

**English Language Arts
Kindergarten**

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School



**Course Name: ELA
Grade: Kindergarten**

Board Approved: DATE OF BOARD APPROVAL

*All curriculum is aligned with the NJSL in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8

English Language Arts Kindergarten

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1A,D RL.K.3 RI.K.5 RF.K.2A RF.K.4A,B RL.K.5 RI.K.10 RL.K.6 RL.K.7 RL.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5 W.K.8	Primary Focus Standards: SL.K.1A SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1B,D,E L.K.5A L.K.6
	Text Type: <ul style="list-style-type: none"> ● Literary 	Writing Focus: <ul style="list-style-type: none"> ● Launching the Workshop ● Informative/pattern writing 	Task type: <ul style="list-style-type: none"> ● Small & whole group discussion through guided oral discussion 	Skill focus: <ul style="list-style-type: none"> ● Demonstrate command of standard English grammar when writing or speaking
<u>Unit 2</u>	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,C,D RL.K.3 RI.K.3 RF.K.2A,B,C RL.K.10 RI.K.4 RF.K.3A,C RI.K.6 RF.K.4A,B RI.K.7 RI.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,D,E L.K.5B L.K.6
	Text Type: <ul style="list-style-type: none"> ● Informational 	Writing Focus: <ul style="list-style-type: none"> ● Personal narrative writing ● Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> ● Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> ● Demonstrate command of standard English grammar when writing or speaking
<u>Unit 3</u>	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,D RL.K.2 RI.K.2 RF.K.2A,B,C,D,E RL.K.4 RI.K.3 RF.K.3C,D RL.K.7 RI.K.4 RF.K.4A,B RL.K.9 RI.K.7 RL.K.10 RI.K.9 RI.K.10	Primary Focus Standards: W.K.1 W.K.2 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6

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	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: <ul style="list-style-type: none"> Opinion writing Informational writing Shared research writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Unit 4	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,D RL.K.2 RI.K.2 RF.K.2B,C,D,E RL.K.4 RI.K.3 RF.K.3B,C,D RL.K.7 RI.K.4 RF.K.4A,B RL.K.9 RI.K.7 RL.K.10 RI.K.8 RI.K.9 RI.K.10	Primary Focus Standards: W.K.1 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: <ul style="list-style-type: none"> Opinion writing Narrative writing Shared research/writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Suggested Open Educational Resources	<ul style="list-style-type: none"> http://readingandwritingproject.org/ www.jenniferserravallo.com/blog http://www.wegivebooks.org/books http://www.nwp.org/cs/public/print/resource_topic/teaching_reading http://www.sightwords.com/ www.lindahoyt.com/tips.html http://www.readwritethink.org/ 	<ul style="list-style-type: none"> http://readingandwritingproject.org/ http://www.schrockguide.net/ - http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	<ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html 	<ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html http://www.seymoursimon.com/index.php/blog/

Unit 1		
Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and 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).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> Ask and prompt who, what where, when, why and how regarding details of a text Answer when prompted and use key details from the text Ask and answer questions about key details when prompting with who, what, where, when, why and how Determine what key details are in a text Understand what key details are Ask and answer questions about key details, with support

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RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		<ul style="list-style-type: none"> ● Provide a description of characters in a story using key details. ● Provide a description of the setting of a story using key details. ● Provide a description of the major events in a story using key details.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	RI.K.5. Identify the front cover, back cover, and title page of a book.	RL.K.5: <ul style="list-style-type: none"> ● Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)
		RI.K.5: <ul style="list-style-type: none"> ● Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)
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.		<ul style="list-style-type: none"> ● Identify the author and illustrator of a story ● Explain the role of the author and illustrator in creating the text
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).		<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.A. Follow words from left to right, top to bottom, and page by page. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> ● Understand basic print features <ul style="list-style-type: none"> – Books have a correct position – Print has specific directionality – Print has meaning and is made up of letters ● Track text left to right, top to bottom and page by page ● Name all upper and lower case letters
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words.		<ul style="list-style-type: none"> ● Recognize the differences in syllables, sounds and phonemes (cat, bat,fat) ● Identify and produce rhyming words
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills . RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.		<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
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.		<ul style="list-style-type: none"> ● Draw tell, write about topics that is well known ● Name what is being written about ● Supply additional information about the topic

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<p>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.</p>	<ul style="list-style-type: none"> ● Tell, draw and write a story about something that happened ● Show what happens first ● Put the pages in order ● Tell what happens last
<p>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).</p>	<ul style="list-style-type: none"> ● Add details to written stories ● Turn and talk to reflect on writing ● Use writing partners and teacher conferences to strengthen writing
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>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.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> ● Participate in a variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
<p>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.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about an experience
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to add detail
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas ● Speak audibly to naturally express ideas
<p>Unit 1 Language Standards</p>	<p>Unit 1 Language Critical Knowledge and Skills</p>
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.B. Use frequently occurring nouns and verbs. L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<ul style="list-style-type: none"> ● Utilize formal grammar and usage of spoken and written standard English ● Use frequently occurring nouns and verbs correctly ● Understand and use question words (e.g., who, what, where, when, why, how) appropriately ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

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<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> ● Explore word relationships and nuances in word meaning ● Categorize common objects ● Sort common objects ● Draw conclusions about the category representations
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ● Listen, share and read a variety of texts ● Highlight ● Use new words and phrases when writing, reading and responding to texts

Unit 1:

Learning Goals	Suggested Activities
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Precursor to Unit 1: Launching the Readers/Writers Workshop

<p>Reading</p> <ol style="list-style-type: none"> 1. Learn all the procedures for all the components of the ELA block 2. Learn the main parts of the story (beginning, middle, and end) 3. Build reading stamina by reading independently for longer periods of time 4. Talk about their reading, participate in classroom discussions about texts read aloud (story sequence and favorite part) 5. Identify comprehension strategies used to help the reader understand and remember what they heard/read 6. Be introduced to making predictions about a story using pictures and prior knowledge 7. Describe characters from a story using key details 8. Identify character traits, feelings, and motives 9. Describe the setting of a story using key details 10. Share opinions about a story 11. Ask and answer questions about key details 	<p>Reading</p> <ol style="list-style-type: none"> 1. Teach, model, and practice Reader’s Workshop routines and procedures: <ol style="list-style-type: none"> a. What Read to Self looks like and sounds like (anchor chart) b. How to find a reading spot c. Procedures for all taught literacy centers (word work, writing, technology) d. Cleaning up/transitioning from literacy centers 2. Demonstrate how to use the classroom library and book boxes 3. Build reading stamina by reading independently for longer periods of time 4. Model comprehension strategies during interactive read alouds and shared reading <ol style="list-style-type: none"> a. Picture walk (using information from the front cover and details from the pictures) b. Retelling c. Text to Self connections d. Favorite part and why 5. Teach, model, and practice how to find a “just right” book <ol style="list-style-type: none"> a. Create anchor chart for strategies 6. Listen to various stories in a whole class setting 7. Create/brainstorm list of ideas to answer questions 8. Act out key details from a story 9. Begin to read simple text with pattern sentences 10. Participate in class discussion
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<p>Writing/Language</p> <ol style="list-style-type: none"> Learn what writing is and where it can be found Engage in interactive writing experiences Write independently for longer periods of time Begin to form their uppercase and lowercase letters properly and legibly Participate in shared writing. <ol style="list-style-type: none"> List ideas to answer questions, sequence events, and share details from a text. Students will make a list of predictions about a story by using only illustrations Learn ways to develop ideas for a writing topic (prewriting) Learn how writers choose tools Identify things that are important to them to use as ideas for writing Respond to a question with drawing and writing Complete a sentence starter Share the writing in the whole class and/or small group setting 	<p>Writing/Language Teacher Created Mentor Texts</p> <ol style="list-style-type: none"> Teach and model Writer's Workshop routines and procedures <ol style="list-style-type: none"> Create anchor chart for what Writer's Workshop looks like and sounds like Model how to pick what to write about Model and practice drawing a picture to plan, and matching it to writing Sharing (to class or buddy) Building writing stamina Use charts and pattern fill-ins to increase independent writing Draw/write to tell about personal likes/dislikes Use worksheet templates to make simple books Draw/write to answer questions about a text Suggested Curriculum Calendar for Writing Instruction (Lucy Calkins) Kindergarten <p>Suggested Anchor Charts for Writers Workshop</p>
<p>Word Study/Phonics</p> <ol style="list-style-type: none"> Identify upper and lowercase letters Identify consonant sounds Identify rhyming words Identify syllables in a word Identify sounds at the beginning and ending of words Use high frequency words in writing (word wall) 	<p>Word Study/Phonics</p> <ol style="list-style-type: none"> Weekly letter sounds Phonics games and activities Creating word wall Picture sorts Rhyming games and word play
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>
<p>Emerging Literacy Survey-Beginning of the Year Beginning of the Year Reading Assessment: DRA3 Bi-Weekly Progress Monitoring Assessments Superkids Unit Assessments Monthly homework calendar Modified monthly homework calendar</p> <p>Student Work Samples (writing)</p>	<p>Superkids - Benchmark Assessment Model Curriculum Unit 1 Letter/Sound Assessment High Frequency Word Assessment ESGI Assessments LinkIt</p>
<p align="center">Alternative Assessments</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>

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<p>Marzano Proficiency Scales 4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance</p>	<p>Research and Media: People at Work Scrapbook TG Unit 1 xxii <u>Standards:</u> RI.K.1, W.K.2, W.K.7 <u>Objectives:</u> Identify and discuss different kinds of work. Participate in a shared writing project. Discuss the kinds of jobs people do in their neighborhoods. Identify which workers students would like to feature in their scrapbooks. Students draw workers and write or dictate labels for their drawings. Children present scrapbooks to the class, following rules for class discussion.</p> <p>Student Work Samples (writing)</p>
<p>District/School Texts</p>	<p>District/School Supplementary Resources</p>
<p>Superkids: Unit 1-13, 16, 22 *Every unit introduces a new letter (form, sound, etc.) and reinforces print and book awareness.</p> <p>Suggested Texts</p> <p>Superkids suggested read-aloud</p>	<p><u>Online Resources:</u></p> <ul style="list-style-type: none"> ● Superkids Online Fun (Superkids' Online Resources) ● HubbardsCupboard.org ● BrainPOP Jr. ● ReadWorks ● Scholastic News ● Reading A-Z ● Handwriting worksheets ● Alphabet Coloring Pages ● Havefunteaching.com ● Starfall.com ● Primary Writing Paper Templates <p><u>Text Resources:</u></p> <ul style="list-style-type: none"> ● Lucy Calkins Units of Study ● <i>The Next Step Forward in Guided Reading</i> By: Jan Richardson ● Soliday Program ● Words Their Way ● Super Kids ● Fountas and Pinnell Phonics Program
<p align="center">District/School Writing Tasks</p>	

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<p>Primary Focus</p> <ul style="list-style-type: none"> ● Narrative writing ● Informative/explanatory writing 	<p>Secondary Focus</p> <ul style="list-style-type: none"> ● how to hold a pencil ● using writing notebooks ● using writing resources: charts, lists, posters ● labeling ● pattern writing ● stretching out words 	<p>Routine Writing</p> <ul style="list-style-type: none"> ● Journal writing ● Daily 5 ● Portland Oregon Writer’s Workshop
<p><u>Interdisciplinary Connections</u> (Click on the text above; it is linked to the state website where the information needed for this section can be found)</p>		
<p>Social Studies</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.</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>Math</p> <p>K.CC.5 Count to tell the number of objects.</p>	<p>Science</p>

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<p>World Language</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/ language during daily interactions. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>Technology</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>21st Century Skills & Career Education</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p>
<p>Modifications and Accommodations</p>		
<p>Special Education Students</p> <ul style="list-style-type: none"> ● Modified curriculum ● small group instruction ● direct instruction ● choices ● SRA program ● Wilson Foundations program ● shortened/chunked assignments ● reword/repeat directions 	<p>English Language Learners</p> <ul style="list-style-type: none"> ● programming for qualified students ● labeling ● text to speech ● small group ● direct instruction ● shortened/chunked assignments ● intentional groupings 	<p>Students at Risk for Failure</p> <ul style="list-style-type: none"> ● Superkids Skill Builder ● Soday ● RTI program ● modified curriculum ● small group instruction ● direct instruction ● SRA program ● Wilson Foundations program ● shortened/chunked assignments ● reword/repeat directions

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Gifted and Talented <ul style="list-style-type: none"> ● Qualified programming ● extension projects/tasks ● intentional grouping ● classroom leadership role 	Students with 504 Plans <ul style="list-style-type: none"> ● small group instruction ● direct instruction ● directions read aloud ● shortened/chunked assignments ● reword/repeat directions ● intentional groupings ● Superkids Skill Builder ● RTI program if necessary 	
Unit Duration: Instructional Days		
43 days		

Unit 2		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and 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).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Ask and prompt who, what, where, when, why and how regarding details of a text ● Answer when prompting and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> ● Provide a description of characters in a story using key details. ● Provide a description of the setting of a story using key details. ● Provide a description of the major events in a story using key details.
	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word
	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.	<ul style="list-style-type: none"> ● Identify the author and illustrator of a story ● Explain the role of the author and illustrator in creating the text

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	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).	<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.C. Understand that words are separated by spaces in print. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> ● Recognize that print has meaning and is made up of letters in a specific order ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text ● Name all upper and lower case letters
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.		<ul style="list-style-type: none"> ● Identify and produce rhyming words ● Demonstrate knowledge of syllables in a word ● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. RF.K.3.C. Read high-frequency and sight words with automaticity .		<ul style="list-style-type: none"> ● Use specific strategies for decoding words, including letter sound correspondence ● Associate a letter with a sound and apply these sounds when decoding words ● Identify common high-frequency words by sight in isolation and also in a text
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills . RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.		<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
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.		<ul style="list-style-type: none"> ● Draw tell, write about topics that is well known ● Name what is being written about ● Supply additional 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.		<ul style="list-style-type: none"> ● Tell, draw and write a story about something that happened ● Show what happens first ● Put the pages in order ● Tell what happens last

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<p>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).</p>	<ul style="list-style-type: none"> ● Add details to written stories ● Turn and talk to reflect on writing ● Use writing partners and teacher conferences to strengthen writing
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>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.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
<p>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.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about an experience
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to add detail
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas ● Speak audibly to naturally express ideas
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.A. Print many upper- and lowercase letters. L.K.1.B. Use frequently occurring nouns and verbs. L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<ul style="list-style-type: none"> ● Utilize formal grammar and usage of spoken and written standard English ● Distinguish between upper and lower case letters ● Print a variety upper- and lowercase letters ● Use frequently occurring nouns and verbs correctly appropriately ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

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<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<ul style="list-style-type: none"> ● Explore word relationships and nuances in word meanings ● Relate nouns and verbs to their antonyms
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ● Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking

Unit 2:	
Learning Goals	Suggested Activities
<p>Reading</p> <ol style="list-style-type: none"> 1. Distinguish between the concept of real and make-believe 2. Distinguish between fiction and nonfiction text. 3. Ask questions about a topic. 4. Identifying features of nonfiction text. 5. Use text photographs and drawings to aid comprehension. 6. Use strategies when reading a nonfiction text including asking and answering questions. 	<p>Reading</p> <ol style="list-style-type: none"> 1. Listen to various text in a whole group setting. 2. Take part in class discussions while remaining on topic. 3. Create lists of prior knowledge and question to be answered. 4. Use text to answer specific questions. 5. Read simple pattern text. 6. Use illustrations to explain an answer to a question.
<p>Writing/Language</p> <ol style="list-style-type: none"> 1. Participate in shared writing. 2. Identify main topic for writing. 3. Organize and sequence thoughts to provide information. 4. Complete a nonfiction writing using pictures and inventive spelling. 5. Use labels to identify pictures 	<p>Writing/Language Teacher Created Mentor Texts</p> <ol style="list-style-type: none"> 1. Use charts and pattern fill-ins to increase independent writing. 2. Draw/write to tell about a nonfiction topic 3. Use worksheet templates to make simple books. 4. Draw/write to answer questions about a nonfiction text. 5. Use posters and charts to assist in labeling 6. Suggested Curriculum Calendar for Writing Instruction (Lucy Calkins) Kindergarten 7. Sample anchor charts
<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Identify and use beginning and ending consonant sounds. 2. Use high frequency words from the word wall. 3. and to sequence information. 4. Recognize and isolate initial and final sounds of words. 5. Observe and classify letters according to their features. 6. Identify syllables 	<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Picture sorts. 2. Word Wall activities. 3. Cut-up sentences. 4. Use posters and charts to assist in labeling 5. Clap out words
<p><i>District/School Formative Assessment Plan</i></p>	<p><i>District/School Summative Assessment Plan</i></p>

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<p>Superkids Mid-Year Assessment Bi-Weekly Progress: Superkids Unit Assessments Superkids Unit Assessments Monthly homework calendar</p> <p>Student Work Samples (writing)</p>	<p>Middle of the Year Reading Assessment: DRA3/Moby Max Model Curriculum Unit 2 Letter/SoundAssessment High Frequency Word Assessment ESGI Assessments LinkIt</p>
<p>Alternative Assessments</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>
<p>Marzano Proficiency Scales</p> <p>4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of the skills 1- Beginning: Early stages of development; needs assistance</p>	<p>Research and Media: Learning Wheel TG Unit 2 xxii <u>Standards:</u> RI.K.2, W.K.2, SL.K.6 Objectives: Identify the main topic and key details in a text. Use drawing and writing to convey important information. Speak clearly and audibly when presenting. Sorting Activity, “My Five Senses”</p> <p>Student Work Samples (writing)</p>
<p>District/School Texts</p>	<p>District/School Supplementary Resources</p>

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<p>Superkids Units: 4, 5, 6, 7, 8, 9, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24</p> <p>*Every unit introduces a new letter (form, sound, etc.) and reinforces print and book awareness. Memory words are introduced beginning in Unit 8.</p> <p><u>Suggested Texts</u> Superkids suggested read aloud</p>	<p><u>Online Resources:</u></p> <ul style="list-style-type: none"> ● <i>Superkids Online Fun (Superkids Online Resources)</i> ● HubbardsCupboard.org ● BrainPOP Jr. ● ReadWorks ● <i>Scholastic News</i> ● Reading A-Z ● Handwriting worksheets ● Alphabet Coloring Pages ● Havefunteaching.com ● Starfall.com ● Primary Writing Paper Templates <p><u>Text Resources:</u></p> <ul style="list-style-type: none"> ● Lucy Calkins Units of Study ● <i>The Next Step Forward in Guided Reading</i> By: Jan Richardson ● Sondag Program ● Words Their Way ● SuperKids ● Fountas and Pinnell Phonics Program 	
District/School Writing Tasks		
<p>Primary Focus</p> <ul style="list-style-type: none"> ● narrative writing ● informative/explanatory writing 	<p>Secondary Focus</p> <ul style="list-style-type: none"> ● visualizing stories ● small moments ● draw a picture to match a story ● using writing resources: charts, lists, posters ● labelling ● stretching out words 	<p>Routine Writing</p> <ul style="list-style-type: none"> ● Journal writing ● Daily 5 ● Portland Oregon Writer’s Workshop
<p><u>Interdisciplinary Connections</u> (Click on the text above; it is linked to the state website where the information needed for this section can be found)</p>		

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<p>Social Studies</p> <p>6.1.P.A .1Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.</p> <p>6.1.P.D .1Describe characteristics of oneself, one's family, and others.</p> <p>6.1.P.D. 2Demonstrate an understanding of family roles and traditions.</p>	<p>Math</p> <p>K.G.2 Identify and describe shapes.</p>	<p>Science</p> <p>K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*</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>
<p>World Language</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/ language during daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>Technology</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>21st Century Skills & Career Education</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>
<p>Modifications and Accommodations</p>		

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<p>Special Education Students</p> <ul style="list-style-type: none"> ● Modified curriculum ● small group instruction ● direct instruction ● choices ● SRA program ● Wilson Foundations program ● shortened/chunked assignments ● reword/repeat directions 	<p>English Language Learners</p> <ul style="list-style-type: none"> ● programming for qualified students ● labeling ● text to speech ● small group ● direct instruction ● shortened/chunked assignments ● intentional groupings 	<p>Students at Risk for Failure</p> <ul style="list-style-type: none"> ● Superkids Skill Builder ● Soday ● RTI program ● modified curriculum ● small group instruction ● direct instruction ● choices ● SRA program ● Wilson Foundations program ● shortened/chunked assignments ● reword/repeat directions
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Qualified programming ● extension projects/tasks ● intentional grouping ● classroom leadership role 	<p>Students with 504 Plans</p> <ul style="list-style-type: none"> ● small group instruction ● direct instruction ● directions read aloud ● shortened/chunked assignments ● reword/repeat directions ● intentional groupings ● Superkids Skill Builder ● RTI program if necessary 	
Unit Duration: Instructional Days		
43 days		

Unit 3	
Unit 3 Reading Standards	Unit 3 Reading Critical Knowledge and Skills

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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).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: <ul style="list-style-type: none"> ● Retell a familiar story, putting key details in a sequential order
		RI.K.2: <ul style="list-style-type: none"> ● Identify the main topic of a text ● Retell key details in a text ● Name or illustrate some of the details about the topic
	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> ● Provide a description of characters in a story using key details. ● Provide a description of the setting of a story using key details. ● Provide a description of the major events in a story using key details.
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word
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).	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).	<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	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).	RL.K.9: <ul style="list-style-type: none"> ● Compare similarities and differences in character’s experiences within a story
		RI.K.9: <ul style="list-style-type: none"> ● Discuss similarities and differences between two texts on the same topic
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> ● Recognize that print has meaning and is made up of letters in a specific order ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text ● Name all upper and lower case letters

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<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. 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.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> ● Identify and produce rhyming words ● Demonstrate knowledge of syllables in a word ● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) ● Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds ● Name the sound for each letter in a CVC word and then blend sounds to make a word ● Create new one-syllable words by adding or substituting phonemes
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.C. Read high-frequency and sight words with automaticity. RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<ul style="list-style-type: none"> ● Identify common high-frequency words by sight in isolation and also in a text ● Compare similarly spelled words by identifying letter sounds that differ
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on- level text fluently with understanding
<p>Unit 3 Writing Standards</p>	<p>Unit 3 Writing Critical Knowledge and Skills</p>
<p>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...).</p>	<ul style="list-style-type: none"> ● Express opinion or likes and dislikes about a topic or book ● State an opinion or preference ● Dictate thinking and/or illustrate ideas and write ideas ● Choose self-selected topics ● Begin to develop ability to support opinion or preference with a reason
<p>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.</p>	<ul style="list-style-type: none"> ● Draw tell, write about topics that is well known ● Name what is being written about ● Supply additional information about the topic
<p>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).</p>	<ul style="list-style-type: none"> ● Add details to written stories ● Turn and talk to reflect on writing ● Use writing partners and teacher conferences to strengthen writing
<p>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.</p>	<ul style="list-style-type: none"> ● Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
<p>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).</p>	<ul style="list-style-type: none"> ● Understand their job and how they will contribute to the project from beginning to end
<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support

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Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 20px;">SL.K.1.B. Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> ● Participate in a variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
<p>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.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about an experience
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to add detail
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas ● Speak audibly to naturally express ideas
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.K.1.A. Print many upper- and lowercase letters.</p> <p style="padding-left: 20px;">L.K.1.B. Use frequently occurring nouns and verbs.</p> <p style="padding-left: 20px;">L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p style="padding-left: 20px;">L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p style="padding-left: 20px;">L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p style="padding-left: 20px;">L.K.1.F. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> ● Utilize formal grammar and usage of spoken and written standard English ● Distinguish between upper and lower case letters ● Print a variety upper- and lowercase letters ● Use frequently occurring nouns and verbs correctly ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) ● Understand and use question words (e.g., who, what, where, when, why, how) appropriately ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) ● Produce and expand complete sentences in shared language activities

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<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> ● Knows how to write a sentence ● Demonstrate convention in one’s own writing: capitalization ● Demonstrate convention in one’s own writing: end punctuation ● Demonstrate convention: produce phonemes in one’s own writing ● Demonstrate convention: show understanding of basic phonics when writing
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> ● Identify new meanings for familiar words ● Apply new meanings to familiar words accurately ● Use frequently occurring affixes as clues to define unknown words
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> ● Explore word relationships and nuances in word meanings ● Connect words to real-life situations ● Explore variations of verbs
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ● Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking

Unit 3:	
Learning Goals	Suggested Activities
<p>Reading</p> <ol style="list-style-type: none"> 1. Be introduced to making predictions about a story using pictures and prior knowledge. 2. Describe characters from a story using key details. 3. Identify character traits, feelings and motives. 4. Identify the main idea. 5. Describe the setting of a story using key details. 6. Share opinions about a story. 7. Ask and answer questions about key details (BME). 	<p>Reading</p> <ol style="list-style-type: none"> 1. Listen to various stories in whole class setting. 2. Create/brainstorm list of ideas to answer questions. 3. Act-out key details from a story. 4. Read simple text with pattern sentences. 5. Participate in class discussion. 6. Play games like scoot and bump.

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<p>Writing/Language</p> <ol style="list-style-type: none"> 1. Participate in shared writing. 2. Identify main topic for writing. 3. Organize and sequence thoughts to provide information. 4. Complete an opinion writing using pictures and inventive spelling. 5. Respond to a question with drawing and writing. 6. Complete a sentence starter. 7. Share their writing in whole class and/or small group setting. 	<p>Writing/Language Teacher Created Mentor Texts</p> <ol style="list-style-type: none"> 1. Use charts and pattern fill-ins to increase to increase independent writing. 2. Draw/write to tell about personal opinion. 3. Use worksheet templates to make simple books. 4. Draw/write to answer questions about a story. 5. Cut-up sentences. 6. Suggested Curriculum Calendar for Writing Instruction (Lucy Calkins) Kindergarten. 7. Sample Anchor Charts
<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Identify and use beginning and ending consonant sounds. 2. Use high frequency words from the word wall. 3. Identify consonant sounds. 4. Identify rhyming words. 5. Identify syllables. 6. Begin to identify medial vowel sounds. 	<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Weekly letter sounds. 2. Phonics games and activities 3. Creating word wall 4. Picture sorts 5. Rhyming games and word play 6. Clapping words
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>
<p>Bi-Weekly Progress Monitoring Assessments: Superkids Unit Assessments Monthly homework calendar</p> <p>Student Work Samples (writing)</p>	<p>Superkids- Benchmark Test Model Curriculum Unit 3 Model Curriculum Unit 4 Letter/Sound Assessment High Frequency Word Assessment ESGI Assessments LinkIt</p>
<p>Alternative Assessments</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>
<p>4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of the skills 1- Beginning: Early stages of development; needs assistanceteahcers</p>	<p>Research and Media: Nature Mural TG Unit 3 xxii Standards: W.K.2, SL.K.6 Objectives: Work with a partner to collect information. Keep records of investigations. Present information. Nature Walk, Children will go on a nature walk around the school and work with a partner to record information about the plants, animals, and weather they observe. Take notes (words or pictures) about what they see. Children will work together to create a mural of the plants and animals they saw on their nature walk. Have children take turns describing what they contributed to the mural.</p> <p>Student Work Samples (writing)</p>

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District/School Texts		District/School Supplementary Resources	
<p>Superkids: Units - 2, 3, 7, 13, 16, 22, 23, 24</p> <p>*Every unit introduces a new letter (form, sound, etc.) and reinforces print and book awareness. Memory words are introduced beginning in Unit. Decoding and encoding words begin in Unit 5 and continue throughout the Superkids' Units.</p> <p><u>Suggested Texts</u> Superkids suggested read-aloud</p>		<p>Online Resources:</p> <ul style="list-style-type: none"> ● Superkids Online Fun (Superkids Online Resources) ● HubbardsCupboard.org ● BrainPOP Jr. ● ReadWorks ● Scholastic News ● Reading A-Z ● Handwriting worksheets ● Alphabet Coloring Pages ● Havefunteaching.com ● Starfall.com ● Primary Writing Paper Templates <p>Text Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Units of Study ● <i>The Next Step Forward in Guided Reading</i> By: Jan Richardson ● Sonday Program ● Words Their Way ● SuperKids ● Fountas and Pinnell Phonics Program 	
District/School Writing Tasks			
<p>Primary Focus</p> <ul style="list-style-type: none"> ● narrative writing ● informative/explanatory writing ● opinion writing 	<p>Secondary Focus</p> <ul style="list-style-type: none"> ● visualizing stories ● small moments ● draw a picture to match a story ● using story elements ● using writing resources: charts, lists, posters ● labeling ● friendly letters ● sequencing events for “how-to” writing ● stretching out words ● expressing likes and dislikes 	<p>Routine Writing</p> <ul style="list-style-type: none"> ● Journal writing ● Daily 5 ● letter writing ● Portland Oregon Writer’s Workshop ● “how-to” writing 	

English Language Arts Kindergarten

Interdisciplinary Connections

(Click on the text above; it is linked to the state website where the information needed for this section can be found)

<p>Social Studies</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.B2 Identify, discuss, and role-play the duties of a range of community workers.</p> <p>6.1.P.D1 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>Math</p> <p>K.G.1 Identify and describe shapes (describe the relative position of objects)</p>	<p>Science</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>
<p>World Language</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/ language during daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>Technology</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>21st Century Skills & Career Education</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p>
<p>Modifications and Accommodations</p>		

English Language Arts Kindergarten

<p>Special Education Students</p> <ul style="list-style-type: none"> ● Modified curriculum ● small group instruction ● direct instruction ● choices ● SRA program ● Wilson Foundations program ● shortened/chunked assignments ● reword/repeat directions 	<p>English Language Learners</p> <ul style="list-style-type: none"> ● programming for qualified students ● labeling ● text to speech ● small group ● direct instruction ● shortened/chunked assignments ● intentional groupings 	<p>Students at Risk for Failure</p> <ul style="list-style-type: none"> ● Superkids Skill Builder ● Soday ● RTI program ● modified curriculum ● small group instruction ● direct instruction ● choices ● SRA program ● Wilson Foundations program ● shortened/chunked assignments ● reword/repeat directions
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● qualified programming ● extension projects/tasks ● intentional grouping ● classroom leadership role 	<p>Students with 504 Plans</p> <ul style="list-style-type: none"> ● small group instruction ● direct instruction ● directions read aloud ● shortened/chunked assignments ● reword/repeat directions ● intentional groupings ● Superkids Skill Builder ● RTI program if necessary 	
Unit Duration: Instructional Days		
43 days		

Unit 4	
Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills

English Language Arts Kindergarten

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).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: <ul style="list-style-type: none"> ● Retell a familiar story, putting key details in a sequential order
		RI.K.2: <ul style="list-style-type: none"> ● Identify the main topic of a text ● Retell key details in a text ● Name or illustrate some of the details about the topic
	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> ● Explain two individuals, events, ideas or information are linked together ● Describe how the individuals or ideas are the same or different
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word
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).	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).	<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> ● Develop ability to recognize the reasons an author gives to support points in the text
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	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).	RL.K.9: <ul style="list-style-type: none"> ● Compare similarities and differences in character’s experiences within a story
		RI.K.9: <ul style="list-style-type: none"> ● Discuss similarities and differences between two texts on the same topic
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently

English Language Arts Kindergarten

<p>RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> ● Name all upper and lower case letters ● Recognize that print has meaning and is made up of letters in a specific order ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of syllables in a word ● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) ● Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds ● Name the sound for each letter in a CVC word and then blend sounds to make a word ● Create new one-syllable words by adding or substituting phonemes
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3.C. Read high-frequency and sight words with automaticity. RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<ul style="list-style-type: none"> ● Apply understanding of long and short vowels in common spelling ● Identify common high-frequency words by sight in isolation and also in a text ● Compare similarly spelled words by identifying letter sounds that differ
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on- level text fluently with understanding
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>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...).</p>	<ul style="list-style-type: none"> ● Express opinions or likes and dislikes about a topic or book ● State an opinion or preference ● Dictate thinking and/or illustrate ideas and write ideas ● Choose self-selected topics ● Begin to develop ability to support opinion or preference with a reason
<p>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.</p>	<ul style="list-style-type: none"> ● Tell, draw and write a story about something that happened ● Show what happens first ● Put the pages in order ● Tell what happens last
<p>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).</p>	<ul style="list-style-type: none"> ● Add details to written stories ● Turn and talk to reflect on writing ● Use writing partners and teacher conferences to strengthen writing

English Language Arts Kindergarten

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.	<ul style="list-style-type: none"> ● Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
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).	<ul style="list-style-type: none"> ● Understand their job and how they will contribute to the project from beginning to end
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B. Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> ● Participate in a variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
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.	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas ● Speak audibly to naturally express ideas
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills

English Language Arts Kindergarten

<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A. Print many upper- and lowercase letters.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> ● Utilize formal grammar and usage of spoken and written standard English ● Distinguish between upper and lower case letters ● Print a variety upper- and lowercase letters ● Use frequently occurring nouns and verbs correctly ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) ● Understand and use question words (e.g., who, what, where, when, why, how) appropriately ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) ● Produce and expand complete sentences in shared language activities
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> ● Write a sentence ● Demonstrate convention in one’s own writing: capitalization ● Demonstrate convention in one’s own writing: end punctuation ● Demonstrate convention: produce phonemes in one’s own writing ● Demonstrate convention: show understanding of basic phonics when writing
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> ● Identify new meanings for familiar words ● Apply new meanings to familiar words accurately ● Use frequently occurring affixes as clues to define unknown words
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> ● Explore word relationships and nuances in word meanings ● Connect–words to real-life situations ● Explore variations of verbs
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ● Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking

Unit 4:	
Learning Goals	Suggested Activities

**English Language Arts
Kindergarten**

<p>Reading</p> <ol style="list-style-type: none"> 1. Explain that poems look different than other types of text 2. Describe the way poems look 3. Describe the way a poem sounds 4. Recognize features of a poem and use the structure to create their own poem 5. Classify and categorize poems as fiction and nonfiction 6. Recite familiar poems from memory <p>(Poetry can be implemented throughout the year)</p>	<p>Reading</p> <ol style="list-style-type: none"> 1. Listen to various poems in whole group setting 2. Take part in class discussions while remaining on topic 3. Create class poems using a framework 4. Read and recite simple poems including Nursery Rhymes 5. Use illustrations to aid in recall of a poem 6. Reconstruct cut apart poems
<p>Writing and Language</p> <ol style="list-style-type: none"> 1. Participate in shared writing 2. Identify main topic for writing 3. Organize and sequence thoughts to provide support for their argument. Use the Word because in their writing 4. Complete a persuasive writing using pictures and inventive spelling 5. Respond to a question with drawing and writing 6. Complete a sentence starter 7. Share their writing in a whole class and/or small group setting 	<p>Writing and Language Teacher Created Mentor Texts</p> <ol style="list-style-type: none"> 1. Use charts and pattern fill-ins to increase independent writing 2. Draw/write to tell about personal opinion and persuade the reader 3. Use worksheet templates to make simple books 4. Draw/write to persuade the reader of their opinion about a poem 5. Listen to persuasive stories and discuss the author’s point of view 6. Suggested Curriculum Calendar for Writing Instruction (Lucy Calkins) Kindergarten 7. Sample Anchor Charts
<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Identify and use beginning and ending consonant sounds 2. Use high frequency words from the word wall 3. Identify word families 4. Identify rhyming words 5. Begin to identify medial vowel sounds 	<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Weekly letter sounds 2. Phonics games and activities 3. Creating word wall 4. Picture sorts 5. Rhyming games and word play 6. Cut-up sentences
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>
<p>Bi-Weekly Progress Monitoring Assessments: Superkids Unit Assessments Monthly homework calendar</p> <p>Student Work Samples (writing)</p>	<p>Superkids End of Year Assessment End of Year DRA3 Superkids- End of Year Test Letter/Sound Assessment High Frequency Word Assessment Linklt</p>
<p>Alternative Assessments</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>

**English Language Arts
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<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p>4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of the skills 1- Beginning: Early stages of development; needs assistance</p>	<p>Research and Media: Land and Water Picture Map TG Unit 4 xxii Standards: RI.K.7, W.K.2, SL.K.6 Objectives: Discuss what it means to explore new places. Describe the relationship between illustrations and a story or other text. Present information. Map Activity, students create a map to represent land and sea. Discussion of landforms and incorporates characters into map. Students relate map to the text.</p> <p>Student Work Samples (writing)</p>
<p>District/School Texts</p>	<p>District/School Supplementary Resources</p>
<p>Superkids Units: 8, 16, 17, 18, 19, 22, 23, 24</p> <p>*Every unit introduces a new letter (form, sound, etc.) and reinforces print and book awareness. Memory words are introduced beginning in Unit. Decoding and encoding words begin in Unit 5 and continue throughout the Superkids' Units.</p> <p>Suggested Texts Superkids suggested read-alouds</p>	<p>Online Resources:</p> <ul style="list-style-type: none"> ● Superkids Online Fun (Superkids Online Resources) ● HubbardsCupboard.org ● BrainPOP Jr. ● ReadWorks ● Scholastic News ● Reading A-Z ● Handwriting worksheets ● Alphabet Coloring Pages ● Havefunteaching.com ● Starfall.com ● Primary Writing Paper Templates <p>Text Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Units of Study ● <i>The Next Step Forward in Guided Reading</i> By: Jan Richardson ● Soliday Program ● Words Their Way ● SuperKids ● Fountas and Pinnell Phonics Program
<p style="text-align: center;">District/School Writing Tasks</p>	

English Language Arts Kindergarten

<p>Primary Focus</p> <ul style="list-style-type: none"> ● opinion writing ● narrative writing ● shared research/writing 	<p>Secondary Focus</p> <ul style="list-style-type: none"> ● visualizing stories ● small moments ● using story elements ● using writing resources: charts, lists, posters ● labelling ● using editing checklist ● stretching out words ● expressing likes and dislikes 	<p>Routine Writing</p> <ul style="list-style-type: none"> ● Journal writing ● Daily 5 ● Portland Oregon Writer’s Workshop ● My School Year Book
<p>Interdisciplinary Connections (Click on the text above; it is linked to the state website where the information needed for this section can be found)</p>		
<p>Social Studies</p> <p>6.1.P.A1 Demonstrate an understanding of rules by following most classroom routines. 6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers. 6.1.P.D.1 Describe characteristics of oneself, one's family, and others. 6.1.P.D.2 Demonstrate an understanding of family roles and traditions.</p>	<p>Math</p> <p>K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.</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>World Language</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/ language during daily interactions. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>Technology</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>21st Century Skills & Career Education</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p>Modifications and Accommodations</p>		

**English Language Arts
Kindergarten**

<p>Special Education Students</p> <ul style="list-style-type: none"> • Modified curriculum • small group instruction • direct instruction • choices • SRA program • Wilson Foundations program • shortened/chunked assignments • reword/repeat directions 	<p>English Language Learners</p> <ul style="list-style-type: none"> • programming for qualified students • labeling • text to speech • small group • direct instruction • shortened/chunked assignments • intentional groupings 	<p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • RTI program • modified curriculum • small group instruction • direct instruction • choices • SRA program • Wilson Foundations program • shortened/chunked assignments • reword/repeat directions <ul style="list-style-type: none"> • Sunday
<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Qualified programming • extension projects/tasks • intentional grouping • classroom leadership role 	<p>Students with 504 Plans</p> <ul style="list-style-type: none"> • small group instruction • direct instruction • directions read aloud • shortened/chunked assignments • reword/repeat directions • intentional groupings • Superkids Skill Builder • RTI program if necessary 	
Unit Duration: Instructional Days		
43 days		