ● Allow verbal rather than written responses ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards 	<ul style="list-style-type: none"> ● Hands-on and multi-sensory activities ● Preferential seating ● Extended time to complete activities ● Fewer items per page ● Frequent breaks ● Repeated directions ● Provide small group instruction ● Provide individualized instruction ● Provide oral as well as written instructions/directions ● Provide refocusing and redirection ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team 	<ul style="list-style-type: none"> ● Adjust the writing assignment as needed (i.e. increase length of required response) ● Create and present a poster that shows different things that can be done to be a good friend. ● Create an animal puppet-research and write about how the animals moves ● Consult with G&T teacher

Name of Course
Unit 2:

Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSLS)
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.10 Actively engage in group reading activities with purpose and understanding.
RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10. Actively engage in group reading activities with purpose and understanding.
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
RF.K.3c Read high-frequency and sight words with automaticity.
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.1b Use frequently occurring nouns and verbs.
L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do tools help us to explore? ● What shapes do you see around you? ● What kind of bugs do you know about? 	<ul style="list-style-type: none"> ● Students will be able to recognize and understand characteristics of the genre: informational text and fiction. ● Students will be able to build background knowledge about weekly concepts. ● Students will be able to recognize alliteration. ● Students will be able to blend letter sounds to read words. ● Students will be able to blend phonemes to make words. ● Students will be able to develop oral vocabulary. ● Students will be able to ask and answer questions in a story. ● Students will be able to identify key details in a text. ● Students will be able to retell a story. ● Students will be able to sort pictures by their initial and final sounds. ● Students will be able to use text features to learn more information. ● Students will be able to make connections among texts and make connections to the world. 	<ul style="list-style-type: none"> ● Listening Comprehension <ul style="list-style-type: none"> ○ Demonstrate and model book handling and directionality when reading big books/literature ○ Demonstrate and model page turning and sentences (count words in sentences) ○ Ask and answer questions about a text ○ Identify key details in text; use details to answer questions about a text ○ Retell events using retelling cards ○ Make text-to-text, text-to-self, and text-to-world connections ○ Identify and use text features (headings, bold print, captions) in informational texts to help gather information ● Phonemic Awareness <ul style="list-style-type: none"> ○ Isolate initial and final phonemes /p/ and /t/; review previous learned sounds ○ Blend phonemes to make a word ○ Blend onset and rime to make a word ○ Recognize alliterations in poems and in traditional rhymes ○ Segment words into sounds ○ Count and produce syllables in a word ● Phonics <ul style="list-style-type: none"> ○ Letter Recognition using alphabet cards ○ Identify words that begin with p and t ○ Identify pictures that begin with p and t ○ Use letters p,m,s,a and t to make simple words ● High Frequency Words <ul style="list-style-type: none"> ○ Use read/spell/write routine to teach the HFW (a, like) ○ Read word several times, spell the word, write

		<p>the letter in the air as they say the word</p> <ul style="list-style-type: none"> ○ Use and identify HFW in speech and text ○ Review previous learned HFW <ul style="list-style-type: none"> ● Oral Language/Vocabulary <ul style="list-style-type: none"> ○ Expand oral vocabulary by creating word webs, Venn Diagrams and lists ○ Category words: color, shape words, movement words ● Grammar <ul style="list-style-type: none"> ○ Action words- verbs ● Handwriting <ul style="list-style-type: none"> ○ Form letters Pp and Tt using multi-sensory experiences such as dry erase boards, rainbow writing, stamps, paper/pencil activities ● Writing Assignments/Routine Writing: <ul style="list-style-type: none"> ○ Student morning journal entries ○ Written responses to texts ○ Explanatory writing about tools and what they use it for ○ Locate and write about shapes in real life (i.e. A clock is a circle shape.) ○ Write a sentence about what bugs do
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● Reading/Writing Workshop Big Book (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ The Handiest Things in the World By Andrew Clements ○ Shapes All Around By Gare Thompson ○ I Love Bugs! By Emma Dodd ● Interactive Read-Aloud Cards (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ “Timimoto” ○ “Kites in Flight” ○ “From Caterpillar to Butterfly” ● Your Turn Practice Book for students (McGraw-Hill Reading Wonders Program, 2014) ● Leveled Readers (Approaching, On Level, Beyond) (McGraw-Hill Reading Wonders Program, 2014) ● Smartboard/Promethean Board Lessons 	

	<ul style="list-style-type: none"> ● Readingeggs.com ● Scholastic “Let’s Find Out”/”Science Spin” ● Activities on connected.mcgraw-hill.com ● Teachers Pay Teachers (www.TeachersPayTeachers.com) ● Pinterest (www.pinterest.com) ● Epic! (www.getepic.com)
Interdisciplinary Connections	<p>Standard 6.3 Active Citizenship in the 21st Century--All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Identify and describe shapes (K.G.2, K.G.3, K.G.4)</p>
21st Century Life and Careers	<p>Standard 9.1--Century Life & Career Skills--All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
Technology Standards	<p>Standard 8.1--Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2--Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed word as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	Hank’s Big Day - By Evan Kuhlman

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Thumbs Up/Thumbs Down ● 3-2-1 ● Student Journals ● Reader Response ● Teacher Observations ● Whiteboard Responses ● Class Work/Center Activities ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Writing Journals ● Group Projects ● Rubric ● Open-Response Questions 	<ul style="list-style-type: none"> ● Portofolio ● Unit Assessment ● Developmental Reading Assessment 2 (DRA2) 	<ul style="list-style-type: none"> ● Model ● Reflection ● Poster Presentation ● Create a Picture Book ● Discussion

Modifications		
English Language Learners	Special Education/504	Gifted and Talented

<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Provide “wait” time ● Make lessons visual ● Use visual representations of new vocabulary ● Direct instruction of new vocabulary ● Cooperative and partner activities ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/direction/representations ● Directions repeated, clarified, reworded or simplified ● Provide text in native language ● Allow extra time ● Allow verbal rather than written responses ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards 	<ul style="list-style-type: none"> ● Hands-on and multi-sensory activities ● Preferential seating ● Extended time to complete activities ● Fewer items per page ● Frequent breaks ● Repeated directions ● Provide small group instruction ● Provide individualized instruction ● Provide oral as well as written instructions/directions ● Provide refocusing and redirection ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team 	<ul style="list-style-type: none"> ● Adjust the writing assignment as needed (i.e. increase length of required response) ● Create a “tool belt”: Draw various kinds of tools and write what each tool is used for ● In small groups, have students use their bodies to create different shapes ● Compare and contrast two bugs using a Venn Diagram ● Create a “Bug Book”: Draw different kinds of bugs. Write a sentence naming the bug. Students can give information about the bug and what it uses to move. ● Consult with G&T teacher
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Name of Course
Unit 3:
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSLs)
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.10. Actively engage in group reading activities with purpose and understanding.
RF.K.1a Follow words from left to right, top to bottom, and page by page.
RF.K.2a Recognize and produce rhyming words.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3c Read high-frequency and sight words with automaticity.
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10 Actively engage in group reading activities with purpose and understanding.
L.K.1a Print many upper- and lowercase letters
L.K.1d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
L.K.2a Capitalize the first word in a sentence and the pronoun <i>I</i> .
L.K.2b Recognize and name end punctuation
L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.1a A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Essential Questions	Student Learning Objectives	Activities
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<ul style="list-style-type: none"> ● What rules do we follow in different places? ● What are the different sounds we hear? ● What places do you go to during the week? 	<ul style="list-style-type: none"> ● Students will be able to recognize and understand characteristics of the genre: fantasy and informational text. ● Students will be able to apply a comprehension strategy (visualize) to understand a story. ● Students will be able to build background knowledge about weekly concepts. ● Students will be able to recognize, write and revise sentences. ● Students will be able to write lists. ● Students will be able to blend letter sounds to read words. ● Students will be able to blend phonemes to make words. ● Students will be able to develop oral vocabulary. ● Students will be able to apply a writing trait and add grammar when writing. ● Students will be able to ask and answer questions in a story. ● Students will be able to identify key details in a text. ● Students will be able to retell a story. ● Students will be able to sort pictures by their initial and final sounds. ● Students will be able to use text features to learn more information. ● Students will be able to make connections among texts and make connections to the world. ● Students will be able to categorize words with the same beginning sound. ● Students will be able to identify the character, setting and events in a story. 	<ul style="list-style-type: none"> ● Listening Comprehension <ul style="list-style-type: none"> ○ Name the author and illustrator in a story and identify their role ○ Count spaces between words in a sentence ○ Visualize what is happening in a story ○ Identify key details in text; use details to answer questions about a text ○ Retell events using retelling cards ○ Make text-to-text, text-to-self, and text-to-world connections ○ Identify and use text features (lists, captions, maps) in informational texts to help gather information ● Phonemic Awareness <ul style="list-style-type: none"> ○ Isolate initial and final phonemes /n/, /k/(c) and medial /i/; review previous learned sounds ○ Blend phonemes to make a word ○ Recognize rhyme in poem and traditional rhymes ● Phonics <ul style="list-style-type: none"> ○ Letter Recognition using alphabet cards ○ Identify words that begin with i, n, and c ○ Identify pictures that begin with i, n, and c ○ Use letters learned to blend words ● High Frequency Words <ul style="list-style-type: none"> ○ Use read/spell/write routine to teach the HFW (to, and, go) ○ Read word several times, spell the word, write the letter in the air as they say the word ○ Use and identify HFW in speech and text ○ Review previous learned HFW ● Oral Language/Vocabulary <ul style="list-style-type: none"> ○ Expand oral vocabulary by creating word webs, Venn Diagrams and lists
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		<ul style="list-style-type: none"> ○ Category words: action words, sound words, sequence words ● Grammar <ul style="list-style-type: none"> ○ Sentences - begin with uppercase letter, end with punctuation mark, use lowercase letters when writing the rest of the sentence ● Handwriting <ul style="list-style-type: none"> ○ Form letters li, Nn, and Cc using multi-sensory experiences such as dry erase boards, rainbow writing, stamps, paper/pencil activities ● Writing Assignments/Routine Writing: <ul style="list-style-type: none"> ○ Student morning journal entries ○ Written responses to texts ○ Write about rules they follow ○ Write a personal narrative about sounds they hear, including where they hear the sounds ○ Write an opinion sentence to tell about a place they like to go to during the week and why
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<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● Reading/Writing Workshop Big Book (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ How Do Dinosaurs Go to School? By Jane Yolee and Mark Teague ○ Clang! Clang! Beep! Beep! Listen to the City By Robert Burleigh ○ Please Take Me for a Walk By Susan Gal ● Interactive Read-Aloud Cards (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ “The Boy Who Cried Wolf” ○ “The Turtle and the Flute” ○ “Field Trips” ● Your Turn Practice Book for students (McGraw-Hill Reading Wonders Program, 2014) ● Leveled Readers (Approaching, On Level, Beyond) (McGraw-Hill Reading Wonders Program, 2014) ● Smartboard/Promethean Board Lessons ● Readingeggs.com ● Activities on connected.mcgraw-hill.com ● Teachers Pay Teachers (www.TeachersPayTeachers.com) ● Pinterest (www.pinterest.com) ● Epic! (www.getepic.com)
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Interdisciplinary Connections	<p>Standard 6.2 World History, Global Studies--All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Standard 6.3 Active Citizenship in the 21st Century--All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
21st Century Life and Careers	Standard 9.1--Century Life & Career Skills --All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Technology Standards	<p>Standard 8.1--Computer and Information Literacy All students will use computer applications to gather and o</p> <p>Standard 8.2--Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed word as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	Lola at the Library - By Anna McQuinn

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Thumbs Up/Thumbs Down ● 3-2-1 ● Student Journals ● Reader Response ● Teacher Observations ● Whiteboard Responses ● Class Work/Center Activities ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Writing Journals ● Group Projects ● Rubric ● Open-Response Questions 	<ul style="list-style-type: none"> ● Portofolio ● Unit Assessment ● Developmental Reading Assessment 2 (DRA2) 	<ul style="list-style-type: none"> ● Model ● Reflection ● Poster Presentation ● Create a Picture Book ● Discussion

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Provide “wait” time ● Make lessons visual ● Use visual representations of new vocabulary 	<ul style="list-style-type: none"> ● Hands-on and multi-sensory activities ● Preferential seating ● Extended time to complete activities ● Fewer items per page ● Frequent breaks ● Repeated directions ● Provide small group instruction 	<ul style="list-style-type: none"> ● Adjust the writing assignment as needed (i.e. increase length of required response) ● Work in small groups to create a classroom rules book ● Create a sound chart- work with a partner to make a chart of the different sounds they hear in school (i.e. We hear the phone in the classroom.

<ul style="list-style-type: none"> ● Direct instruction of new vocabulary ● Cooperative and partner activities ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/direction/representations ● Directions repeated, clarified, reworded or simplified ● Provide text in native language ● Allow extra time ● Allow verbal rather than written responses ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards 	<ul style="list-style-type: none"> ● Provide individualized instruction ● Provide oral as well as written instructions/directions ● Provide refocusing and redirection ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team 	<ul style="list-style-type: none"> ● Create a “Places We Go” class book- each student will create a page for a class book about the places people go. They will tell what people do at that place. ● Consult with G&T teacher
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Name of Course
Unit 4:
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSL)
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10. Actively engage in group reading activities with purpose and understanding.
RF.K.1a Follow words from left to right, top to bottom, and page by page.

RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3c Read high-frequency and sight words with automaticity.
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
RL.K.4 Ask and answer questions about unknown words in a text.
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10 Actively engage in group reading activities with purpose and understanding.
L.K.1f Produce and expand complete sentences in shared language activities
L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What do people use to do their job? ● Who are your neighbors? ● How can people help make your community better? 	<ul style="list-style-type: none"> ● Students will be able to recognize and understand characteristics of the genre: informational text and fiction. ● Students will be able to build background knowledge about weekly concepts. 	<ul style="list-style-type: none"> ● Listening Comprehension <ul style="list-style-type: none"> ○ Count words in a sentence ○ Ask and answer questions about the text ○ Identify key details in text; use details to answer questions about a text ○ Retell events using retelling cards

- Students will be able to recognize, write and revise sentences.
- Students will be able to write lists.
- Students will be able to blend letter sounds to read words.
- Students will be able to blend phonemes to make words.
- Students will be able to develop oral vocabulary.
- Students will be able to learn and recognize adjectives..
- Students will be able to ask and answer questions in a story.
- Students will be introduced to new high frequency words.
- Students will be able to identify key details in a text.
- Students will be able to retell a story.
- Students will be able to sort pictures by their initial, medial and final sounds.
- Students will be able to use text features to learn more information.
- Students will be able to make connections among texts and make connections to the world.
- Students will be able to categorize words with the same beginning sound.
- Students will be able to identify the character, setting and events in a story.

- Make text-to-text, text-to-self, and text-to-world connections
- Identify and use text features (labels, environment print, captions) in informational texts to help gather information
- Phonemic Awareness
 - Isolate initial and final phonemes /o/ and /d/; review previous learned sounds
 - Blend phonemes to make a word
 - Phoneme Segmentation
 - Onset/Rime segmentation
 - Recognize rhyme in poem and traditional rhymes
- Phonics
 - Letter Recognition using alphabet cards
 - Identify words that begin with o and d
 - Identify pictures that begin with o and d
 - Use letters learned to make simple words
- High Frequency Words
 - Use read/spell/write routine to teach the HFW (you, do)
 - Read word several times, spell the word, write the letter in the air as they say the word
 - Use and identify HFW in speech and text
 - Review previous learned HFW
- Oral Language/Vocabulary
 - Expand oral vocabulary by creating word webs, Venn Diagrams and lists
 - Category words: job words, food words, position words
- Grammar
 - Describing words- adjectives
- Handwriting

		<ul style="list-style-type: none"> ○ Form letters Oo and Dd using multi-sensory experiences such as dry erase boards, rainbow writing, stamps, paper/pencil activities ● Writing Assignments/Routine Writing: <ul style="list-style-type: none"> ○ Student morning journal entries ○ Written responses to texts ○ Descriptive writing- name jobs and describe things used to do the job ○ Create a menu with words to describe foods ○ Write an expository sentence about community helpers/workers
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● Reading/Writing Workshop Big Book (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ Whose Shoes? By Stephen R. Swinburne ○ What Can You Do With Paleta? By Carmen Tafolla ○ Roadwork By Sally Sutton ● Interactive Read-Aloud Cards (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ “Little Juan and the Cooking Pot” ○ “Cultural Festivals” ○ “The Bundle of Sticks” ● Your Turn Practice Book for students (McGraw-Hill Reading Wonders Program, 2014) ● Leveled Readers (Approaching, On Level, Beyond) (McGraw-Hill Reading Wonders Program, 2014) ● Smartboard/Promethean Board Lessons ● Readingeggs.com ● Scholastic “Let’s Find Out”/”Science Spin” ● Activities on connected.mcgraw-hill.com ● Teachers Pay Teachers (www.TeachersPayTeachers.com) ● Pinterest (www.pinterest.com) ● Epic! (www.getepic.com) 	
<p>Interdisciplinary Connections</p>	<p>Standard 6.1 U.S. History: America in the World--All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Standard 6.2 World History, Global Studies--All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as</p>	

	<p>socially and ethically responsible world citizens in the 21st century.</p> <p>Standard 6.3 Active Citizenship in the 21st Century--All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
21st Century Life and Careers	Standard 9.3 - Career Awareness, Exploration, and Preparation --All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Technology Standards	<p>Standard 8.1--Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2--Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed word as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	Community - It Takes a Village - By Hilary Rodham

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Thumbs Up/Thumbs Down ● 3-2-1 ● Student Journals ● Reader Response ● Teacher Observations ● Whiteboard Responses ● Class Work/Center Activities ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Writing Journals ● Group Projects ● Rubric ● Open-Response Questions 	<ul style="list-style-type: none"> ● Portfolio ● Unit Assessment ● Developmental Reading Assessment 2 (DRA2) 	<ul style="list-style-type: none"> ● Model ● Reflection ● Poster Presentation ● Create a Picture Book ● Discussion

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Provide "wait" time ● Make lessons visual ● Use visual representations of new vocabulary 	<ul style="list-style-type: none"> ● Hands-on and multi-sensory activities ● Preferential seating ● Extended time to complete activities ● Fewer items per page ● Frequent breaks ● Repeated directions ● Provide small group instruction 	<ul style="list-style-type: none"> ● Adjust the writing assignment as needed (i.e. increase length of required response) ● Create an informational jobs board- Students will draw pictures of a worker. They will include the uniform (if applicable) and tools used on the job. Students will write sentences to describe the job. ● Make a neighborhood display- using a shoe box

<ul style="list-style-type: none"> ● Direct instruction of new vocabulary ● Cooperative and partner activities ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/direction/representations ● Directions repeated, clarified, reworded or simplified ● Provide text in native language ● Allow extra time ● Allow verbal rather than written responses ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards 	<ul style="list-style-type: none"> ● Provide individualized instruction ● Provide oral as well as written instructions/directions ● Provide refocusing and redirection ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team 	<p>(or other small box), create a place in their neighborhood. Write a sentence to tell about the place.</p> <ul style="list-style-type: none"> ● Consult with G&T teacher
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Name of Course
Unit 5:
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSL)
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10. Actively engage in group reading activities with purpose and understanding.
RF.K.1 Demonstrate understanding of the organization and basic features of print.
RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3c Read high-frequency and sight words with automaticity.
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.10 Actively engage in group reading activities with purpose and understanding.
L.K.1b Use frequently occurring nouns and verbs.
L.K.2a Capitalize the first word in a sentence and the pronoun I.
L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> What do living things need to grow? How do living things change as they grow? What kinds of things grow on a farm? 	<ul style="list-style-type: none"> Students will be able to recognize and understand characteristics of the genre: fiction and informational text. Students w 	<ul style="list-style-type: none"> Listening Comprehension <ul style="list-style-type: none"> Ask and answer questions about a text Reread texts to find details that help with understanding

	<ul style="list-style-type: none"> ● Students will be able to build background knowledge about weekly concepts. ● Students will be able to apply the comprehension strategy: reread. ● Students will be able to recognize, write and revise sentences. ● Students will be able to write poems. ● Students will be able to blend letter sounds to read words. ● Students will be able to blend phonemes to make words. ● Students will be able to segment words into phonemes. ● Students will be able to develop oral vocabulary. ● Students will be able to learn and recognize pronouns. ● Students will be able to ask and answer questions in a story. ● Students will be introduced to new high frequency words. ● Students will be able to retell a story. ● Students will be able to sort pictures by their initial, medial and final sounds. ● Students will be able to use text features to learn more information. ● Students will be able to make connections among texts and make connections to the world. ● Students will be able to categorize words with the same beginning sound. ● Students will be able to identify the character, setting and events in a story. ● Students will be able to learn about the main topic and details of a story. ● Students will be able to identify and write information of sequence. 	<ul style="list-style-type: none"> ○ Identify character, setting and major events in a story ○ Identify the main idea and details in a text ○ Retell events using retelling cards ○ Make text-to-text, text-to-self, and text-to-world connections ○ Identify and use text features (lists, captions, maps) in informational texts to help gather information ● Phonemic Awareness <ul style="list-style-type: none"> ○ Isolate initial and final phonemes /h/, /f/, /r/ and medial /e/; review previous learned sounds ○ Blend phonemes and syllables to make a word ○ Phoneme categorization ○ Phoneme segmentation ○ Phoneme addition ○ Onset/rime segmentation ○ Recognize rhyme in poem and traditional rhymes ● Phonics <ul style="list-style-type: none"> ○ Letter Recognition using alphabet cards ○ Identify words that begin with h, f, r and e ○ Identify pictures that begin with h, f, r and e ○ Use letters learned to make simple words ● High Frequency Words <ul style="list-style-type: none"> ○ Use read/spell/write routine to teach the HFW (my, are, he, with) ○ Read word several times, spell the word, write the letter in the air as they say the word ○ Use and identify HFW in speech and text ○ Review previous learned HFW ● Oral Language/Vocabulary <ul style="list-style-type: none"> ○ Expand oral vocabulary by creating word webs, Venn Diagrams and lists
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		<ul style="list-style-type: none"> ○ Category words: size words, tree parts, food words ○ Word parts - inflectional endings -s, -ed ● Grammar <ul style="list-style-type: none"> ○ Pronouns ● Handwriting <ul style="list-style-type: none"> ○ Form letters Hh, Ff, Rr and Ee using multi-sensory experiences such as dry erase boards, rainbow writing, stamps, paper/pencil activities ● Writing Assignments/Routine Writing: <ul style="list-style-type: none"> ○ Student morning journal entries ○ Written responses to texts ○ Write a poem about a flower or a tree ○ Write about their favorite book and include why they like the book ○ Write about a fruit and where/what it grows on
Resources/Materials	<ul style="list-style-type: none"> ● Reading/Writing Workshop Big Book (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ My Garden - By Kevin Henkes ○ A Grand Old Tree - By Mary Newell DePalma ○ An Orange in January - By Dianna Hutts Aston ● Interactive Read-Aloud Cards (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ "Growing Plants" ○ "The Pine Tree" ○ "Farms Around the World" ● Your Turn Practice Book for students (McGraw-Hill Reading Wonders Program, 2014) ● Leveled Readers (Approaching, On Level, Beyond) (McGraw-Hill Reading Wonders Program, 2014) ● Smartboard/Promethean Board Lessons ● Readingeggs.com ● Scholastic "Let's Find Out"/"Science Spin" ● Activities on connected.mcgraw-hill.com ● Teachers Pay Teachers (www.TeachersPayTeachers.com) ● Pinterest (www.pinterest.com) ● Epic! (www.getepic.com) 	
Interdisciplinary Connections	Standard 6.2 World History, Global Studies --All students will acquire the knowledge and skills to think	

	<p>analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Science: K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. K-ESS3-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>
21st Century Life and Careers	<p>Standard 9.1--Century Life & Career Skills-- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>Standard 9.3--Career Awareness, Exploration, and Preparation-- All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p>
Technology Standards	<p>Standard 8.1--Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2--Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed word as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	<p>Lola Plants a Garden - By Anna McQuinn No Small Potatoes - Junius G. Groves and His Kingdom in Kansas - By Tonya Bolden</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Thumbs Up/Thumbs Down ● 3-2-1 ● Student Journals ● Reader Response ● Teacher Observations ● Whiteboard Responses ● Class Work/Center Activities ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Writing Journals ● Group Projects ● Rubric ● Open-Response Questions 	<ul style="list-style-type: none"> ● Portfolio ● Unit Assessment ● Developmental Reading Assessment 2 (DRA2) 	<ul style="list-style-type: none"> ● Model ● Reflection ● Poster Presentation ● Create a Picture Book ● Discussion

Modifications

English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Provide “wait” time ● Make lessons visual ● Use visual representations of new vocabulary ● Direct instruction of new vocabulary ● Cooperative and partner activities ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/direction/representations ● Directions repeated, clarified, reworded or simplified ● Provide text in native language ● Allow extra time ● Allow verbal rather than written responses ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards 	<ul style="list-style-type: none"> ● Hands-on and multi-sensory activities ● Preferential seating ● Extended time to complete activities ● Fewer items per page ● Frequent breaks ● Repeated directions ● Provide small group instruction ● Provide individualized instruction ● Provide oral as well as written instructions/directions ● Provide refocusing and redirection ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team 	<ul style="list-style-type: none"> ● Adjust the writing assignment as needed (i.e. increase length of required response) ● Create a Plant Poster that gives information about what plants need to grow ● In small groups, students will make a Tree Life Cycle display. The display should give information about the life cycle of an apple tree. It should include the different stages with sentences and illustrations. ● Consult with G&T teacher

Name of Course
Unit 6:
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSLS)
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.10. Actively engage in group reading activities with purpose and understanding.
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a Recognize and produce rhyming words.
RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3c Read high-frequency and sight words with automaticity.
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.4 Ask and answer questions about unknown words in a text.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10 Actively engage in group reading activities with purpose and understanding.
L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).
L.K.2b A. Recognize and name end punctuation.
L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How are seasons different? ● What happens in different kinds of weather? ● How can you stay safe in bad weather? 	<ul style="list-style-type: none"> ● Students will be able to recognize and understand characteristics of the genre: poetry, fiction and informational texts. ● Students will be able to build background knowledge about weekly concepts. ● Students will be able to apply the comprehension strategy and visualize the story. ● Students will be able to recognize, write and revise opinion and narrative sentences. ● Students will be able to blend letter sounds to read words. ● Students will be able to blend phonemes to make words. ● Students will be able to segment words into phonemes. ● Students will be able to develop oral vocabulary. ● Students will be able to learn and recognize nouns. ● Students will be able to ask and answer questions in a story. ● Students will be introduced to new high frequency words. ● Students will be able to retell a story. ● Students will be able to sort pictures by their initial, medial and final sounds. ● Students will be able to use text features to learn more information. ● Students will be able to make connections among texts and make connections to the world. 	<ul style="list-style-type: none"> ● Listening Comprehension <ul style="list-style-type: none"> ○ Create pictures in their mind using words and pictures in a story ○ Sequence the order of events in a story using sequencing words ○ Identify key details in text ○ Retell events using retelling cards ○ Make text-to-text, text-to-self, and text-to-world connections ○ Identify and use text features (speech bubbles, directions) in informational texts to help gather information ● Phonemic Awareness <ul style="list-style-type: none"> ○ Isolate initial and final phonemes /b/, /l/ and /k/; review previous learned sounds ○ Blend phonemes and syllables to make a word ○ Phoneme segmentation ○ Phoneme addition ○ Onset/rime segmentation ○ Recognize rhyme in poem and traditional rhymes ● Phonics <ul style="list-style-type: none"> ○ Letter Recognition using alphabet cards ○ Identify words that begin with b, l and k ○ Identify pictures that begin with b, l and k ○ Use letters learned to blend words ● High Frequency Words <ul style="list-style-type: none"> ○ Use read/spell/write routine to teach the HFW (is, little, she, was) ○ Read word several times, spell the word, write the letter in the air as they say the word

	<ul style="list-style-type: none"> ● Students will be able to categorize words with the same beginning sound. ● Students will be able to create a presentation and listen to others. 	<ul style="list-style-type: none"> ○ Use and identify HFW in speech and text ○ Review previous learned HFW ● Oral Language/Vocabulary <ul style="list-style-type: none"> ○ Expand oral vocabulary by creating word webs, Venn Diagrams and lists ○ Category words: season words, weather words, question words ● Grammar <ul style="list-style-type: none"> ○ Naming words - proper nouns, plural nouns ● Handwriting <ul style="list-style-type: none"> ○ Form letters Bb, Ll, and Kk using multi-sensory experiences such as dry erase boards, rainbow writing, stamps, paper/pencil activities ● Writing Assignments/Routine Writing: <ul style="list-style-type: none"> ○ Student morning journal entries ○ Written responses to texts ○ Choose a season of the year and write an opinion sentence about how they feel about it ○ Write about what they like to do on a rainy day ○ Write a weather report using various weather words
Resources/Materials	<ul style="list-style-type: none"> ● Reading/Writing Workshop Big Book (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ Mama, Is It Summer Yet? - By Nikki McClure ○ Rain - By Manya Stojic ○ Waiting Out the Storm - By Joann Early Macken ● Interactive Read-Aloud Cards (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ "A Tour of the Seasons" ○ "The Frog and the Locust" ○ "Rainbow Crow" ● Your Turn Practice Book for students (McGraw-Hill Reading Wonders Program, 2014) ● Leveled Readers (Approaching, On Level, Beyond) (McGraw-Hill Reading Wonders Program, 2014) ● Smartboard/Promethean Board Lessons 	

	<ul style="list-style-type: none"> ● Readingeggs.com ● Scholastic “Let’s Find Out”/”Science Spin” ● Activities on connected.mcgraw-hill.com ● Teachers Pay Teachers (www.TeachersPayTeachers.com) ● Pinterest (www.pinterest.com) ● Epic! (www.getepic.com)
Interdisciplinary Connections	<p>Standard 6.3--Active Citizenship in the 21st Century--All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Science:</p> <p>K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.</p> <p>K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p>
21st Century Life and Careers	<p>Standard 9.1--Century Life & Career Skills-- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>Standard 9.3--Career Awareness, Exploration, and Preparation--All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p>
Technology Standards	<p>Standard 8.1--Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2--Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	Come On, Rain - By Karen Hesse

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Thumbs Up/Thumbs Down ● 3-2-1 ● Student Journals ● Reader Response ● Teacher Observations ● Whiteboard Responses ● Class Work/Center Activities 	<ul style="list-style-type: none"> ● Writing Journals ● Group Projects ● Rubric ● Open-Response Questions 	<ul style="list-style-type: none"> ● Portfolio ● Unit Assessment ● Developmental Reading Assessment 2 (DRA2) 	<ul style="list-style-type: none"> ● Model ● Reflection ● Poster Presentation ● Create a Picture Book ● Discussion

● Anecdotal Notes			
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Provide “wait” time ● Make lessons visual ● Use visual representations of new vocabulary ● Direct instruction of new vocabulary ● Cooperative and partner activities ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/direction/representations ● Directions repeated, clarified, reworded or simplified ● Provide text in native language ● Allow extra time ● Allow verbal rather than written responses ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards 	<ul style="list-style-type: none"> ● Hands-on and multi-sensory activities ● Preferential seating ● Extended time to complete activities ● Fewer items per page ● Frequent breaks ● Repeated directions ● Provide small group instruction ● Provide individualized instruction ● Provide oral as well as written instructions/directions ● Provide refocusing and redirection ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team 	<ul style="list-style-type: none"> ● Adjust the writing assignment as needed (i.e. increase length of required response) ● Create a seasons chart in small groups- name the season, illustrate a picture of what it looks like outside, write things that you can do in that season ● Make a windsock. Record daily which direction the wind is blowing and its strength (strong, weak, etc.). ● Write a storm safety book telling about what are things to do when there are storms (thunderstorms, blizzards, etc.) ● Consult with G&T teacher

Name of Course
Unit 7:
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSLS)
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10. Actively engage in group reading activities with purpose and understanding.
RF.K.1 Demonstrate understanding of the organization and basic features of print.
RF.K.2a Recognize and produce rhyming words.
RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3c Read high-frequency and sight words with automaticity.
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.K.4 Ask and answer questions about unknown words in a text.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10 Actively engage in group reading activities with purpose and understanding.
L.K.1b Use frequently occurring nouns and verbs.
L.K.1d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
L.K.2b Recognize and name end punctuation.
L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">● How are some animals alike and how are they different?● How do you take care of different kinds of pets?● Where do animals live?	<ul style="list-style-type: none">● Students will be able to recognize and understand characteristics of the genre: informational texts and fiction.● Students will be able to build background knowledge about weekly concepts.● Students will be able to recall facts about animals and where they live.● Students will be able to identify pets.● Students will be able to apply the comprehension strategy: reread and make, confirm and revise predictions.● Students will be able to blend letter sounds to read words.● Students will be able to delete phonemes to make new words.● Students will be able to develop oral vocabulary.● Students will be able to identify action words.● Students will be able to ask and answer questions in a story.● Students will be introduced to new high frequency words.● Students will be able to retell a story.● Students will be able to sort pictures by their initial, medial and final sounds.● Students will be able to use text features to learn more information.● Students will be able to make connections among texts and make connections to the world.● Students will be able to identify the	<ul style="list-style-type: none">● Listening comprehension<ul style="list-style-type: none">○ Reread texts to find details that help with understanding○ Compare and contrast characters in a text○ Retell events using retelling cards○ Make, confirm and revise predictions○ Identify problem and solution in a text○ Make text-to-text, text-to-self, and text-to-world connections○ Identify and use text features (chart, glossary) in informational texts to help gather information● Phonemic Awareness<ul style="list-style-type: none">○ Isolate initial and final phonemes /u/, /g/, /w/, /v/ and /ks/ (x); review previous learned sounds○ Blend phonemes and syllables to make a word○ Phoneme segmentation○ Phoneme addition/deletion/substitution○ Onset/rime blending and segmentation○ Recognize rhyme and alliteration in poem and traditional rhymes● Phonics<ul style="list-style-type: none">○ Letter Recognition using alphabet cards○ Identify words that begin with u, g, w, v and x○ Identify pictures that begin with u, g, w, v and x○ Use letters learned to make simple words● High Frequency Words<ul style="list-style-type: none">○ Use read/spell/write routine to teach the

	<p>character, setting and plot.</p> <ul style="list-style-type: none"> ● Students will be introduced to cause and effect. ● Students will be able to make connections using compare and contrast within the two texts. ● Students will be able to write informative text. ● Students will be able to present questions and answers. 	<p>HFW (for, have, of, they, said, want)</p> <ul style="list-style-type: none"> ○ Read word several times, spell the word, write the letter in the air as they say the word ○ Use and identify HFW in speech and text ○ Review previous learned HFW <ul style="list-style-type: none"> ● Oral Language/Vocabulary <ul style="list-style-type: none"> ○ Expand oral vocabulary by creating word webs, Venn Diagrams and lists ○ Category words: animal parts, pets, animal homes ● Grammar <ul style="list-style-type: none"> ○ Action words - verbs ● Handwriting <ul style="list-style-type: none"> ○ Form letters Uu, Gg, Ww, Vv and Xx using multi-sensory experiences such as dry erase boards, rainbow writing, stamps, paper/pencil activities ● Writing Assignments/Routine Writing: <ul style="list-style-type: none"> ○ Student morning journal entries ○ Written responses to texts ○ Write about an animal they know and create an animal card. ○ Write an explanatory text about an animal that makes a good pet and how to take care of it ○ Write questions and answers about where animals live
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● Reading/Writing Workshop Big Book (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ ZooBorns! - By Andrew Bleiman ○ The Birthday Pet - By Ellen Javernick ○ Bear Snores On - By Karma Williams ● Interactive Read-Aloud Cards (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ “Baby Farm Animals” ○ “The Family Pet” ○ “Anansi- An African Tale” 	

	<ul style="list-style-type: none"> ● Your Turn Practice Book for students (McGraw-Hill Reading Wonders Program, 2014) ● Leveled Readers (Approaching, On Level, Beyond) (McGraw-Hill Reading Wonders Program, 2014) ● Smartboard/Promethean Board Lessons ● Scholastic “Let’s Find Out”/”Science Spin” ● Readingeggs.com ● Activities on connected.mcgraw-hill.com ● Teachers Pay Teachers (www.TeachersPayTeachers.com) ● Pinterest (www.pinterest.com) ● Epic! (www.getepic.com)
Interdisciplinary Connections	<p>Standard 6.3 Active Citizenship in the 21st Century--All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Science:</p> <p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>
21st Century Life and Careers	<p>Standard 9.1--Century Life & Career Skills--All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>Standard 9.3--Career Awareness, Exploration, and Preparation--All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p>
Technology Standards	<p>Standard 8.1--Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2--Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed word as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	Lola Gets a Pet - By Anna McQuinn

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Thumbs Up/Thumbs Down 	<ul style="list-style-type: none"> ● Writing Journals ● Group Projects 	<ul style="list-style-type: none"> ● Portfolio ● Unit Assessment 	<ul style="list-style-type: none"> ● Model ● Reflection

<ul style="list-style-type: none"> ● 3-2-1 ● Student Journals ● Reader Response ● Teacher Observations ● Whiteboard Responses ● Class Work/Center Activities ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Rubric ● Open-Response Questions 	<ul style="list-style-type: none"> ● Developmental Reading Assessment 2 (DRA2) 	<ul style="list-style-type: none"> ● Poster Presentation ● Create a Picture Book ● Discussion
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Provide “wait” time ● Make lessons visual ● Use visual representations of new vocabulary ● Direct instruction of new vocabulary ● Cooperative and partner activities ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/direction/representations ● Directions repeated, clarified, reworded or simplified ● Provide text in native language ● Allow extra time ● Allow verbal rather than written responses ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards 	<ul style="list-style-type: none"> ● Hands-on and multi-sensory activities ● Preferential seating ● Extended time to complete activities ● Fewer items per page ● Frequent breaks ● Repeated directions ● Provide small group instruction ● Provide individualized instruction ● Provide oral as well as written instructions/directions ● Provide refocusing and redirection ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team 	<ul style="list-style-type: none"> ● Adjust the writing assignment as needed (i.e. increase length of required response) ● Write a research report about an animal ● Create a pet care poster- name the pet and write how they care for the pet ● Create a habitat diorama ● Consult with G&T teacher

Name of Course
Unit 8:
Time Allotted (days of instruction): 3 weeks

New Jersey Student Learning Standards (NJSL)

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.10. Actively engage in group reading activities with purpose and understanding.

RF.K.2a Recognize and produce rhyming words.

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

RF.K.3c Read high-frequency and sight words with automaticity.

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

L.K.1b Use frequently occurring nouns and verbs.

L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

L.K.1f Produce and expand complete sentences in shared language activities.

L.K.2a Capitalize the first word in a sentence and the pronoun *I*.

L.K.2b Recognize and name end punctuation.

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">● What can help you go from here to there?● What do you know about our country?● What do you see in the sky?	<ul style="list-style-type: none">● Students will be able to recognize and understand characteristics of the genre: fiction, fantasy and informational text.● Students will be able to build background knowledge about weekly concepts.● Students will be able to understand, use and revise complete sentences.● Students will be able to apply the comprehension strategy: reread and make predictions.● Students will be able to blend letter sounds to read words.● Students will be able to develop oral vocabulary.● Students will be able to ask and answer questions in a story.● Students will be introduced to new high frequency words.● Students will be able to retell a story.● Students will be able to sort pictures by their initial, medial and final sounds.● Students will be able to use text features to learn more information.● Students will be able to make connections among texts and make connections to the world.● Students will be able to identify the main idea and key details and characters, setting and the plot.● Students will be able to make connections using compare and contrast	<ul style="list-style-type: none">● Listening comprehension<ul style="list-style-type: none">○ Retell events using retelling cards○ Identify characters, setting, and major events in a story○ Reread texts to gather more information○ Identify the main idea and details in a text○ Identify problem and solution in a text○ Make text-to-text, text-to-self, and text-to-world connections○ Identify and use text features (headings, captions) in informational texts to help gather information● Phonemic Awareness<ul style="list-style-type: none">○ Isolate initial and final phonemes /j/, /kw/ (q), /y/ and /z/; review previous learned sounds○ Blend phonemes and syllables to make a word○ Phoneme segmentation○ Phoneme addition/deletion/substitution○ Phoneme categorization○ Onset/rime blending and segmentation○ Recognize rhyme and alliteration in poem and traditional rhymes● Phonics<ul style="list-style-type: none">○ Letter Recognition using alphabet cards○ Identify words that begin with j, q, y and z○ Identify pictures that begin with j, q, y and z○ Use letters learned to blend words● High Frequency Words<ul style="list-style-type: none">○ Use read/spell/write routine to teach the

	<p>within the two texts.</p> <ul style="list-style-type: none"> ● Students will be able to recognize a word when a phoneme is changed. ● Students will be able to recognize the same phoneme in a set of words. ● Students will be able to create a presentation and listen to others. 	<p>HFW (here, me, this, what)</p> <ul style="list-style-type: none"> ○ Read word several times, spell the word, write the letter in the air as they say the word ○ Use and identify HFW in speech and text ○ Review previous learned HFW <ul style="list-style-type: none"> ● Oral Language/Vocabulary <ul style="list-style-type: none"> ○ Expand oral vocabulary by creating word webs, Venn Diagrams and lists ○ Category words: vehicles, ordinal numbers, opposites ● Grammar <ul style="list-style-type: none"> ○ Sentence with prepositions ○ Parts of a sentence (naming part, telling part) ● Handwriting <ul style="list-style-type: none"> ○ Form letters Jj, Qq, Yy and Zz using multi-sensory experiences such as dry erase boards, rainbow writing, stamps, paper/pencil activities ● Writing Assignments/Routine Writing: <ul style="list-style-type: none"> ○ Student morning journal entries ○ Written responses to texts ○ Write a personal narrative about how they travel from place to place ○ Write about a famous place in the USA that they have traveled to or where they would like to travel to ○ Write about one fact that they learned about American Symbols. ○ Create a counting book. Write how many of various things they see in the sky (i.e. I see 2 planes in the sky)
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● Reading/Writing Workshop Big Book (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ When Daddy’s Truck Picks Me Up By Jane Novotny Hunter ○ Ana Goes to Washington, DC By Rene Colato Lainez ○ Bringing Down the Moon By Jonathan Emmett 	

	<ul style="list-style-type: none"> ● Interactive Read-Aloud Cards (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ “The King of the Winds” ○ “The Best of the West” ○ “A View From the Moon” ● Your Turn Practice Book for students (McGraw-Hill Reading Wonders Program, 2014) ● Leveled Readers (Approaching, On Level, Beyond) (McGraw-Hill Reading Wonders Program, 2014) ● Smartboard/Promethean Board Lessons ● Readingeggs.com ● Scholastic “Let’s Find Out”/”Science Spin” ● Activities on connected.mcgraw-hill.com ● Teachers Pay Teachers (www.TeachersPayTeachers.com) ● Pinterest (www.pinterest.com) ● Epic! (www.getepic.com)
Interdisciplinary Connections	<p>Standard 6.1 U.S. History: America in the World--All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Standard 6.2 World History, Global Studies--All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
21st Century Life and Careers	<p>Standard 9.1--Century Life & Career Skills-- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
Technology Standards	<p>Standard 8.1--Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2--Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	<p>Transportation in Many Cultures - By Martha Rustad Hidden Figures - By Margot Lee Shetterly Mae Among the Stars - By Roda Ahmed</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Thumbs Up/Thumbs Down ● 3-2-1 ● Student Journals ● Reader Response ● Teacher Observations ● Whiteboard Responses ● Class Work/Center Activities ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Writing Journals ● Group Projects ● Rubric ● Open-Response Questions 	<ul style="list-style-type: none"> ● Portofolio ● Unit Assessment ● Developmental Reading Assessment 2 (DRA2) 	<ul style="list-style-type: none"> ● Model ● Reflection ● Poster Presentation ● Create a Picture Book ● Discussion

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Provide “wait” time ● Make lessons visual ● Use visual representations of new vocabulary ● Direct instruction of new vocabulary ● Cooperative and partner activities ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/direction/representations ● Directions repeated, clarified, reworded or simplified ● Provide text in native language ● Allow extra time ● Allow verbal rather than written responses ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards 	<ul style="list-style-type: none"> ● Hands-on and multi-sensory activities ● Preferential seating ● Extended time to complete activities ● Fewer items per page ● Frequent breaks ● Repeated directions ● Provide small group instruction ● Provide individualized instruction ● Provide oral as well as written instructions/directions ● Provide refocusing and redirection ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team 	<ul style="list-style-type: none"> ● Adjust the writing assignment as needed (i.e. increase length of required response) ● Research different types of transportation from long ago. Choose one type and create a poster to present to the class. It should include a picture and one or more sentences about it. ● Create an informational class book about various places in the USA ● Create a display of the sky during the day and of the night sky. Compare and contrast them. ● Consult with G&T teacher

Name of Course

Unit 9:

Time Allotted (days of instruction): 3 weeks

New Jersey Student Learning Standards (NJSLS)

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10. Actively engage in group reading activities with purpose and understanding.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2a Recognize and produce rhyming words.

RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3c Read high-frequency and sight words with automaticity.

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

L.K.1f Produce and expand complete sentences in shared language activities.

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can you help out at home? ● How can you be a good citizen? ● How can things in nature be used to make new things? 	<ul style="list-style-type: none"> ● Students will be able to recognize and understand characteristics of the genre: fiction, fantasy and informational text. ● Students will be able to build background knowledge about weekly concepts. ● Students will be able to identify the same medial phoneme. ● Students will be able to identify, use and write adjectives in a sentence. ● Students will be able to apply the comprehension strategy: reread and make predictions. ● Students will be able to organize and write and revise a story. ● Students will be able to blend letter sounds to read words. ● Students will be able to develop oral vocabulary. ● Students will be able to ask and answer questions in a story. ● Students will be introduced to new high frequency words. ● Students will be able to retell a story. ● Students will be able to sort pictures by 	<ul style="list-style-type: none"> ● Listening comprehension <ul style="list-style-type: none"> ○ Ask and answer questions about a text ○ Sequence the events in a story ○ Retell events using retelling cards ○ Identify cause and effect in a text ○ Make text-to-text, text-to-self, and text-to-world connections ○ Identify and use text features (charts, captions, directions) in informational texts to help gather information ● Phonemic Awareness <ul style="list-style-type: none"> ○ Isolate initial and final phonemes /ā/, /ī/, and /ō/; review previous learned sounds ○ Blend phonemes and syllables to make a word ○ Phoneme addition/deletion/substitution ○ Syllable segmentation ○ Onset/rime blending and segmentation ○ Recognize rhyme in poem and traditional rhymes ● Phonics <ul style="list-style-type: none"> ○ Identify words with a_e, i_e, and o_e spelling patterns ○ Sort pictures with long and short vowel

	<p>their initial, medial and final sounds.</p> <ul style="list-style-type: none"> ● Students will be able to use text features to learn more information. ● Students will be able to make connections among texts and make connections to the world. ● Students will be able to identify the plot and sequence of a story. ● Students will be able to identify cause and effect. ● Students will be able to delete sounds from words to make new words. ● Students will be able to write, revise and present a recipe. ● Students will be able to present a story. 	<p>sounds</p> <ul style="list-style-type: none"> ○ Use letters learned to make simple words <ul style="list-style-type: none"> ● High Frequency Words <ul style="list-style-type: none"> ○ Use read/spell/write routine to teach the HFW (help, too, has, play, where, look) ○ Read word several times, spell the word, write the letter in the air as they say the word ○ Use and identify HFW in speech and text ○ Review previous learned HFW ● Oral Language/Vocabulary <ul style="list-style-type: none"> ○ Expand oral vocabulary by creating word webs, Venn Diagrams and lists ○ Category words: Household furniture, farm animals, foods made from grain ● Grammar <ul style="list-style-type: none"> ○ Describing words - adjectives ● Handwriting <ul style="list-style-type: none"> ○ Write sentences with a_e, i_e, and o_e words ● Writing Assignments/Routine Writing: <ul style="list-style-type: none"> ○ Student morning journal entries ○ Written responses to texts ○ Write an opinion about a book they have read ○ Write a story- must include a beginning, middle, and an end. ○ Write a basic recipe- Include the name of food and the steps required to make the item
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● Reading/Writing Workshop Big Book (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ Peter’s Chair By Ezra Jack Keats ○ Hen Hears Gossip By Megan McDonald ○ Bread Comes to Life By George Levonson ● Interactive Read-Aloud Cards (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ “Helping Out at Home” ○ “The Little Red Hen” 	

	<ul style="list-style-type: none"> ○ “Spider Woman Teaches the Navajo” ● Your Turn Practice Book for students (McGraw-Hill Reading Wonder Program, 2014) ● Leveled Readers (Approaching, On Level, Beyond) (McGraw-Hill Reading Wonders Program, 2014) ● Smartboard/Promethean Board Lessons ● Readingeggs.com ● Scholastic “Let’s Find Out”/”Science Spin” ● Activities on connected.mcgraw-hill.com ● Teachers Pay Teachers (www.TeachersPayTeachers.com) ● Pinterest (www.pinterest.com) ● Epic! (www.getepic.com)
Interdisciplinary Connections	<p>Standard 6.2 World History, Global Studies--All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Standard 6.3 Active Citizenship in the 21st Century--All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
21st Century Life and Careers	Standard 9.1--Century Life & Career Skills -- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Technology Standards	<p>Standard 8.1--Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 – Technology Education--All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	<p>Make Something Beautiful - By F. Isabel Campoy and Theresa Howell</p> <p>Lillian’s Right to Vote - By Jonah Winter</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Thumbs Up/Thumbs Down ● 3-2-1 ● Student Journals 	<ul style="list-style-type: none"> ● Writing Journals ● Group Projects ● Rubric ● Open-Response Questions 	<ul style="list-style-type: none"> ● Portfolio ● Unit Assessment ● Developmental Reading Assessment 2 (DRA2) 	<ul style="list-style-type: none"> ● Model ● Reflection ● Poster Presentation ● Create a Picture Book

<ul style="list-style-type: none"> ● Reader Response ● Teacher Observations ● Whiteboard Responses ● Class Work/Center Activities ● Anecdotal Notes 			<ul style="list-style-type: none"> ● Discussion
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Provide “wait” time ● Make lessons visual ● Use visual representations of new vocabulary ● Direct instruction of new vocabulary ● Cooperative and partner activities ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/direction/representations ● Directions repeated, clarified, reworded or simplified ● Provide text in native language ● Allow extra time ● Allow verbal rather than written responses ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards 	<ul style="list-style-type: none"> ● Hands-on and multi-sensory activities ● Preferential seating ● Extended time to complete activities ● Fewer items per page ● Frequent breaks ● Repeated directions ● Provide small group instruction ● Provide individualized instruction ● Provide oral as well as written instructions/directions ● Provide refocusing and redirection ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team 	<ul style="list-style-type: none"> ● Adjust the writing assignment as needed (i.e. increase length of required response) ● Show how the author Ezra Jack Keats shows that the characters in his stories grow up and change throughout the books ● With a partner, create an anti-bullying display or poster. Students will write how they can be a buddy, not a bully. ● Consult with G&T teacher

Name of Course
Unit 10:
Time Allotted (days of instruction): 3 weeks

New Jersey Student Learning Standards (NJSL)

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3c Read high-frequency and sight words with automaticity.

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

L.K.1d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

L.K.2a Capitalize the first word in a sentence and the pronoun *I*.

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> • What can happen when we work together? • In what ways are things alike? How are they different? • What ideas can you suggest to protect the environment? 	<ul style="list-style-type: none"> • Students will be able to recognize and understand characteristics of the genre: fantasy and informational text. • Students will be able to build background knowledge about weekly concepts. • Students will be able to identify, use and write pronouns in a sentence. • Students will be able to apply the comprehension strategy: reread and make, confirm and revise predictions. • Students will be able to organize and write and revise a story with dialogue. • Students will be able to blend phonemes to form words • Students will be able to develop oral vocabulary. • Students will be able to ask and answer questions in a story. • Students will be introduced to new high frequency words. • Students will be able to retell a story. • Students will be able to sort words by their medial and final sounds. • Students will be able to use text features to learn more information. • Students will be able to make connections among texts and make 	<ul style="list-style-type: none"> • Listening comprehension <ul style="list-style-type: none"> ○ Make, confirm, and revise predictions ○ Identify character, setting, and major events in a story ○ Ask and answer questions about a text ○ Retell events using retelling cards ○ Identify main idea and key details in a text ○ Make text-to-text, text-to-self, and text-to-world connections ○ Reread texts to find details that help with understanding ○ Identify and use text features (speech bubbles, labels, captions) in informational texts to help gather information • Phonemic Awareness <ul style="list-style-type: none"> ○ Isolate initial and final phonemes /ū/ and /ē/; review previous learned sounds ○ Blend phonemes and syllables to make a word ○ Phoneme addition/deletion/substitution ○ Phoneme segmentation ○ Blend Onset/rime to make a word ○ Syllable segmentation ○ Recognize rhyme and alliteration in poem and traditional rhymes • Phonics <ul style="list-style-type: none"> ○ Identify words with u_e, ee, and e_e spelling

	<p>connections to the world.</p> <ul style="list-style-type: none"> ● Students will be able to identify the plot and sequence of a story. ● Students will be able to discuss voice in writing and write an opinion. ● Students will be able to segment words into phonemes. ● Students will be able to identify the main topic and details of a story. ● Students will be able to write, revise and present a thank you card. ● Students will be able to present a story and listen to others. 	<p>patterns</p> <ul style="list-style-type: none"> ○ Sort pictures with long and short vowel sounds ○ Use letters learned to make simple words <ul style="list-style-type: none"> ● High Frequency Words <ul style="list-style-type: none"> ○ Use read/spell/write routine to teach the HFW (good, who, come, does) ○ Read word several times, spell the word, write the letter in the air as they say the word ○ Use and identify HFW in speech and text ○ Review previous learned HFW ● Oral Language/Vocabulary <ul style="list-style-type: none"> ○ Expand oral vocabulary by creating word webs, Venn Diagrams and lists ○ Category words: question words, opposites and baby animals ● Grammar <ul style="list-style-type: none"> ○ Pronouns ● Handwriting <ul style="list-style-type: none"> ○ Write sentences with u_e, ee, and e_e words ● Writing Assignments/Routine Writing: <ul style="list-style-type: none"> ○ Student morning journal entries ○ Written responses to texts ○ Write a story that has a character talking to one another trying to solve a problem ○ Write a thank you note to someone who is helpful ○ Brainstorm things the students feel strongly about (parks, animals) ○ Write an opinion piece about the topic of their choice.
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● Reading/Writing Workshop Big Book (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ What's the Big Idea, Molly? By Valeri Gorbachev 	

	<ul style="list-style-type: none"> ○ All Kinds of Families By Mary Ann Holerman ○ Panda Kindergarten By Joanne Ryder ● Interactive Read-Aloud Cards (McGraw-Hill Reading Wonders Program, 2014) <ul style="list-style-type: none"> ○ “The Elves and the Shoemakers” ○ “The Perfect Color” ○ “Protect the Environment” ● Your Turn Practice Book for students (McGraw-Hill Reading Wonder Program, 2014) ● Leveled Readers (Approaching, On Level, Beyond) (McGraw-Hill Reading Wonders Program, 2014) ● Smartboard/Promethean Board Lessons ● Readingeggs.com ● Scholastic “Let’s Find Out”/”Science Spin” ● Activities on connected.mcgraw-hill.com ● Teachers Pay Teachers (www.TeachersPayTeachers.com) ● Pinterest (www.pinterest.com) ● Epic! (www.getepic.com)
Interdisciplinary Connections	Standard 6.3 Active Citizenship in the 21st Century --All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills --All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Technology Standards	<p>Standard 8.1--Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2--Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed word as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	<p>Wangari's Trees of Peace - By Jeanette Winter</p> <p>One Plastic Bag - By Miranda Paul</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Exit Slips ● Thumbs Up/Thumbs Down ● 3-2-1 ● Student Journals ● Reader Response 	<ul style="list-style-type: none"> ● Writing Journals ● Group Projects ● Rubric ● Open-Response Questions 	<ul style="list-style-type: none"> ● Portfolio ● Unit Assessment ● Developmental Reading Assessment 2 (DRA2) 	<ul style="list-style-type: none"> ● Model ● Reflection ● Poster Presentation ● Create a Picture Book ● Discussion

<ul style="list-style-type: none"> ● Teacher Observations ● Whiteboard Responses ● Class Work/Center Activities ● Anecdotal Notes 			
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Provide “wait” time ● Make lessons visual ● Use visual representations of new vocabulary ● Direct instruction of new vocabulary ● Cooperative and partner activities ● Provide small group instruction ● Provide individualized instruction ● Provide multi-sensory instruction ● Provide pictorial instructions/direction/representations ● Directions repeated, clarified, reworded or simplified ● Provide text in native language ● Allow extra time ● Allow verbal rather than written responses ● Modify questions and quantity on tasks ● Provide prompts-mnemonics, color coding, cue cards 	<ul style="list-style-type: none"> ● Hands-on and multi-sensory activities ● Preferential seating ● Extended time to complete activities ● Fewer items per page ● Frequent breaks ● Repeated directions ● Provide small group instruction ● Provide individualized instruction ● Provide oral as well as written instructions/directions ● Provide refocusing and redirection ● Allow verbal rather than written responses ● Whenever possible read information on worksheets or text aloud ● Provide video and online books for gathering extended information ● Provide prompts-mnemonics, color coding, cue cards, pictures ● Consult with Child Study Team 	<ul style="list-style-type: none"> ● Adjust the writing assignment as needed (i.e. increase length of required response) ● Create a list of problems that children may encounter in school and brainstorm ways to solve them ● Make a poster to encourage others to protect our earth and include various ways of doing so ● Consult with G&T teacher