GREEN TOWNSHIP SCHOOL DISTRICT

Content Area: English Language Arts

Course/Grade Level: Kindergarten

Curriculum Committee Members:
Erin Moles
Sarah Pittenger
Jessica Zur

Principal:
Jon Paul Bollette

Board Approval Date:
{Fill in when known}

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Mission:

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- **Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.**
- **Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.**
- **Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).**
- **Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.**
- **Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.**
- **Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.**
- **Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.**
- **Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.**

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Key Performance and Benchmark Tasks/Assessments
<u>Resources for help in creating assessments</u>
Formative assessments: ● Running Records ● iReady ● Journal Response ● Teacher observation of response to and interaction with peers
Summative Assessments: Examples may include: ● Published Writing ● Running Records ● Journal Response
Benchmark Assessments: ● Teacher-created benchmark assessments to be given periodically during the year.
Alternative Assessments: ● Teacher modifies assignments and activities based on student needs. ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: ○ Modifications & Accommodations Menu ○ *Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

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Integrated Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students***. The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral. Modifications & Accommodations Menu

Unit 1: Going on Adventures Text Type:Literary Writing: Opinion	**Pacing:** 8 weeks September- October
Unit Summary: In *Unit 1: Going on Adventures*, students will explore literary texts, learning to ask and answer key questions about characters, settings, and events. Through collaborative reading and discussion, they will develop early comprehension skills and discover how both illustrations and words help tell a story. By the end of the unit, students will understand the value of reading and how stories can teach us about ourselves and the world.	
Essential Questions: 1. ***What can we learn from text?***	**Enduring Understandings:** • Students will understand that reading is a fulfilling activity • Students will understand that there are different ways to read text

New Jersey Student Learning Standards	Student Learning Objectives	Practices

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RL.CR.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RI.CR.K.1.With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.C1.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RI.C1.K.2 With prompting and support, identify the main topic and retell key details of a text. 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 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.TS.K.5 Recognize common types of texts (e.g., storybooks, poems). 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.	• Students will understand that reading is a fulfilling activity • Students will understand that there are different ways to read text • Students will understand that by thinking about text, students can learn about themselves and the world around them • Illustrations give clues to go along with the words in a book • Students will understand that reading can be a collaborative process	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
•9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

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9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Unit 1: Core Unit Content

Vocabulary	***Key Concepts***
❑ retell ❑ setting ❑ character(s) ❑ list ❑ setting ❑ solution ❑ story ❑ struggle ❑ fiction ❑ non-fiction ❑ author ❑ illustrator ❑ title ❑ capital letter ❑ lowercase letter ❑ uppercase letter ❑ noun ❑ verb ❑ question	☐ Using nouns, verbs and prepositions ☐ Orally form plural nouns ☐ Understand and use question words (who, what, where, when, why, how) ☐ (Embed into reading and writing activities) ☐ What is a sentence? ☐ *A sentence is a group of words giving a complete thought.* ☐ *A sentence must contain a subject and a verb (although one may be implied).* ☐ What is a subject (in a sentence)? ☐ What is a verb?

Unit 1: Instructional Materials & Resources

Core Instructional Materials	**Supplemental Instructional Materials**
• Orton & Gillingham materials/red words • Fountas & Pinnell Classroom	• Raz-Kids • Reading Eggs

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	• Pebble-Go • Metacognition mapping/diagramming • Kindergarten academic vocabulary list

Unit 1: Assessments

Formative assessments:
- Running Records
- iReady
- Journal Response
- Teacher observation of response to and interaction with peers

Summative Assessments:
- Published Writing
- Running Records
- Journal Response

Alternative Assessments:

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

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Unit 2: I am Special! Text Type: Informational Writing: Narrative/Informational	**Pacing:** 6 weeks November-December
Unit Summary: In *Unit 2: I Am Special!*, students will dive into informational texts to explore what makes each of them unique. This unit encourages students to reflect on their individuality and personal experiences while making meaningful connections between the text and their own lives. Through reading, students will learn that text can help us understand ourselves and others by providing valuable insights into different ideas and perspectives	
Essential Questions: 1. ***How do we think about text?***	**Enduring Understandings:** ● Authors and illustrators have unique roles. ● Reading and writing can help us understand ourselves and others.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
RL.CR.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.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. 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).	● Students will identify high-frequency words and use them to make sense of text. ● Students will ask and answer questions about unknown words and key details in informational texts. ● Students will describe the roles of the author and illustrator and how they contribute to the meaning of a text. ● Students will write narrative and informational texts, using drawings, dictation, and writing to share personal stories. ● Students will engage in group reading and discussion to make meaningful connections between texts and their own lives.	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

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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. W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience 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.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
•9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Unit 2: Core Unit Content

Vocabulary	*Key Concepts*

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- ❑ High-frequency words
- ❑ Characters
- ❑ Setting
- ❑ Author
- ❑ Illustrator
- ❑ Informational
- ❑ Narrative
- ❑ Text
- ❑ Illustration
- ❑ Details
- ❑ Connections
- ❑ Capital letter
- ❑ Lowercase letter
- ❑ Fiction
- ❑ Non-fiction
- ❑ Clues
- ❑ Main idea
- ❑ Sequence
- ❑ Retell
- ❑ Opinion
- ❑ Event
- ❑ Reaction

- ☐ Using nouns, verbs and prepositions
- ☐ Orally form plural nouns
- ☐ Understand and use question words (who, what, where, when, why, how)
- ☐ (Embed into reading and writing activities)
- ☐ What is a sentence?
  - ☐ *A sentence is a group of words giving a complete thought.*
  - ☐ *A sentence must contain a subject and a verb (although one may be implied).*
- ☐ What is a subject (in a sentence)?
- ☐ What is a verb

Unit 2: Instructional Materials & Resources

Core Instructional Materials

- Orton & Gillingham materials/red words
- Fountas & Pinnell Classroom
- Raz-Kids
- Reading Eggs
- Pebble-Go
- Metacognition mapping/diagramming
- Kindergarten academic vocabulary list

Supplemental Instructional Materials

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Unit 2: Assessments

Formative assessments:

- Running Records
- iReady
- Journal Response
- Teacher observation of response to and interaction with peers

Summative Assessments:

- Published Writing
- Running Records
- Journal Response

Alternative Assessments:

Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

Unit 3: Curiosity Text Type: Literary Writing: Narrative/Informational	**Pacing:**8 Weeks December-January

Unit Summary: In Unit 3: Curiosity, students will be encouraged to explore texts with a sense of wonder, learning how to engage with stories and information in new and exciting ways. This unit focuses on how students share and retell stories, paying close attention to the patterns found in texts. Through reading, writing, and discussion, students will practice identifying recurring

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elements such as characters, settings, and events, and use those patterns to make predictions and deepen their understanding.

Essential Questions:	**Enduring Understandings:**
1. **How do we share text with one another (reading, retelling)?** 2. **How can we locate and learn from patterns in text?**	• Story elements are important components of reading and writing text. • Curiosity can lead to deeper understanding of texts, connecting their ideas with what they read.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
RL.CR.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.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. 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. 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). **Speaking and Listening**	• Students will ask and answer questions about characters, settings, and events, using clues from the text and illustrations. • Students will identify patterns in stories and texts, using them to make predictions about what might happen next. • Students will retell stories and share what they've learned through group reading activities. • Students will write both narrative and informational texts, drawing from their observations and predictions. • Students will explore how curiosity can lead to deeper understanding of texts, connecting their ideas with what they read.	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

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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. 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. **Writing Domain** W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience 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.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. **Language Domain:** L.RF.K.1. Demonstrate understanding of the organization and basic features of print. L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.		

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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.WF.K.1 Demonstrate command of the conventions of writing. L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: L.WF.K.3 Demonstrate command of the conventions of sentence composition. L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
•9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Unit 3: Core Unit Content

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Vocabulary	*Key Concepts*
❏ Curiosity ❏ Patterns ❏ Retell ❏ Share ❏ Predictions ❏ Characters ❏ Setting ❏ Events ❏ Text clues ❏ Illustrations ❏ Narrative ❏ Informational ❏ Sequence ❏ Structure ❏ Author ❏ Fiction ❏ Non-fiction ❏ Questions ❏ Discover ❏ Explore ❏ Connections	❏

Unit 3: Instructional Materials & Resources

Core Instructional Materials	**Supplemental Instructional Materials**
• Orton & Gillingham materials/red words • Fountas & Pinnell Classroom • Raz-Kids • Reading Eggs • Pebble-Go • Metacognition mapping/diagramming • Kindergarten academic vocabulary list	

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Unit 3: Assessments
Formative assessments: ● Running Records ● iReady ● Journal Response ● Teacher observation of response to and interaction with peers
Summative Assessments: ● Published Writing ● Running Records ● Journal Response
Alternative Assessments:

Unit 3: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

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Unit 4: Imagination Text type: Literary/Informational Writing: Opinion Narrative Shared Research	**Pacing:** 7 Weeks March-April

Unit Summary: In *Unit 4: Imagination*, students will tap into their creativity as they explore literary and informational texts. This unit focuses on developing strategies that good readers use to make sense of text, including asking questions, making predictions, and using context clues to understand unfamiliar words. Students will be encouraged to use their imaginations to think beyond the text, considering different perspectives and possibilities as they engage with stories and informational content.

Essential Questions:	**Enduring Understandings:**
1. ***What strategies do good readers use to make sense of text?***	• Readers use a variety of strategies to interpret text. • Readers use imagination to draw connections to text and explore different perspectives.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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).	• Students will use strategies such as asking questions, making predictions, and using context clues to make sense of texts. • Students will express opinions in writing, using details from texts to support their ideas. • Students will use their imagination to create narratives and informational texts, combining creativity with factual information. • Students will collaborate on shared research projects, learning how to gather and organize information. • Students will make connections between fiction and non-fiction, using imagination to explore different perspectives in texts.	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.

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RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. 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. 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. 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. **Foundational skills: Language** L.RF.K.1. Demonstrate understanding of the organization and basic features of print. L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		

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L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. 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. **Foundational Skills Written Language** L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words L.WF.K.3 Demonstrate command of the conventions of sentence composition. L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. **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.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.		

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Speaking and Listening Standards 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. 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.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
•9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Unit 4: Core Unit Content

Vocabulary	*Key Concepts*
❑ Imagination ❑ Strategy ❑ Predictions ❑ Context clues ❑ Opinion	❑

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❑ Narrative ❑ Research ❑ Details ❑ Text clues ❑ Collaboration ❑ Perspective ❑ Author ❑ Illustrations ❑ Fiction ❑ Non-fiction ❑ Creativity ❑ Evidence ❑ Characters ❑ Setting ❑ Events	

Unit 4: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
• Orton & Gillingham materials/red words • Fountas & Pinnell Classroom • Raz-Kids • Reading Eggs • Pebble-Go • Metacognition mapping/diagramming • Kindergarten academic vocabulary list	

Unit 4: Assessments

Formative assessments:

- Running Records
- iReady

- Journal Response
- Teacher observation of response to and interaction with peers

Summative Assessments:
- Published Writing
- Running Records
- Journal Response

Alternative Assessments:

Unit 4: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

Unit 5: Connections

Pacing: 7 Weeks May-June

Text Type: Literary

Writing: Informative/explanatory
Opinion
Narrative

Unit Summary: In Unit 5: Connections, students will explore how good readers make connections between texts, their own experiences, and the world around them. This unit focuses on strategies that help readers understand and engage with a variety of texts. By making personal, text-to-text, and text-to-world connections, students will deepen their comprehension and make reading more meaningful.
Throughout the unit, students will learn to identify patterns, themes, and ideas that appear across different types of texts. They will use these connections to make sense of new information and reflect on how stories and facts relate to their own lives.

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Essential Questions:	Enduring Understandings:
1. ***What strategies do good readers use to make sense of text?***	• Readers make connections between texts, their own experiences and the world around them as a way to better interpret the reading.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
	• Students will identify and make connections between texts, their own experiences, and the world around them. • Students will use strategies such as comparing and contrasting themes and patterns to deepen their understanding of texts. • Students will write opinion, narrative, and informational texts that highlight the connections they've made between different types of texts. • Students will engage in group reading activities, sharing ideas and insights with peers. • Students will understand how making connections helps them make sense of stories and informational texts, enhancing their reading comprehension.	Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

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Interdisciplinary Connections

Unit 5: Core Unit Content	
Vocabulary	***Key Concepts***
❑ Connections ❑ Patterns ❑ Themes ❑ Strategies ❑ Opinion ❑ Narrative ❑ Informational ❑ Compare ❑ Contrast ❑ Text-to-self ❑ Text-to-text ❑ Text-to-world ❑ Collaboration ❑ Author ❑ Illustrations ❑ Fiction ❑ Non-fiction	❑

Unit 5: Instructional Materials & Resources	
Core Instructional Materials	**Supplemental Instructional Materials**

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Unit 5: Assessments

Formative assessments:

- Running Records
- iReady
- Journal Response
- Teacher observation of response to and interaction with peers

Summative Assessments:

- Published Writing
- Running Records
- Journal Response

Alternative Assessments:

Unit 5: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu