



# Little Egg Harbor School District Curriculum Guide

## English Language Arts: Kindergarten

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<b>Original Adoption:</b>	August 2024
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<b>Revised on:</b>	July 2024
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<b>Ocean County Kindergarten English Language Arts (ELA) Curriculum</b>	
<b>Content Area: Language Arts</b>	
<b>Course Title: English Language Arts</b>	<b>Grade Level: K</b>

<b>Unit 1: Foundational Skills: Reading Language*</b>	45 Days
<b>Unit 2: Foundational Skills: Writing Language*</b>	45 Days
<b>Unit 3: Reading Literary and Informational Texts**</b>	45 Days
<b>Unit 4: Writing*</b>	45 Days

\*Writing and Language units are expected to be ongoing throughout the school year.

\*\*Reading literary and informational texts are expected to be spiraled through the units.

## Introduction

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Unit time frames are just a suggestion. The days to complete each unit can/should be lengthened/shortened as determined by the needs of the class and teacher discretion.

**Unit 1 Foundational Skills: Reading Language:** Instructional focus will demonstrate understanding of the organization and basic features of print. It will demonstrate understanding of spoken words, syllables, and sounds (phonemes) and know and apply grade-level phonics and word analysis skills in decoding and encoding words. Focus will be on students reading emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

**Unit 2 Foundational Skills: Writing Language:** Instructional focus will demonstrate command of the conventions of writing. It will demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words and demonstrate command of the conventions of sentence composition. With prompting and support, students will ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**Unit 3 Reading Literary and Informational Texts:** Instructional focus will be with prompting and support, ask and answer questions about key details in a literary and informative text (e.g., who, what, where, when, why, how). With prompting and support, the students will describe the connection between two individuals, events, ideas, or pieces of information in a text as well as looking at the illustrations.

**Unit 4 Writing:** Instructional focus will be on the use of a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts and writing to compose informative/explanatory texts to convey ideas. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book). With guidance and support from adults, students will recall information from experiences or gather information from provided sources to answer a question and they will engage in brief but regular writing and drawing tasks.

## Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

**Unit 1: Foundational Skills: Reading Language**

**Duration: 45 Days**

### Standards/Learning Targets

#### Focus Standards (Major Standards)

- **L.RF.K.1.** Demonstrate understanding of the organization and basic features of print.
  - A. Recognize that spoken words are represented in written language by specific sequences of letters.
  - B. Recognize and name all upper- and lowercase letters of the alphabet.
- **L.RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - A. Recognize and produce rhyming words.
  - B. Count, pronounce, blend, and segment syllables in spoken words.
  - C. Blend and segment onsets and rimes of single-syllable spoken words.
  - D. Orally repeat multi-syllable words and pronounce the separate syllables.
  - E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).

- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
    - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
    - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
  - **L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.
    - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
    - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
    - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
    - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

### Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards.](#)

- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CI.K.2.** With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RL.TS.K.4.** Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RL.MF.K.6.** 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.AA.K.7.** With prompting and support, identify the reasons an author gives to support points in a text.
- **RL.CT.K.8.** With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
  - A. Repeat a sentence, identifying how many words are in the sentence.
  - B. Write simple sentences.
  - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
  - D. Use end punctuation.
  - E. Use manipulatives or digital tools to construct complete sentences.
- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - 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).
  - B. Continue a conversation through multiple exchanges.
- **SL.II.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.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

- **W.WP.K.4.** With prompts and support from adults, recognize that writing carries a message and should make sense to others.

### Primary Interdisciplinary Connections

#### Social Studies

- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

### Computer Science and Design Thinking Standards

- **8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.
- **8.1.2.NI.3:** Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.

### Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

## Evidence of Student Learning

### Performance Tasks/Use of Technology

- Conferencing/Individual or Small group
- Open Ended Questions
- Observations
- Google Slides
- Third party online software such as :
  - Kahoot
  - Flipgrid
  - Starfall
  - Teachyourmonstertoread
- Kindergarten anchor charts

### Other Assessments

#### Formative

- Wonders Assessments
- Foundations Assessments
- Heggerty
- IXL
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books [getepic.com](http://getepic.com)
- Close Reading Resources
- Scholastic: Let's Find Out
- Reading A-Z
- Exit slips (ex. circle the 2 words that rhyme)
- Peer/Self Assessments (ex. draw a line to match the picture to the first letter- check answers on back or with partner)
- Think Pair Share (ex. work with partner to count syllables)
- Turn and Talk
- 1, 2, 3 Response
- Third party online software such as :
  - Flipgrid
  - Kahoot
  - Unit Assessments



	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Wonders Assessments</li> <li>• Unit Assessments</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Aimsweb- Beginning, Middle and end of year assessments (non-graded)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Third party software ( not limited to):</li> <li>• Brain Pop Jr</li> <li>• Kahoot</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How will having an understanding of the organization and basic features of print help me read?</li> <li>• Do I understand spoken words, syllables and sounds (phonemes)?</li> <li>• Can I apply grade-level phonics and word analysis skills in decoding and encoding words?</li> <li>• Why do we read?</li> <li>• How does understanding the structure of a genre help us to better comprehend what we read?</li> <li>• Why is it important to think while you read?</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Reading is a lifelong skill that enhances learning and provides enjoyment.</li> <li>• Literature is a tool that expands our understanding of the world.</li> </ul>	<p><b>Unit Goals</b></p> <p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a story.</li> <li>• Listen and retell a familiar story that includes a beginning, middle, and an end.</li> <li>• Identify characters, setting, and major events within a story.</li> <li>• Recognize types of texts.</li> <li>• Follow words from left to right, top to bottom, and page by page.</li> <li>• Recognize spoken words can be represented using a specific sequence of letters.</li> <li>• Understand that words are separated by space.</li> <li>• Phonological Awareness</li> <li>• Recognize and produce rhyming words.</li> <li>• Count, pronounce, segment, and blend syllables.</li> </ul>

- Reading serves different purposes.
- Reading includes active listening and independent application of skills.
- Fiction follows a predictable structure that helps in comprehending what is read.

- Segment and blend onset and rime.
- Isolate and pronounce initial, medial vowel, and final sounds in common three letter words.
- Manipulate sounds in three letter words to make new words.

### Instructional Plan

#### Suggested Activities

##### Reading Skill: Literature

- Read a story to the class.
- Re-read story and ask students to tell you what the story is about. Use an anchor chart to display the student's answers.
- Brainstorm a question related to the story that all students can participate in.
- For example: How are you like the main character? How are you not like the main character?
- Pair students up and have them tell one another their favorite part of the story and why.
- Students will work independently to draw a picture of their favorite part of the story.

##### Reading Skill: Phonemic Awareness

Introduce an initial to a relevant word. Display word building card for said letter. Have children say the letter name. Guide children the letter sound.

Say the following words emphasizing the first sound(mask,mop,top,milk,moth,tap). Have children display and point to the cards when they hear that sound.

Have students find and circle the upper and lowercase letter.

##### Speaking and Listening /Language :

#### Resources

##### Materials:

- Wonders Materials
- Foundations
- Heggerty
- IXL
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books [getepic.com](http://getepic.com)
- Decodable Books
- Leveled Readers
- Close Reading Resources
- Scholastic: Let's Find Out
- Reading A-Z
- Engaging story
- Crayons and markers
- Paper

##### As appropriate:

- Boom Cards

I Do: Read a story about student made structures and discuss the various different styles of blocks

We Do: Create a sculpture using the blocks identifying the specific shape and using placement words such as below, parallel

They Do: Students will create a sculpture with a group of 2 to 3 students using the specific language and taking turns.

- VB-Mapp
- ABLLS-R
- Reading Mastery
- Science Of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

- Highlighters (ex. find all the words that have the /m/ sound)
- Listening option (ex., Epic)
- RTI Progress Monitoring

Resources for students **exceeding** grade level expectations:

- Quiz classmates on letter sounds using flashcards
- Leveled texts

**Useful links / online resources**

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- ELMO Document Reader
- Picture Books
- Third party online resources

## Suggested Options for Differentiation

### **Multilingual Learners**

- Visuals
- Gesturing
- Use of manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

### **Special Education:**

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as count to 10
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension

- Provide peer tutoring
- Use a strong student as a “buddy”
- Choral reading
- Songs found on educational YouTube channels
- Assign a picture or movement to vocabulary words
- Small group instruction
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can’t write
- Technology resources

**Students with 504 Plans:**

- Follow all IEP 504 plan modifications
- Provide picture instructions
- Small group instruction- Guided Reading and Guided Writing
- Allow extra time to complete assignments or tests
- Provide fidget tools
- Flexible seating
- Positive reinforcement

**Gifted And Talented:**

- Encourage upper level intellectual behavior based on Bloom’s Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities Equipment Needed
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

**Students At Risk Of School Failure:**

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books online
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

**Core Instructional and Supplemental Materials:**

- Wonders materials
- Foundations
- Heggerty

- IXL
- Learning A-Z
- [UFLI](#)
- Novels and Read Aloud books
- Decodable books
- Interactive Reading cards

As appropriate:

- Boom Cards
- VB-Mapp
- ABLLS-R
- Reading Mastery
- Science Of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

**Third party Technology resources :**

- Kahoot
- Flipgrid
- Teachyourmonstertoread
- Brain pop jr

**Supplemental Texts / Materials for Students On-Grade / Meeting Expectations**

- Leveled text according to data
- Brain Pop jr

**Supplemental Texts for Students Approaching Grade Level Expectations**

- Leveled text according to data
- Brain Pop jr

**Supplemental Texts for Students Exceeding Grade Level Expectations**

- Leveled text according to data
- Brain Pop jr

### Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

**Unit 2: Foundational Skills: Writing Language**

**Duration: 45 Days**

### Standards/Learning Targets

#### Focus Standards (Major Standards)

- **L.RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - A. Count, pronounce, blend, and segment syllables in spoken words
  - B. Blend and segment onsets and rimes of single-syllable spoken words
  - C. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
  - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - C. Read high-frequency words and grade level irregular words with automaticity.
  - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.



- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.WF.K.1** Demonstrate command of the conventions of writing.
  - A. Match upper and lowercase letters.
  - B. Write upper and lowercase letters, with reference to a model.
- **L.KL.K.1.** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
  - A. Use frequently occurring nouns and verbs.
  - B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
  - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
  - E. Produce and expand complete sentences in shared language activities.
- **L.WF.K.2** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
  - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
  - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
  - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
  - D. Writing frequently used words accurately.
  - E. Attempting phonetic spellings of unknown words.
  - F. Writing initial and final consonant blends (must, slab, plump).

### Supporting and Additional Standards

- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- **RL.IT.K.3.** With prompting and support, identify characters, settings, and major events in a story.
- **RL.TS.K.4.** Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RL.MF.K.6.** 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.CT.K.8.** With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **L.WF.K.1.** Demonstrate command of the conventions of writing.
  - A. Match upper and lowercase letters.
  - B. Write upper and lowercase letters, with reference to a model.
- **L.KL.K.1.** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
  - A. Use frequently occurring nouns and verbs.
  - B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
  - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
  - E. Produce and expand complete sentences in shared language activities.
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
  - A. Repeat a sentence, identifying how many words are in the sentence.
  - B. Write simple sentences.
  - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
  - D. Use end punctuation.
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
  - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
  - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
  - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
  - D. Writing frequently used words accurately.
  - E. Attempting phonetic spellings of unknown words.
  - F. Writing initial and final consonant blends (must, slab, plump).
- **SL.PI.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.
- **W.NW.K.3.** Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
  - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
  - B. Provide limited details of experiences, events, or characters.
  - C. Provide a reaction to the experiences or events.
- **W.WP.K.4.** With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Primary Interdisciplinary Connections

#### Social Studies

- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

#### Mathematics

- **K.CC.B.4 4.** Understand the relationship between numbers and quantities; connect counting to cardinality.
- **K.G.A.1.** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

### Computer Science and Design Thinking Standards

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **8.1.2.NI.4:** Explain why access to devices need to be secured.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and

ideas through a network.

- **8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.

### Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

### Evidence of Student Learning

#### Performance Tasks/Use of Technology

- Conferencing/Individual or Small group
- Open Ended Questions
- Observations
- Google Slides
- Third party online software such as :
  - Kahoot
  - Flipgrid
  - Starfall
  - Teachyourmonstertoread
- Kindergarten anchor charts

#### Other Assessments

##### Formative

- Wonders Assessments
- Foundations Assessments
- Heggerty
- IXL
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books [getepic.com](http://getepic.com)
- Close Reading Resources
- Scholastic: Let's Find Out
- Reading A-Z
- Exit slips (ex. circle the 2 words that rhyme)

	<ul style="list-style-type: none"> <li>● Peer/Self Assessments (ex. draw a line to match the picture to the first letter- check answers on back or with partner)</li> <li>● Think Pair Share (ex. work with partner to count syllables)</li> <li>● Turn and Talk</li> <li>● 1, 2, 3 Response</li> <li>● Third party online software such as : <ul style="list-style-type: none"> <li>○ Flipgrid</li> <li>○ Kahoot</li> <li>○ Unit Assessments</li> </ul> </li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Wonders Assessments</li> <li>● Unit Assessments</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Aimsweb- Beginning, Middle and end of year assessments (non-graded)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Third party software ( not limited to):</li> <li>● Brain Pop Jr</li> <li>● Kahoot</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Where do writers get their ideas?</li> <li>● What are the stories that I can draw, tell, or write?</li> <li>● Why is being an active listener important?</li> </ul>	<p><b>Unit Goals</b></p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>● Determine a topic.</li> <li>● Dictate, draw, and/or write about an event.</li> </ul>

- How do we speak so that others understand our message?

**Enduring Understandings**

- Writing is a process used to communicate wants, needs, ideas, and knowledge.
- Writers get their ideas for writing from their own personal experiences and from the world around them.
- Writing is a means to share stories based on personal experiences.
- Narrative writing can be expressed in several ways:
  1. Drawing
  2. Oral dictation
  3. Written words
  4. Digital media
- There is a structure that governs language, which allows us to communicate our message clearly.
- Active listening helps us to navigate and understand our world.

- Provide a reaction to an event through dictation, drawing, and writing that states how they feel.
- Revise/edit writing and drawings (i.e. add details to drawings, add sounds to writing).
- Utilize digital tools for drawing.
- Participate in conversations with diverse partners in small and large groups.
- Follow agreed upon rules for discussion.
- Continue a conversation through multiple exchanges.
- Confirm understanding of a read aloud or information presented orally by answering questions about key details.
- Ask and answer questions to clarify when something is not understood.
- Describe familiar people, places, things, and events and with support, and provide additional details.
- Add drawings/visuals to provide additional detail to a topic.
- Speak audibly and express thoughts, feelings, and ideas clearly.
- Follow a sequence of multi-step directions.

**Instructional Plan**

**Suggested Activities**

**Organization**

- Read a story about the beginning writing process, an example would be "[Library Mouse](#)."
- Ask students to share picture details that make them want to continue reading and have them explain why.

**Resources**

**Materials:**

- Wonders Materials
- Foundations
- Heggerty

-Discuss the unexpected events that happen in the story. Talk about what makes those events unexpected.

-Have students pick their favorite unexpected event that happened. Ask students to draw and write about their favorite unexpected event.

-Have students share their pictures with the class and give reasons for their choice of favorite unexpected event.

### **Reading Skill: Phonological Awareness**

-Segment the syllables in octopus.

*Listen to the word:* I am going to break a word apart into its syllables. Listen as I say the word: octopus. Listen as I say the syllables: oc-to-pus.

Say the syllables in the word: I will clap as I say each syllable in octopus: oc-to-pus. The syllables in octopus are -oc,-to,-pus.

-Have children segment the syllables in otter.

*Listen to the word:* Your turn! Listen as I say the word: otter.

Say the syllables in the word: Now you say the syllables you hear in otter. Clap as you say each syllable: ot-ter

-Have students segment the syllables in the words below:

Object, dinosaur, teacher, magnet, robin, company

### **Reading Skill: Phonics**

-Listen for the first sound in the word *odd*

Listen for the sound: I am going to listen to the first sound in the word *odd*

Say the sound: Now I will say the first sound I hear in *odd* : /o/.

-Listen for the first sound in the word *on*

Listen for the sound: I am going to listen to the first sound in the word *on*

Say the sound: Now I will say the first sound I hear in *on* : /o/.

-Say the sounds off, on, pat. Ask children to shout out the word

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- Decodable Books
- Leveled Readers
- Close Reading Resources
- Scholastic: Let's Find Out
- Reading A-Z
- Engaging story
- Crayons and markers
- Paper

As appropriate:

- Boom Cards
- VB-Mapp
- ABLLS-R
- Reading Mastery
- Science Of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

that does not belong.

**Speaking and Listening /Language :**

-Discuss the different ways each character expressed their thoughts and ideas in a story

- Highlighters (ex. find all the words that have the /m/ sound)
- Listening option (ex., Epic)
- RTI Progress Monitoring

Resources for students **exceeding** grade level expectations:

- Quiz classmates on letter sounds using flashcards
- Leveled texts

**Useful links / online resources**

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- ELMO Document Reader
- Picture Books

**Suggested Options for Differentiation**

**Multilingual Learners**

- Visuals
- Gesturing
- Use of manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities



- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

**Special Education:**

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as count to 10
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy”
- Choral reading
- Songs found on educational YouTube channels
- Assign a picture or movement to vocabulary words
- Small group instruction
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scriber for students who can't write
- Technology resources

**Students with 504 Plans:**

- Follow all IEP 504 plan modifications
- Provide picture instructions
- Small group instruction- Guided Reading and Guided Writing
- Allow extra time to complete assignments or tests
- Provide fidget tools
- Flexible seating
- Positive reinforcement

**Gifted And Talented:**

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities Equipment Needed
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

**Students At Risk Of School Failure:**

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books online
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

**Core Instructional and Supplemental Materials:**

- Wonders materials
- Foundations
- Heggerty
- IXL
- Learning A-Z
- Decodable books
- Novels and Read Aloud books
- Interactive Reading cards

As appropriate:

- Boom Cards
- VB-Mapp
- ABLLS-R
- Reading Mastery
- Science Of Reading (Tara West)
- Prodigy

- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

**Third party Technology resources :**

- Kahoot
- Flipgrid
- Teachyourmonstertoread
- Brain pop jr

**Supplemental Texts / Materials for Students On-Grade / Meeting Expectations**

- Leveled text according to data
- Brain Pop jr

**Supplemental Texts for Students Approaching Grade Level Expectations**

- Leveled text according to data
- Brain Pop jr

**Supplemental Texts for Students Exceeding Grade Level Expectations**

- Leveled text according to data
- Brain Pop jr

**Unit Reflection**

Please use the space below to record any notes / reflections after teaching the unit.

**Unit 3: Reading Literary and Informational Texts**

**Duration: 45 days**

**Standards/Learning Targets**

### Focus Standards (Major Standards)

- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.K.1** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- **RI.CI.K.2.** With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- **RL.IT.K.3.** With prompting and support, identify characters, settings, and major events in a story.
- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RL.TS.K.4.** Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- **RI.TS.K.4.** Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RL.MF.K.6.** 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.MF.K.6.** 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.AA.K.7.** With prompting and support, identify the reasons an author gives to support points in a text.
- **RL.CT.K.8.** With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

- **RI.CT.K.8.** With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **L.RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - A. Recognize and produce rhyming words.
  - B. Count, pronounce, blend, and segment syllables in spoken words.
  - C. Blend and segment onsets and rimes of single-syllable spoken words.
  - D. Orally repeat multi-syllable words and pronounce the separate syllables.
  - E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
  - F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
  - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - C. Read high-frequency words and grade level irregular words with automaticity.
  - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
  - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

### Supporting and Additional Standards

- **L.RF.K.1.** Demonstrate understanding of the organization and basic features of print.
  - A. Follow words from left to right, top to bottom, and page by page
  - B. Recognize that spoken words are represented in written language by specific sequences of letters.
  - C. Understand that words are separated by spaces in print.
  - D. Recognize and name all upper- and lowercase letters of the alphabet.
- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- **L.WF.K.1.** Demonstrate command of the conventions of writing.
  - A. Match upper and lowercase letters.
  - B. Write upper and lowercase letters, with reference to a model.
  - C. Write left to right and include a space between words.
  - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
  - E. Write a common grapheme (letter or letter group) for each phoneme.
  - F. Orally segment the phonemes in any single syllable, spoken word.
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
  - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
  - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
  - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
  - D. Writing frequently used words accurately.
  - E. Attempting phonetic spellings of unknown words.
  - F. Writing initial and final consonant blends (must, slab, plump).
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
  - A. Repeat a sentence, identifying how many words are in the sentence.
  - B. Write simple sentences.
  - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
  - D. Use end punctuation.
  - E. Use manipulatives or digital tools to construct complete sentences.
  - F. Write sentences with increasing complexity.
  - G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
  - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
  - I. With support, distinguish between a complete sentence and a sentence fragment.

- J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - 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).
  - B. Continue a conversation through multiple exchanges.
- **SL.II.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.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.
- **W.RW.K.7.** With prompting and support, engage in brief but regular writing and drawing tasks.
- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
  - A. Introduce a topic.
  - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- **W.WP.K.4.** With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Primary Interdisciplinary Connections

#### Social Studies

- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling



accepted.

- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

### Computer Science and Design Thinking Standards

- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.
- **8.1.2.NI.3:** Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.

### Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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<ul style="list-style-type: none"> <li>○ Starfall</li> <li>○ Teachyourmonstertoread</li> <li>● Kindergarten anchor charts</li> </ul>	<p>partner)</p> <ul style="list-style-type: none"> <li>● Think Pair Share (ex. work with partner to count syllables)</li> <li>● Turn and Talk</li> <li>● 1, 2, 3 Response</li> <li>● Third party online software such as : <ul style="list-style-type: none"> <li>○ Flipgrid</li> <li>○ Kahoot</li> <li>○ Unit Assessments</li> </ul> </li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Wonders Assessments</li> <li>● Unit Assessments</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Aimsweb- Beginning, Middle and end of year assessments (non-graded)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Third party software ( not limited to):</li> <li>● Brain Pop Jr</li> <li>● Kahoot</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does reading informational text help us understand our world?</li> <li>● How does understanding informational text structures help us to better comprehend what we read?</li> <li>● Why is it important to think while you read?</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions about a text.</li> <li>● Identify the main idea and retell key details of the topic.</li> <li>● Describe connections between two events, ideas, or pieces of information in a text.</li> <li>● Identify front/back cover and title page.</li> <li>● Define the roles of author and illustrator in a text.</li> </ul>

**Enduring Understandings**

- Reading is a lifelong skill that enhances learning and provides enjoyment.
- Reading informational text expands our understanding of the world and its people.
- Reading serves different purposes.
- Reading includes active listening and independent application of skills.
- Informational texts have specific features that aid in understanding.

- Ask and answer questions about unknown words in a text.
- Describe the relationship between illustrations and the text.
- Identify the reasons authors give to support their points in a text.
- Compare and contrast two texts on the same topic.
- Actively engage in large and small group reading activities with purpose and understanding.
- Read and comprehend informational text at or above grade level independently and proficiently.

**Instructional Plan****Suggested Activities****Reading Skill: Informative Text**

Introduce Non-Fiction texts. Using chart paper, make a list of the students interests. Show the students that there is no limit to what informative texts you can read and discover.

**Reading Skill: Phonological Awareness**

Onset and Rime

-Blend the onset and rime in "life"

Listen to sounds: I am going to blend sounds to say a word.

Listen as I say the first sound, and then the rest of the word // /if/.

Blend the sounds together: Now I will blend the parts of the word together: // /if/. The word is life.

-Have children blend the onset and rime in luck.

Listen to sounds: Your turn! Listen as I say the first sound and the rest of the word: // /uk/.

**Resources**

Materials:

- Wonders Materials
- Foundations
- Heggerty
- IXL
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books [getepic.com](http://getepic.com)
- Decodable Books
- Leveled Readers
- Close Reading Resources
- Scholastic: Let's Find Out

Blend the sounds together: Now you blend the sounds together to say the word. // /uk/. What is the word? Luck

-Now use the routine and have children blend onset and rhyme in the words below. Correct all errors.

// /oud/, loud      // /uv/, love      // /o/, low  
// /ist/, list      /r/ /est/, rest      /r/ /ed/, red

- Reading A-Z
- Engaging story
- Crayons and markers
- Paper

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Resources for **on-grade** students:

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- Graphic organizer with sentence stems

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- Listening option (ex., Epic)
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Resources for students **exceeding** grade level expectations:

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- Leveled texts

**Useful links / online resources**

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### Suggested Options for Differentiation

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- Gesturing
- Use of manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
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- Modeled and shared writing activities
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- Follow all IEP modifications
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- Scribe for students who can't write
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**Students with 504 Plans:**

- Follow all IEP 504 plan modifications
- Provide picture instructions
- Small group instruction- Guided Reading and Guided Writing
- Allow extra time to complete assignments or tests
- Provide fidget tools
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- Positive reinforcement

**Gifted And Talented:**

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
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- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books online
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals

- Be flexible with assignments and time frames
- Provided needed academic resources

**Core Instructional and Supplemental Materials:**

- Wonders materials
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- Heggerty
- IXL
- Learning A-Z
- Decodable books
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**Supplemental Texts for Students Approaching Grade Level Expectations**

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**Supplemental Texts for Students Exceeding Grade Level Expectations**

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**Unit Reflection**

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**Unit 4: Writing**

**Duration: 45 days**

**Standards/Learning Targets**

**Focus Standards (Major Standards)**

- **W.AW.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
  - A. Introduce a topic.
  - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- **W.NW.K.3.** Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
  - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
  - B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

- **W.WP.K.4.** With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.RW.K.7.** With prompting and support, engage in brief but regular writing and drawing tasks.
- **L.WF.K.3** Demonstrate command of the conventions of sentence composition.
  - A. Repeat a sentence, identifying how many words are in the sentence.
  - B. Write simple sentences.
  - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
  - D. Use end punctuation.
- **L.RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - A. Recognize and produce rhyming words.
  - B. Count, pronounce, blend, and segment syllables in spoken words.
  - C. Blend and segment onsets and rimes of single-syllable spoken words.
  - D. Orally repeat multi-syllable words and pronounce the separate syllables.
  - E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
  - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - C. Read high-frequency words and grade level irregular words with automaticity.
  - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
  - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

## Supporting and Additional Standards

- **RI.CR.K.1.** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.K.2.** With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.TS.K.4.** Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- **RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MF.K.6.** 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.AA.K.7.** With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.CT.K.8.** With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **L.KL.K.1.** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
  - A. Use frequently occurring nouns and verbs.
  - B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
  - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
  - E. Produce and expand complete sentences in shared language activities.
- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - 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).
  - B. Continue a conversation through multiple exchanges.
- **SL.II.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.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

### Primary Interdisciplinary Connections

#### Social Studies

- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

### Computer Science and Design Thinking Standards

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.

### Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

### Evidence of Student Learning

#### Performance Tasks/Use of Technology

- Conferencing/Individual or Small group
- Open Ended Questions
- Observations
- Google Slides
- Third party online software such as :
  - Kahoot
  - Flipgrid
  - Starfall
  - Teachyourmonstertoread
- Kindergarten anchor charts

#### Other Assessments

##### Formative

- Wonders Assessments
- Foundations Assessments
- Heggerty
- Exit slips (ex. circle the 2 words that rhyme)
- Peer/Self Assessments (ex. draw a line to match the picture to the first letter- check answers on back or with partner)
- Think Pair Share (ex. work with partner to count syllables)
- Turn and Talk
- 1, 2, 3 Response
- Third party online software such as :
  - Flipgrid
  - Kahoot
  - Unit Assessments

##### Summative

- Wonder Assessments
- Unit Assessments

##### Benchmark

- Aimsweb- Beginning, Middle and end of year assessments (non-graded)

##### Alternative

- Third party software ( not limited to):

- Brain Pop Jr
- Kahoot

**Knowledge and Skills**

**Content**

**Unit Essential Questions**

- Where do writers get their ideas?
- How do I use writing to communicate my opinions and convince others?
- Where do writers get their ideas?
- How do I organize my writing in order to teach others?
- Where do writers get their ideas?
- What are the stories that I can draw, tell, or write?

**Enduring Understandings**

- Writing is a process used to communicate wants, needs, ideas, and knowledge.
- Opinion writing is a means to express ideas of importance and provide convincing evidence.
- Writing can be expressed in several ways:
  1. Drawing
  2. Oral dictation
  3. Written words
  4. Digital media
- Writing is a process used to communicate wants, needs, ideas, and knowledge.
- Writing is a means to help others understand and learn.
- Informative writing can be expressed in several ways:
  1. Drawing
  2. Oral dictation

**Skills**

**Unit Goals**

Students will be able to:

- Introduce a topic.
- State and write an opinion.
- Use linking words (i.e. because, and).
- Provide a meaningful reason for their opinion.
- Revise/edit writing and drawing (i.e. add details to drawing, add sound to writing).
- Utilize digital media.
- Draw detailed, factual observations.
- Create informational pieces with supporting detail about a topic.
- Create pieces that include sequential order.
- Revise/edit writing and drawings (i.e. add details to drawings, add sounds to writing).
- Gather information to answer a question.
- Utilize digital tools for drawing.
- Determine a topic.
- Dictate, draw, and/or write about an event.
- Provide a reaction to an event through dictation, drawing, and writing that states how they feel.
- Revise/edit writing and drawings (i.e. add details to drawings, add sounds to writing).

3. Written words

4. Digital media

- Writing is a process used to communicate wants, needs, ideas, and knowledge.
- Writers get their ideas for writing from their own personal experiences and from the world around them.
- Writing is a means to share stories based on personal experiences.
- Narrative writing can be expressed in several ways:
  1. Drawing
  2. Oral dictation
  3. Written words
  4. Digital media

### Instructional Plan

#### Suggested Activities

##### Lesson: Word Choice

- Discuss the word choice trait
- Explain that using colorful just right words helps to paint a picture in the reader's mind and relate to weather.
- Have students close their eyes while you read aloud. A great example is "[The Great Gracie Chase](#)". If it is not available find another story that meets the standards.
- When finished, discuss what students visualized in their minds while you were reading to help them picture the story.
- Students will analyze the author's word choice by sharing a list of words they remember from the story that helped them envision what was happening.

#### Resources

##### Materials:

- Wonders Materials
- Foundations
- Heggerty
- IXL
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books [getepic.com](http://getepic.com)
- Decodable Books
- Leveled Readers

- Have students illustrate their favorite part of the story and retell it in writing.
- Re-Read story and show illustrations as you go discuss how their illustrations are similar to or different from the illustrations on the book

### Reading Skill: Phonological Awareness

Segment onset and rime

- Listen to the word: ran.

-Now you say the first sound you hear in ran. /r/ What is the rest of the word? /an/ What are the two parts of ran? /r/ /an/

Now use the routine and have children segment onset and rime in the words below. Correct all errors.

nap,tap,bat,fan,job,fed

-Now use the routine and have children segment onset and rime in the words below. Correct all errors.

Nap, /n/ /ap/

Fan, /f/ /an/

tap,/t/ /a/p

Job, /j/ /ob/

Bat, /b/ /at/

### Reading Skill: Phonics

High Frequency words

-Display the sight word cards. Read the word and have children repeat it. Read the context sentences on the back of the card.

-Have children say the letters in the word. Review the known sound spellings and have children say them with you.

-Have children write the word on a piece of paper and check their spelling.

- Close Reading Resources
- Scholastic: Let's Find Out
- Reading A-Z
- Engaging story
- Crayons and markers
- Paper
- Read Aloud The Great Gracie Chase by Cynthia Rylant if available

As appropriate:

- Boom Cards
- VB-Mapp
- ABLLS-R
- Reading Mastery
- Science Of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

- Highlighters (ex. find all the words that have the /m/ sound)
- Listening option (ex., Epic)
- RTI Progress Monitoring

Resources for students **exceeding** grade level expectations:



- Quiz classmates on letter sounds using flashcards
  - Leveled texts
- Useful links / online resources
- Print Material
  - White board
  - Computer
  - Smart Board
  - iPads/Laptops
  - ELMO Document Reader
  - District Approved and Selected novels
  - Picture Books
  - [Achieve the Core](#)
  - NJDOE Rubric for PCR's
  - Third party online resources such as/but not limited to:
    - Readworks
    - Teachyourmonstertoread
    - Smekens

### Suggested Options for Differentiation

#### **Multilingual Learners**

- Visuals
- Gesturing
- Use of manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities

- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

**Special Education:**

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as count to 10
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy”
- Choral reading
- Songs found on educational YouTube channels
- Assign a picture or movement to vocabulary words
- Small group instruction
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can't write

- Technology resources

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