



Summit Public Schools

Grade: Kindergarten

ELA Curriculum

Kindergarten Phonics Curriculum

Unit One: Making Friends with Letters

This unit is designed to enhance students' knowledge of the alphabet and help them build familiarity with letters. This includes recognizing letter names, understanding letter sounds, forming letters, and accessing this knowledge automatically. As students begin learning to read, it is important to emphasize print concepts, ensuring they understand the organization and basic features of print.

Unit Two: Super Powers

The primary goals of this unit are to engage students in an alphabet review and to strengthen their ability to decode and encode simple words. The unit aims to develop 'super readers' by encouraging students to use their 'superpowers,' which include pointer power, sound power, reread power, and partner power. The emphasis is on helping students point to and slide through the sounds in simple words.

Unit Three: Word Part Power

This unit is designed to help students quickly and accurately identify word parts to enhance their decoding and encoding skills. Students will also learn about consonant digraphs, which are pairs of consonants that represent a single sound. The lessons in this unit aim to strengthen students' familiarity with word parts and consonant digraphs.

Unit 4: Vowel Power

This unit introduces kindergarten students to a new skill: Vowel Power. It emphasizes the importance of vowels, as every word contains them. Developing vowel power is essential for building fluent readers and writers. In this unit, students progress to reading five-phoneme words, multisyllabic words, and words with inflectional endings like '-ing' and '-ed.'

Unit 5 : Playing with Phonics

This unit helps children read longer words, with a key focus on S, R, and L blends, as well as digraphs such as ch, sh, and th. Students will also be introduced to the FLSZ rule, which states that f, l, s, and z are doubled after a short vowel sound. The goal is to help students tackle more complex words, moving beyond simple CVC words to decoding CCVC and CVCC words. The unit concludes with an introduction

to long vowels. Another important aspect is teaching students how to break words into chunks by chopping syllables, segmenting, and blending, to support both reading and writing longer words.

Unit 6: Kindergarten Consolidation

The main goal of this unit is to consolidate all the foundational skills taught throughout the year, helping students become more fluent word readers and preparing them to become strategic readers. Students will review: short vowels, digraphs, long vowels with silent e, and inflectional endings.

Phonics Block	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> - Develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English. - Develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Reading - How can we apply phonics and word attack skills in decoding words? - How can we develop concept of print? - How can we read grade level text fluently to support comprehension? Writing - How can we demonstrate the command for spelling? - How can we develop a command of the conventions of writing?	Reading: Foundational Skills - Demonstrate understanding of spoken words, syllables, and phonemes. - Know and apply grade-level phonics and word analysis skills in decoding. - Read emergent-reader texts with purpose and understanding. - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). - Demonstrate understanding of spoken words, syllables, and sounds (phonemes) - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

	● Decode two-syllable words following basic patterns by breaking the words into syllables. ● Read words with inflectional endings. ● Recognize and read grade-appropriate irregularly spelled words. ● Read with sufficient accuracy and fluency to support comprehension. Foundational Writing and Spelling ● Spell simple words phonetically, drawing on knowledge of sound-letter relationships. ● Print all upper- and lowercase letters ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions ● Generalize learned spelling patterns when writing words
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Foundational Skills: Reading Language Print Concepts 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.	Unit 1: Making Friends with Letters Bend I: Get to Know Letters Lesson 1: I can read and spell the grapheme M spells /m/. Lesson 2: I can read and spell the grapheme A spells /ă/ as in apple. Lesson 3: I can read and spell the grapheme S spells /s/. Lesson 4: I can read and spell the grapheme C spells /k/. Lesson 5: I can read and spell the grapheme N spells /n/. Lesson 6: I can read and spell the grapheme K and CK spells /k/. Lesson 7: I can read and spell the grapheme T spells /t/. Lesson 8: I can read and spell the grapheme P spells /p/. Bend 2: Learning to Own Letters

Phonological Awareness

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.

Phonics and Word Recognition

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).

Fluency

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient

Lesson 9: I can read and spell the grapheme O spelled /ō/ as in octopus.

Lesson 10: I can read and spell the grapheme g spells /g/.

Lesson 11: I can read and spell snap words me, a, the.

Lesson 12: I can read and spell the grapheme D spells /d/.

Lesson 13: I can read and spell the grapheme I spelled /ī/ as in itch.

Lesson 14: I can read and spell the grapheme F spells /f/.

Lesson 15: I can read and spell the grapheme B spells /b/.

Lesson 16: I can read and spell the grapheme H spells /h/.

Bend 3: Learning More Letters

Lesson 17: I can read and spell the snap words I, like, my

Lesson 18: I can read and spell the grapheme E spells /ē/ as in edge.

Lesson 19: I can read and spell the grapheme R spelled /r/.

Lesson 20: I can read and spell the grapheme L spells /l/.

Lesson 21: I can read and spell the grapheme W spelled /w/.

Lesson 22: I can read and spell the grapheme J spelled /j/.

Lesson 23: I can read and spell the grapheme U spelled /ū/ as in up.

Lesson 24: I can read and spell the grapheme Y.

Lesson 25: I can read and spell the X spelled /ks/.

Lesson 26: I can read and spell grapheme V spelled /v/.

Lesson 27: I can read and spell grapheme Z spelled /z/.

Lesson 28: I can read and spell grapheme Qu spells /kw/.

Unit 2: Super Powers

Bend 1: Studying the Alphabet

Lesson 1: I can read and spell nasal sounds M and N.

Lesson 2: I can read and spell short vowel A

Lesson 3: I can read and spell sounds that stretch: S, V, F, Z.

Lesson 4: I can read and spell sounds that stop, B, P, T, D.

Lesson 5: I can read and spell snap words at, look and see.

Lesson 6: I can read and spell short vowel O.

Lesson 7: I can read and spell stop sounds C and K.

decoding accuracy to support comprehension.

Foundational Skills: Writing Language
Sound-Letter Basics

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.

Spelling

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).
- G. Sentence Composition (Grammar, Syntax, and Punctuation)

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.

Bend 2: Using the Alphabet

Lesson 8: I can read and spell short vowel Ii.

Lesson 9: I can read and spell consonants H, W, Y.

Lesson 10: I can read and spell consonants L and R.

Lesson 11: I can read and spell the consonant Xx.

Lesson 12: I can read and spell the letter Q which goes with U.

Lesson 13: I can read and spell the short vowel E.

Lesson 14: I can read and spell snap words: this, here, is.

Bend 3: Studying Letters and Snap Words

Lesson 15: I can read and spell the short vowel U.

Lesson 16: I can read and spell our snap word collection: an, it, in

Lesson 17: I can read and spell J and G which are stop sounds.

Lesson 18: I can read and spell accumulated snap words.

Lesson 19: I can read and spell by reviewing the alphabet with word school.

Unit 3: Word Part Power

Bend 1: Reading and Writing Power

Lesson 1: I can read and spell to, do, can.

Lesson 2: I can read and spell compound words.

Lesson 3: I can read and spell words with short vowels A, I, and O

Lesson 4: I can read and spell words with short vowels E and U

Lesson 5: I can read and spell words with all our short vowels

Lesson 6: I can read and spell snap words with open syllables: we, be, me.

Bend 2: Word-Part Power

Lesson 7: I can read and spell snap words with the word part -at

Lesson 8: I can read and spell with the word part word parts -it.

Lesson 9: I can read and spell with the word part -in.

Lesson 10: I can read and spell the word part -an.

Lesson 11: I can read and spell with the word part -am.

Lesson 12: I can read and spell the word part -ad.

Lesson 13: I can read and spell the words with words parts: at, it, in, an, am, ad.

- 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).

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

Bend 3: More Word Parts

Lesson 14: I can read and spell new word parts -ap and -ot.

Lesson 15: I can read and spell snap words got, was, and went.

Lesson 16: I can read and spell word parts -ip and -op.

Lesson 17: I can read and spell words with the word part -ug.

Lesson 18: I can read and spell the digraph SH.

Lesson 19: I can read and spell words that have a long vowel E: me, be, we, she, he

Lesson 20: I can read and spell words with the digraph, TH.

Lesson 21: I can read and spell words with the digraph CH.

Lesson 22: I can read and spell words with digraphs and word parts.

Unit 4: Vowel Power

Bend 1: Short A and I

Lesson 1: I can read and spell short a sounds, including nasalized a

Lesson 2: I can read and spell words with short i

Lesson 3: I can read and spell snap words how and you

Lesson 4: I can read and spell words with both short A and I.

Lesson 5: I can read and spell snap word words: am, did

Lesson 6: I can read and spell words with short A and Short I

Bend 2: Distinguishing Short-Vowels:O, E, U

Lesson 7: I can read and spell words short o

Lesson 8: I can read and spell words with short e

Lesson 9: I can read and spell words short u

Lesson 10: I can read and spell words with short vowels e, o and u

Lesson 11: I can read and spell words with all short vowel sounds

Lesson 12: I can read and spell snap words snap words: on, up, get, fun, and for.

Lesson 13: I can read and spell words with all short vowels: A, E, I, O, U

Bend 3: Vowels in Bigger Words

Lesson 14: I can distinguish between open and closed syllables.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Lesson 15: I can use syllable types to help sound out multisyllabic words

Lesson 16: I can use syllable types to sound out multisyllabic words.

Lesson 17: I can distinguish between short A and long A-silent e

Lesson 18: I can read and spell snap words play, say and day

Lesson 19: I can read and spell words with inflectional endings words with -ing

Lesson 20: I can read and spell words with inflectional endings words with -ED

Lesson 21: I can read and spell words with digraphs: SH, TH, CH.

Lesson 22: I can read and spell words with vowels, digraphs and -ed, -ing

Unit 5: Playing with Phonics

Lesson 1: I can read and spell words with consonant (S) blends

Lesson 2: I can read and spell words with consonant (R) blends

Lesson 3: I can read and spell words with consonant blends (S, R)

Lesson 4: I can read and spell words with consonant (L) blends.

Lesson 5: I can read and spell words snap words come, are, too, love

Lesson 6: I can read and spell words with all consonant blends.

Bend 2: Playing with Longer Words

Lesson 7: I can read and spell words with with digraphs

Lesson 8: I can read and spell words with consent blends (S, L, R)

Lesson 9: I can read and spell snap words: nap words: all, ball, had, will

Lesson 10: I can distinguish between open and closed syllables.

Bend 3: Playing with Onset - Rime

Lesson 11: I can read and spell words FLSZ rule - F, L, S, and Z are doubled after a short vowel sound

Lesson 12: I can identify how the vowels A, O, and U make a different sound when followed by LL.

Lesson 13: I can read and spell snap words snap words: go, so, no, by, my

Lesson 14: I can read and spell words with rimes (-ick, ell, -uck, -ow)

Lesson 15: I can read and spell longer words that have blends and digraphs.

Bend 4: Playing with Vowel Sounds

Lesson 16: I can read and spell words with I-silent e
Lesson 17: I can read and spell snap words nap words: has, as, him, her
Lesson 18: I can read and spell with U-silent e
Lesson 19: I can read and spell words with long I-silent e and U-silent e.
Lesson 20: I can read and spell words with long O -silent e.
Lesson 21: I can read and spell words with VCe pattern: A-silent e, I- silent e, O-silent e, U-silent e.

Unit 6 Kindergarten Phonics Consolidation

Bend 1: Short Vowel Review

Lesson 1: I can read and spell short A words with consonant clusters
Lesson 2: I can read and spell short I words with consonant clusters
Lesson 3: I can read and spell short O words with consonant clusters
Lesson 4: I can read and spell words with short A, I and O with consonant clusters
Lesson 5: I can read and spell short U words with consonant clusters
Lesson 6: I can read and spell short E words with consonant clusters
Lesson 7: I can read and spell short vowel words with consonant clusters

Bend 2: Revisit Digraphs

Lesson 8: I can read and spell words with the FLSZ Rule
Lesson 9: I can identify how the vowels A, O, and U make a different sound when followed by LL.
Lesson 10: I can read and spell words with digraphs: SH, CH, TH and -CK
Lesson 11: I can read and spell words with digraphs -NG, -NK, WH and PH
Lesson 12: I can read and spell words with longer words with digraphs

Bend 3: Long Vowels VCe

Lesson 13: I can read and spell words with long A-silent e.
Lesson 14: I can read and spell words with long I -silent e.
Lesson 15: I can read and spell words with long O-silent e
Lesson 16: I can read and spell words with long E-silent e.
Lesson 17: I can read and spell words with long U-silent e.

	Lesson 18: I can read and spell words with long vowels silent e. Bend 4: Words with Endings Lesson 19: I can read and spell words with inflectional endings -ES. Lesson 20: I can read and spell words with inflectional endings -ED. Lesson 21: I can read and spell words with inflectional endings -ING. Lesson 22: I can read and spell words with inflectional endings -ER. Lesson 23: I can read and spell words with Y spells /ī/ at the end of one syllable words and Y spells /ē/ at the end of two syllable words. Lesson 24: I can read and spell words with the ending -LE. Lesson 25: I can celebrate all I have learned in Kindergarten phonics.
Differentiation	Assessments
Technology Integration ● Listen to audio books, videos or podcasts ● Listen to books on websites: CommonLit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop ● Use document camera or overhead projector, ● Google Docs, Google Classroom, Google Slides, Canva, Gynzy Media Literacy Integration ● Use multiple forms of print media to practice reading, writing, listening and speaking, and to develop comprehension skills. Global Perspectives Global Learning Resource Library Supports for English Language Learners	Formative Assessments: ● Observation during the lesson ● Show What You Know ● Weekly phonics checks Summative Assessments, Projects, and Celebrations: ● I-ready diagnostics ● Acadience Screeners ● Decoding Inventory ● End of Unit Phonics Assessments ● Words Their Way Spelling Inventories ● End of Unit Celebrations Resources University of Florida Literacy Initiative (UFLI) decodables Flyleaf Publishing Decodable Books Emergent Series TCWRP Phonics Units of Study, 2020

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
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Kindergarten Reading Curriculum: Read Aloud and Shared Reading

Unit 1: School is Filled with Fun and Play

This unit aims to build students' background knowledge about school. Its primary objective is for students to understand that school is a place filled with fun and play. The integration of various texts will support their comprehension of the new kindergarten environment. During our reading sessions, whether through read-alouds or shared reading, we will emphasize the purpose of reading to help students expand their vocabulary and ideas related to this important theme—school. By the end of the unit, students should be able to answer the question: "How is our school filled with fun and play?" Additionally, we hope students will recognize school as a safe and inclusive community they can look forward to each day. Throughout this unit, students will also develop their concepts of print.

Unit 2: Seasons All Around

This unit allows students to read both fiction and nonfiction text on a connected topic of seasons. The unit starts with a nonfiction read aloud on trees throughout the seasons. During this read aloud create a chart with sketches and labels on the maple tree in each season. At the end of the read aloud prompt students to create their own sketch of the maple tree in winter, spring, summer, and fall.

Then students read four fiction stories that are centered around a specific season. This unit is designed to expand students' understanding of the wonders of what each season has to offer. As you read each book, refer back to the chart you created on the maple tree to reinforce the season you are learning. During this unit students continue to

develop concepts of print and integrate their reading superpowers. At the end of this unit students will be able to answer the question: What is special about each season?

Unit 3: Finding Friendship

This unit features a blend of nonfiction and fiction texts centered on the theme of friendship. Throughout the unit, teachers will guide students in understanding how to make and maintain friendships by following characters in various stories. Students will reinforce comprehension skills by focusing on text features, expanding vocabulary, analyzing sentence structure, exploring story elements, and tracking characters' feelings and lessons learned.

In addition, students will practice retelling stories and writing about their reading experiences. One key text, *Can We Be Friends?*, is a hybrid work where students will first read the main text, which follows a rhyming pattern. The teacher will then read aloud the nonfiction portion, modeling thinking aloud. Ultimately, students will engage with the question: How can we make and keep a friend?

Unit 4: Let's Play Ball

This unit centers on books about sports, featuring a mix of fiction and nonfiction. Some students will come with extensive background knowledge from watching or playing various sports, while others may need to build their specific vocabulary. Throughout the unit, students will reinforce their comprehension skills by focusing on text features, expanding vocabulary, analyzing sentence structure, exploring story elements, and tracking characters' feelings and lessons learned. Additionally, students will enhance their retelling skills by developing an understanding of text structure, including characters, setting, problem, events, and solution. Students will work to answer the question: How are sports similar and different?

Unit 5: Our Gosling Friends

This unit combines a nonfiction read-aloud with fiction shared reading texts, all centered around the concept of geese. To provide real-life context, the unit begins with a nonfiction read-aloud about geese, followed by several books from

the *Gossie* series for shared reading. This approach reinforces the comprehension skills students have developed throughout the year, including noticing text features, identifying main ideas and key details, expanding vocabulary, analyzing sentence structure, connecting illustrations to words, and understanding story elements. Additionally, students will write about their reading to further enhance their language skills. Students will work to answer the question: What do *Gossie and Friends* teach us about friendship?

Unit 6: Dynamic Duos

This unit is centered around dynamic duos, featuring books that highlight best friends as the main characters. It will connect to Unit 3, which focuses on making and keeping friends. Like previous read-aloud and shared reading units, this unit will reinforce the comprehension skills our growing kindergartners have developed throughout the year, including recognizing text features, identifying main ideas and key details, expanding vocabulary, analyzing sentence structure, exploring story elements, and tracking characters' feelings and lessons learned. Students will also write about their reading. Additionally, the unit includes a retell guide with various strategies to support students in their retelling efforts, aiming to promote greater independence in this skill. Students will work to answer the question: What do dynamic duos teach us about friendship?

Reading Curriculum	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> - Students will read closely to determine what the text says and work to make inferences and connections. - Students will cite specific text evidence when speaking or writing to support ideas from the book.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

● How can students ask and answer questions about key details? ● How can students identify text structure? ● How can students identify basic features of the text? ● How can students clarify the meaning of unknown words? ● How can students develop concepts of print? ● How can a student become a fluent reader?	● Students will ask and answer questions from fiction and nonfiction text. ● Students will identify the structure of a story and basic features of nonfiction. ● Students will explore word relationships and nuances in word meanings. ● Students will learn the organization and features of print. ● Students will learn to read with one-to-one correspondence.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Language Domain: Reading Language Foundational Skills: Print Concepts 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. Fluency Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. Sentence Composition (Grammar, Syntax, and Punctuation) L.WF.K.3 Demonstrate command of the conventions of sentence composition. A. Repeat a sentence, identifying how many words are in the sentence.	Unit 1 School is Filled with Fun and Play Read Aloud Day 1: Chrysanthemum ● I can learn new vocabulary. ● I can ask and answer questions about the book. ● I can develop concepts of print. Day 2: Chrysanthemum ● I can learn new vocabulary. ● I can expand, question and clarify ideas about the story. ● I can listen to see if her feelings stay the same or change. ● I can develop concepts of print. Day 3:Chrysanthemum ● I can read to find out how the main character’s feelings change. ● I can listen carefully as I read. ● I can connect the story to my own life. ● I can develop concepts of print. ● Shared Reading Day 1: Llama Llama Misses Mama

- 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).
- 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.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning

- I can learn new vocabulary.
- I can ask and answer questions about the book.
- I can reread text to build fluency.
- I can develop concepts of print.

Day 2: Llama Llama Misses Mama

- I can learn new vocabulary.
- I can ask and answer questions about the book.
- I can reread text to build fluency.
- I can develop concepts of print.

Day 3: Llama Llama Misses Mama

- I can learn new vocabulary
- I can ask and answer questions.
- I can retell the story.
- I can reread books to build fluency.

Shared Reading

Day 1: All Are Welcome

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 2: All Are Welcome

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 3: All Are Welcome

- I can learn new vocabulary
- I can ask and answer questions.
- I can retell the story.

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.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.

Reading Domain

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).

- I can reread books to build fluency.

Shared Reading

Day 1: Biscuit Loves the Library

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 2: Biscuit Loves the Library

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 3: Biscuit Loves the Library

- I can learn new vocabulary
- I can ask and answer questions.
- I can retell the story.
- I can reread books to build fluency.

Shared Reading

Day 1: Our Class is a Family

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 2: Our Class is a Family

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 3: Our Class is a Family

- I can learn new vocabulary

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). opportunity to integrate climate change education.

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

- I can ask and answer questions.
- I can retell the story.
- I can reread books to build fluency.

Unit 2: Seasons All Around

Read Aloud

Day 1: A Tree For All Seasons

- I can learn new vocabulary.
- I can learn how trees change across seasons.
- I can ask and answer questions about trees.
- I can identify the key details about trees.

Day 2: A Tree For All Seasons

- I can learn new vocabulary.
- I can learn how trees change across seasons.
- I can ask and answer questions about trees.
- I can identify the key details about trees.

Day 3: A Tree For All Seasons

- I can learn new vocabulary.
- I can learn how trees change across seasons.
- I can ask and answer questions about trees.
- I can identify the key details about trees.
- I can sketch and label trees across seasons.

Shared Reading

Day 1: The Snowy Day (Winter)

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 2: The Snowy Day (Winter)

- I can learn new vocabulary
- I can ask and answer questions.

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).

Listening and Speaking Domain

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. opportunity to integrate climate change education.

- 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.

- I can reread books to build fluency.
- I can develop concepts of print.

Day 3: The Snowy Day (Winter)

- I can learn new vocabulary
- I can ask and answer questions.
- I can retell the story.
- I can reread books to build fluency.

Shared Reading

Day 1: And Then It's Spring

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 2: And Then It's Spring

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 3: And Then It's Spring

- I can learn new vocabulary
- I can ask and answer questions.
- I can retell the story.
- I can reread books to build fluency.

Shared Reading

Day 1: The Wonders of Summer

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 2: The Wonders of Summer

Writing Domain

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.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

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.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 3 The Wonders of Summer

- I can learn new vocabulary
- I can ask and answer questions.
- I can retell the story.
- I can reread books to build fluency.

Shared Reading

Day 1: Leaf Jumpers(Fall)

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print

Day 2:Leaf Jumpers (Fall)

- I can learn new vocabulary
- I can ask and answer questions.
- I can reread books to build fluency.
- I can develop concepts of print.

Day 3: Leaf Jumpers (Fall)

- I can learn new vocabulary
- I can ask and answer questions.
- I can retell the story.
- I can reread books to build fluency.

Unit 3:Finding Friendship

Read Aloud

Day 1: The Little Book of Friendship

- I can learn how to be a friend and keep a friend.
- I can learn how to ask questions about a topic.

- I can identify the main idea and key details.

Day 2: The Little Book of Friendship

- I can use illustrations to grow my ideas about friendship.
- I can use vocabulary to write about friendship.
- I can grow ideas about the story elements.

Day 3: The Little Book of Friendship

- I can connect what I learn about friendship to my own life.
- I can determine the most important information about friendship.
- I can use new vocabulary to understand the book.

Shared Reading

Day 1: Biscuit Finds a Friend

- I can determine if Biscuit can find and keep a friend.
- I can read smoothly with expression.
- I can write why Biscuit is a good friend.
- I can decode longer words with support.

Day 2: Biscuit Needs a Friend

- I can think about how Biscuit feels
- I can notice punctuation while reading.
- I can learn new words that help me grow ideas about friendship.

Day 3: Biscuit Needs a Friend

- I can notice punctuation as I read.
- I can infer meaning based on what I know about a topic.
- I can write about a character's feelings.

Shared Reading

Day 1: I'm Sticking with You

- I can determine how the characters get through good and hard times.
- I can use my background knowledge to infer about the characters.
- I can apply what I know about friendship to write.

Day 2: I'm Sticking with You

- I can use words and pictures to determine what is happening.
- I can read with accuracy and expression.
- I can write a sentence that forms an opinion about friendship.

Day 3: I'm Sticking with You

- I can use words and pictures to determine meaning
- I can retell the beginning, middle, and end of the story.
- I can ask and answer questions about a story.

Shared Reading

Day 1: Walter Has a Best Friend

- I can decode longer words with support.
- I can identify the structure of a story.
- I can draw and write about a story.

Day 2: Walter Has a Best Friend

- I can identify how the character's feelings change.
- I can identify the structure of a story.
- I can ask and answer questions about a story.

Day 3: Walter Has a Best Friend

- I can read with accuracy and expression.
- I can determine the theme of a book.
- I can make connections across texts on the same topic.

Shared Reading

Day 1: Can We Be Friends?

- I can identify important details from the text.
- I can connect ideas about friendship across the whole text.
- I can grow ideas about text using new vocabulary.

Day 2: Can We Be Friends?

- I can determine main idea and key details
- I can read with accuracy and fluency.
- I can ask and answer questions about the text.

Day 3: Can We Be Friends?

- I can identify that even with differences you can be friends.
- I can use vocabulary to grow ideas about the text.
- I can determine what the text is mostly about.

Unit 4: Let's Play Ball

Read Aloud

Day 1: Goodnight Football

- I can grow my vocabulary based on the topic of football.
- I can ask and answer questions about the text.
- I can identify key details about the sport of football.

Day 2: Goodnight Football

- I can identify and make connections between words.
- I can connect the ideas from the text to my own life.
- I can identify major events in the beginning, middle, and end.

Day 3: Goodnight Football

- I can compare and contrast football to another sporting event.
- I can use new vocabulary to help grow ideas about a topic.
- I can identify details from the text to extend ideas about a topic.

Shared Reading

Day 1: Hooray for Snail

- I can identify different types of text.
- I can decode longer words by blending.
- I can monitor the meaning of the text.

Day 2: Hooray for Snail

- I can use the pictures to help me retell the text.
- I can determine how each character feels.
- I can locate my favorite part of the text and write about it.

Day 3: Hooray for Snail

- I can locate information from a text.
- I can use what I already know to infer meaning.

- I can connect words I have learned to grow ideas about a topic.

Shared Reading

Day 1: Let's Play Ball!

- I can identify the different characters in a story.
- I can decode longer words by blending.
- I can use details from the text to write.

Day2:Let's Play Ball!

- I can use vocabulary to grow ideas about the text.
- I can use the pictures to grow ideas about the characters.
- I can retell the beginning, middle, and end of the story.

Day 3: Let's Play Ball!

- I can talk about the characters.
- I can expand my ideas about texts.
- I can remember key ideas.

Shared Reading

Day 1: Let's Play Basketball

- I can read with accuracy, automaticity, and expression
- I can decode longer words by blending.
- I can determine the narrator of the story.

Day 2:Let's Play Basketball

- I can remember details about basketball.
- I can notice print features of the text.
- I can read with accuracy, automaticity, and expression

Day 3: Let's Play Basketball

- I can determine character change across the text.
- I can use new words to help me extend ideas about the text.
- I can determine the central message of the story.

Unit 5: Our Gosling Friends

Read Aloud

Day 1: Geese! A My Incredible World Book

- I can identify key details about geese.
- I can use vocabulary to determine ideas about geese.
- I can ask and answer questions about geese.

Day 2: Geese! A My Incredible World Book

- I can ask clarifying questions about geese.
- I can use vocabulary to grow ideas about geese.
- I can use key details to determine what the book is mostly about.

Day 3: Geese! A My Incredible World Book

- I can use vocabulary to grow ideas about geese.
- I can use what I already know to grow ideas about geese.
- I can write an opinion statement about geese.

Shared Reading**Day 1: Gossie**

- I can use important words to grow ideas about the character.
- I can decode longer words by blending
- I can reread text to remember more details about the story.

Day 2: Gossie

- I can use my background knowledge to infer meaning.
- I can match my voice to the punctuation.
- I can identify the story elements.

Day 3: Gossie

- I can reread texts with accuracy, automaticity and expression.
- I can retell the beginning, middle, and end of the story
- I can use illustrations to infer meaning.

Shared Reading**Day 1: Gossie and Gertie**

- I can decode longer words by blending.
- I can use illustrations and words to learn about the story.
- I can remember key details and write about it.

Day 2: Gossie and Gertie

- I can use vocabulary to determine the meaning of the text.

- I can reread text for accuracy and automaticity and expression.
- I can ask and answer questions about the story.

Day 3: Gossie and Gertie

- I can pay attention to punctuation as I read.
- I can retell the beginning, middle, and end of the story.
- I can determine the story elements.

Shared Reading

Day 1: Ollie the Stomper

- I can learn vocabulary to grow ideas about Ollie.
- I can zoom in on specific parts of the text.
- I can determine what the character wants.

Day 2: Ollie the Stomper

- I can reread books with accuracy, automaticity, and expressio.
- I can use the pictures and words to infer meaning.
- I can determine character feelings across a text.

Day 3: Ollie the Stomper

- I can pay attention to punctuation as I read.
- I can think about the message of a story.
- I can write about characters and their feelings.

Shared Reading

Day 1: Pearl Loves to Sing

- I can identify words that compare.
- I can decode longer words by blending.
- I can use vocabulary to ask and answer questions.

Day 2: Pearl Loves to Sing

- I can think about the problem of the story.
- I can think about the solution of the story.
- I can write about the problem and solution.

Day 3: Pearl Loves to Sing

- I can track the character's feelings across the text.
- I can reread texts to grow ideas about the character's feelings.
- I can connect the story to my own life.

Unit 6: Dynamic Duos

Read Aloud

Day 1: Ick and Crud

- I can identify character relationships
- I can use words to describe the character.
- I can write about characters.

Day 2: Ick and Crud

- I can connect parts of the text.
- I can ask and answer questions to clarify information.
- I can write about the characters.

Day 3: Ick and Crud

- I can connect parts of the text.
- I can describe character change.
- I can compare characters to my own life.

Shared Reading

Day 1: Are you Ready to Play Outside?

- I can use vocabulary to grow ideas about the story.
- I can read through longer words part by part.
- I can infer character feelings across a text.

Day 2: Are you Ready to Play Outside?

- I can reread books for accuracy, automaticity, and expression.
- I can identify characters' feelings across a book.
- I can state an opinion about my favorite character.

Day 3: Are you Ready to Play Outside?

- I can reread books to learn more about the characters.
- I can retell stories: beginning, middle, and the end.
- I can pay attention to punctuation as I read.

Shared Reading

Day 1: Fox and Chick

- I can use vocabulary to help me grow ideas about the book.

- I can decode longer words by blending.
- I can identify the problem in the story.

Day 2: Fox and Chick

- I can reread text to read smoothly and accurately.
- I can connect illustrations and the words.
- I can write about character feelings.

Day 3: Fox and Chick

- I can use vocabulary to grow ideas about the text.
- I can retell the beginning, middle, and end of the story.
- I can ask and answer questions about the story.

Shared Reading

Day 1: Bink and Gollie Chapter 1: Don't You Need a New Pair of Socks?

- I can decode longer words by blending.
- I can connect illustrations to words.
- I can think about character traits.

Day 2: Bink and Gollie Chapter 1: Don't You Need a New Pair of Socks?

- I can follow the problem in the story.
- I can use vocabulary to think about the story.
- I can write about the character feelings

Day 3: Bink and Gollie Chapter 1: Don't You Need a New Pair of Socks?

- I can stop at unknown words and sound them out.
- I can stop at important parts to think about the story.
- I can write about the story solution.

Read Aloud

Day 1: Henry and Mudge

- I can ask and answer questions about the story.
- I can list details about the characters.
- I can follow the character's actions across the text.

Day 2: Henry and Mudge

- I can think about character relationships
- I can describe the problem in the story.
- I can use vocabulary to think about the story.

	Day 3: Henry and Mudge ● I can connect the story to my own life. ● I can track character relationships across the story. ● I can write about the story.
Differentiation	Assessments
Technology Integration ● Listen to audio books, videos or podcasts ● Listen to books on websites: CommonLit, Newsela, Readworks storylineonline.net, storyit.com, Epic, Brain Pop ● Use document camera or overhead projector, ● Google Docs, Google Classroom, Google Slides, Canva, Gynzy Media Literacy Integration ● Use multiple forms of print media to practice reading, writing, listening and speaking, and to develop comprehension skills. Global Perspectives Global Learning Resource Library	Formative Assessments: ● Listen to student conversation ● Collect student picture and labels ● Ask questions to assess understanding of the text Summative Assessments, Projects, and Celebrations: ● I-ready diagnostics ● Acadience Screeners ● Informal Reading Inventories Resources Unit 1 Chrysanthemum by Kevin Henkes Biscuit Loves the Library by Alyssa Satin Capucilli All Are Welcome by Alexandra Penfold Llama Llama Misses Mama by Anna Dewdney Our Class is a Family by Shannon Olson Unit 2 A Tree for All Seasons by Robin Bernard Snowy Day by Ezra Jack Keats And Then It's Spring by Julie Fogliano The Wonders of Summer by Kealy Connor Leaf Jumpers by Carole Gerber

Unit 3

The Little Book of Friendship by Laurie Friedman
Biscuit Finds a Friend by Alyssa Capucilli
Walter Had a Best Friend by Deborah Underwood
I'm Sticking with You by Smriti Prasadam-Halls
Can We Be Friends? Unexpected Animal Friends by Erica Sirotich

Unit 4

Goodnight Football by Sports Illustrated
Hooray for Snail by John Sadler
Soccer Time by Terry Pierce
Balls by Laura Appleton Smith
Let's Play Basketball by Charles R. Smith

Unit 5

Geese: A My Incredible World Picture Book
Gossie by Olivier Dunrea
Gossie and Gertie by Olivier Dunrea
Ollie the Stomper by Olivier Dunrea
Gossie and Friends by Olivier Dunrea
Pearl Loves to Sing by Olivier Dunrea

Unit 6

Ick and Crud by Wiley Blevens
Are You Ready to Play Outside (Piggie and Elephant) by Mo Willems
Bink and Gollie by Kate DeCamillio
Henry and Mudge by Cynthia Rylant
Fox and Chick The Park by Sergio Ruzzier
Henry and Mudge by Cynthia Rylant

Kindergarten Writing Curriculum

Unit 1: We are Writers

This first unit helps our new kindergartners begin to be part of a writing workshop. They learn the routines and the expectations of being a writer. It introduces students to both teaching books and stories while also teaching them to move through the writing process.

Unit2: From Labels to Pattern Books

In this unit students will learn that writing is a way to show-and-tell. They will expand on what they have learned in phonics to write books. Students will learn to use their letters and sounds to write words and discover what makes a sentence. Finally learn to put it all together to write, show and tell booklets.

Unit 3: Writing for Readers

In this unit students will learn to draw and write stories that are easy to read. Students will work with partners to plan and read their stories, and discover the power of rereading. Students will also learn to use checklists to help them revise. Students will be reminded to use their sound power and vowel power to make their writing easy to read. Growing kindergarten writers discover more about revision. To add more to their stories by adding flaps, working on strong leads to their stories. They also discover the power of revision alongside their classmates and writing partners. Finally, students prepare to publish by creating titles, powerful endings, and fancying up their pictures. Then as in every unit they will celebrate their accomplishments as story writers.

Unit 4: How To Books

This unit is designed to teach students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others. To begin a unit on how-to books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to teach others. Writers can teach all about a topic, in which case the writing is informational, or they can teach people how to do something, in which case the writing is procedural.

Unit 5: Persuasive Writing

In this unit, you teach kindergarteners that they can write to make their classroom, their school, and their world into a better place. They are writing particular kinds of texts for specific real audiences. They will be thinking about what their readers need to know and to write with audience awareness. This unit is designed so that the children do lots and lots of persuasive writing.

They begin by writing signs, songs, petitions, and letters about problems they see in their classroom and their school, and then they address problems they identify in the larger world of their neighborhood. As they progress towards addressing concerns that are not right underfoot, they tackle slightly more distant topics and address more distant audiences, they meanwhile also learn more about persuasive writing and writing in general. With your help, children apply what they learn not only to the newest piece they are about to write, but also to their growing folder, full of completed pieces.

Unit 6: Narrative Writing

In this unit, students will study the connections between the work we do as readers and the work we do as writers, all the while writing true stories of moments from their lives. Students revisit many strategies to write true stories in ways that make them interesting, as well as easy to read, giving them ample practice with the process of drawing and revising and moving through the writing process.

Across All Units: Structured Writing

Students will work to review all they learn with foundational skills. As a way to develop growing phonics skills students will spend some days on structured writing of letters, words, and sentences. In addition to reviewing phonics skills they will grow their ability to automatically write high frequency words taught across the curriculum.

Writing	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> ● Students will develop an understanding of print, phonological processing, letter formation and handwriting. ● Students will demonstrate command of grammar and usage, capitalization, punctuation, and spelling. ● Students will plan, revise, edit, and publish many types of writing.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
● How will students develop knowledge of print, phonological processing and letter formation? ● How will students demonstrate the command of grammar and usage, capitalization, punctuation, and spelling? ● How will students learn to move through the writing process? ● How will students learn to write a variety of types of texts?	Demonstrate understanding of the organization and basic features of print. Demonstrate understanding of spoken words, syllables, and sounds. Know and apply grade-level phonics skills in decoding and encoding words. Demonstrate command of the conventions of writing and spelling sentences. Use a combination of drawing, dictating, and writing to compose opinion pieces, narrative writing, and informational texts. Engage in brief but regular writing and drawing tasks.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Writing Domain 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. opportunity to integrate climate change education. 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 experiences 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	Unit 1: We Are Writers Bend 1: We Are All Writers Lesson 1: Write Like a Grown Up I can think of something I know about, and then with drawings and writing, put what I know on the paper. Lesson 2: Revise: See More, Add More I can revise. Revise means to look again to see more. Writers revise to make their writing better. Lesson 3: Writers Solve Problems By Starting a New Piece I can start a new piece. Writers carry on, writing, writing, writing. Lesson 4: Think, Then Write I can get a topic in my mind and then write. Lesson 5: Words and Pictures to Write I can use words and pictures to write. I write words slowly sound by sound. Bend 2: Write Nonfiction Lesson 6: Teach More I can teach others by adding pages to my teaching book. Lesson 7: Plan How Pages Will Go I can plan how the pages of my teaching book will go. Lesson 8: Partners Help Us Write I can reread my book to a partner, ask questions, and add more. Lesson 9: Record All the Sounds You Hear I can say the word I want to write, stretching it like a rubber band to record all the sounds. Bend 3: Write Stories Lesson 10: Plan Stories I can plan stories. I touch, tell, draw, and write. Lesson 11: Think: Who, What, Where

writing and drawing tasks.

Language Domain: Spelling

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).
- G. Sentence Composition (Grammar, Syntax, and Punctuation)

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.

I can picture the story. I think who, what, where and add to pictures and words

Lesson 12: Make Characters Talk

I can add speech bubbles to show who is talking.

Bend 4: Prepare to Publish

Lesson 13: Choose a Story to Publish

I can make my writing the best it can be by rereading and deciding what to fix.

Lesson 14: Edit: Spell the Whole Word

I can edit my story by pointing to each word, saying the word slowly, listening for each sound, adding missing sounds, and continuing rereading.

Lesson 15: Celebration

I can gather, share, and listen to others writing.

Unit 2: From Labels to Pattern Books

Lesson 1: Draw and Write A Lot on Each Page

I can draw and write on each page.

Lesson 2: Plan What to Draw and Write

I can plan, draw, and write.

Lesson 3: Revise: Returning to a Page to Add More

I can look back at my writing and add more.

Lesson 4: Use What You Know to Spell Words

I can use tools like the alphabet chart, snap word charts, and word wall to spell words.

Lesson 5: Writing Partners Help Us to Add More

I can get help from a friend to revise my work.

Bend 2: Writing Show and Tell Books

Lesson 6: Show and Tell Important Places

I can write a whole book about an important place.

Lesson 7: Make Time for Drawing and Writing

I can think of an idea, draw pictures and write words.

Lesson 8: Writers and Illustrators Make Decisions

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). 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.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. Speaking and Listening Domain 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. opportunity to integrate climate change education.	I can think how the page will go. I am the author and the illustrator. Lesson 9: Adding Labels to Bring Writing to Life I can add labels to show and tell what I write. Lesson 10: Writing Sentences that Say What Pictures and Labels Can't I can write sentences that tell the reader what is on the page. Bend 3: Using Patterns to Write Show-and-Tell Books Lesson 11: Studying Sentences I can make my writing easy to read by using capitals, spaces, and punctuation. Lesson 12: Writing More Sentences I can add more sentences to my writing. Lesson 13: Think About How Books Will End I can write an ending to my book. Lesson 14: Fancying Up Writing I can spend time making my writing the best it can be. Lesson 15: Bookstore Celebration I can share my books with others by turning the classroom into a bookstore. Unit 3: Writing for Readers Bend 1: Writing Stories that People Can Really Read Lesson 1: Planning through Drawing I can draw pictures that are clear and easy to read. Lesson 2: Writing for Readers I can make my writing easy to read by rereading and fixing it. Lesson 3: Partner Power I can get help from my writing partner. Lesson 4: Great True Stories I can think, touch, tell and write a story. Lesson 5: Adding Dialogue I can make true stories by adding what people said. Lesson 6: Power of Rereading I can reread to make sure my story makes sense.
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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. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity.	Bend 2: Tools Give Writers Extra Power Lesson 7: Vowel Power I can use a vowel chart to help me spell the middle of words. Lesson 8: Snap Word Power I can use the word wall to help me spell words. Lesson 9: Use Other Tools to Give Your Writing Power I can use a checklist or a partner to make my writing the best it can be. Bend 3: Partnering for Revision: Making Stories More Fun to Read Lesson 10: Adding More I can add more to the pictures to give more detail to my writing. Lesson 11: Revising with Flaps I can add more to my story by adding a revision flap. Lesson 12: Hooking your Reader! I can add more to my story by writing a strong lead. Lesson 13: Publication Prep I can select a writing piece to publish and revise to make it easy to read. Lesson 14: Powerful Endings I can write a powerful ending that has a strong feeling. Lesson 15: Let's Fancy Up our Books I can prepare for publishing by making the pictures and words beautiful. Unit 4:How To Books Bend 1: Writing How Tos Step By Step Lesson 1: Writers Study the Kind of Writing They Plan to Make I can study what goes into a how-to book. Lesson 2: Writers Use What They Already Know: Touching and Telling the Steps Across the Page I can think, touch, sketch across the pages of my teaching book. Lesson 3: Writers Become Readers, Asking, “Can I Follow This?” I can write how to do something step-by-step. Lesson 4: Writers Answer a Partner’s Questions I can get help from my writing partner to make each step clear.
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CRP12: Work productively in teams while using cultural global competence.

Lesson 5: Writers Label Their Diagrams to Teach Even More Information

I can add diagrams to my how-to book.

Lesson 6: Writers Reflect and Set Goals to Create Their Best Information Writing

I can set goals to make my how-to book even better.

Bend 2: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones

Lesson 7: Writers Emulate Features of Informational Writing Using a Mentor Text

I can study a mentor text to make my writing clear and easy to read.

Lesson 8: Writing for Readers: Using the Word You

I can talk directly to the reader by using the word you.

Lesson 9: Elaboration in with Warnings, Suggestions, and Tips

I can make my how-to book interesting by adding warnings and tips.

Lesson 10: How-To Book Writers Picture Each Step and Then Choose Exactly Right Words

I can use exact words to describe how-to do each step.

Lesson 11: Using Comparison to Give Readers Clear Directions

I can use a comparison in my how-to book.

Bend 3: Keeping Readers in Mind

Lesson 12: Writers Write How-To Books about Things They learn throughout the Day and From Books

I can use an artifact to get ideas for a how-to book.

Lesson 13: Writers Can Write Introductions

I can write an introduction to my how-to book.

Lesson 14: How-To Books Make Wonderful Gifts!

I can dedicate my how-to book to someone special.

Lesson 15: Preparing for the Publishing Party: Writers Do Their Best Work Now to Share It Later

I can prepare to celebrate my writing by using my editing skills.

Unit 5: Persuasive Writing of All Kinds

Bend 1: Exploring Opinion Writing: Making Our School a Better Place

Lesson 1: Words Are Like Magic Wands: They Can Make Things Happen

I can write about a problem in our school.

Lesson 2: Convincing People: Providing Reasons

I can write an opinion about a problem.

Lesson 3: Don't Stop There! Generating More Writing for More Causes

I can write a lot to support my opinion.

Lesson 4: Writers Reread and Fix Up Their Writing

I can reread my opinion writing and fix it up to make it clear.

Lesson 5: Spelling Strategies Give Writers Word Power

I can segment sounds in words to spell.

Bend 2: Sending Our Word Out Into the World: Writing Letters to Make a Change

Lesson 6: Studying a Mentor Text

I can study an opinion piece to help me write my own.

Lesson 7: Knowing Just What to Say: Angling Letters to Different Audiences

I can write many letters to fix the problem I am writing about.

Lesson 8: How Can We Make It Better? Imagine Solutions

I can write fix-it solutions to solve the problem I am writing about.

Lesson 9: Wait! What's That Say? Fixing Up Letters before Mailing

I can check my writing before sharing it with others.

Bend 3: Persuasive Writing Projects

Lesson 10: Drawing on a Repertoire of Strategies to Write about a World Problem

I can use what I already know to write an opinion persuasive piece.

Lesson 11: Sound Like an Expert! Teaching Information to Persuade Your Audience

I can write a persuasive piece by including important information.

Lesson 12: More on Adding Detailed Information to Persuasive Writing

I can add facts and precise details to my persuasive writing.

Lesson 13: Writing How-To Books to Make a Change

I can write a step-by-step plan to solve the problem.

Lesson 14: Editing for Punctuation: Partner Work

I can check my writing for capitals, spaces, spelling, and punctuation.

Lesson 15: Fixing and Fancying Up for Publication Using the Super Checklist

I can use an opinion writing checklist to prepare for publication.

Unit 6: Writing Narrative Stories

Bend 1: Using What We Know As Readers to Write Well! Reading and Writing Connections

Lesson 1: Picture Walks to help with Planning

I can look through books to help me plan my writing.

Lesson 2: Writing with a Beginning, Middle, End

I can sequence my story with a beginning, middle, and end.

Lesson 3: Writers Check To Make Sure Writing Makes Sense

I can check my writing to make sure it is clear and makes sense.

Lesson 4: Ready to Elaborate

I can add to my story with actions, feelings, and words.

Lesson 5: Let's Reread!

I can reread my writing to make sure it looks and sounds right.

Lesson 6: Word Wall Power

I can use a word wall to help me spell words.

Bend 2: Bend 2: Reading Like A Writer: Using Mentor Texts

Lesson 7: Using our Mentors

I can use ideas from other books to make my writing great.

Lesson 8: Adding Details

I can add details to my pictures to make my story even better.

	Lesson 9: Sound Words I can make my writing interesting by adding sound words. Lesson 10: Speech Bubbles I can add speech bubbles and dialogue into my writing. Lesson 11: Peer Editing I can work with my partner to help each other make our writing better. Bend 3: Inventing New Stories and Creating Our Own Characters: Writing Fiction Lesson 12: Creating Characters I can invent my very own character. Lesson 13: Character Adventures I can create fun adventures for my characters to go. Lesson 14: Character Troubles I can create a big problem to make my writing interesting. Lesson 15: Beginning and Endings I can create a strong lead and ending to make my story interesting
Differentiation	Assessments
Technology Integration ● Use chromebook to write ● Use assistive technology to write: speech to text ● Use document camera or smart board ● Use Google Docs, Google Drawing, Google Slides, Canva, Bunce ● Use flipgrid to record Media Literacy Integration ● Use multiple forms of print media to practice reading, writing, listening and speaking, and to develop writing skills Global Perspectives Global Learning Resource Library	Formative Assessments: ● Class Observation ● Published writing pieces ● Observation of the writing process ● Small groups and one-to-one conferences Summative Assessments, Projects, and Celebrations: ● On Demand Writing Pre and Post Unit ● Writing Rubric to track writing progress ● Spelling inventories to track spelling development Resources University of Florida Literacy Initiative (UFLI)

	The Writing Rope by Joan Sedita The Writing Revolution by Judith Hochman and Natalie Wexler TCRWP Units of Study in Writing, 2016
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