

Harmony Township Elementary School District



Language Arts and Literacy

Kindergarten

Special Standards Embedded (Labeled) throughout:

Asian, Pacific, Islander Standards

Amistad Commission

Climate Change Standards

Diversity, Equity and Inclusion

UNITS	PACING GUIDE	SUPPLEMENTAL TRADE BOOKS
Unit 1: Nursery Rhymes and Fables	Knowledge: 12 Days Skills: 10 Days	<i>Why Mosquitoes Buzz in People's Ears</i> by Verna Aardema, <i>Tanuki's Gift: A Japanese Tale</i> by Tim Myers, <i>Maria Had a Little Llama</i> by Angela Dominguez, <i>Waa'aka': The Bird Who Fell in Love with the Sun</i> by Cindi Alvitre, <i>The Neighborhood Mother Goose</i> by Nina Crews
Unit 2: The Five Senses	Knowledge: 8 Days Skills: 10 Days	<i>Soft and Smooth, Rough and Bumpy: A Book about Touch</i> by Dana Meachen Rau, <i>Hot, Hot Roti for Dada-Ji</i> by Farhana Zia, <i>Miguel and the Grand Harmony</i> by Matt de la Peña, <i>Saltpie: A Choctaw Journey from Darkness Into Knowledge: 8 Days</i> <i>Skills: 10 Days</i> <i>Light</i> by Tim Tingle, <i>I Hear a Pickle (and Smell, See, Touch, & Taste It, Too!)</i> by Rachel Isadora, <i>Squeak, Rumble, Whomp! Whomp! Whomp!: A Sonic Adventure</i> by Wynton Marsalis, <i>The Listening Walk</i> by Paul Showers
Unit 3 Stories	Knowledge: 10 Days Skills: 15 Days	<i>Grandma and the Great Gourd</i> by Chitra Banerjee Divakaruni, <i>Abuelo and the Three Bears/Abuelo y los Tres Osos</i> by Jerry Tello, <i>Tasunka: A Lakota Horse Legend</i> by Donald Montileaux, <i>Little Red Gliding Hood</i> by Tara Lazar, <i>Mirandy and Brother Wind</i> by Patricia McKissack, <i>Brothers of the Knight</i> by Debbie Allen, <i>Goldy Luck and the Three Pandas</i> by Natasha Yim
Unit 4 Plants	Knowledge: 11 Days Skills: 15 Days	<i>In the Garden with Dr. Carver</i> by Susan Grigsby, <i>Patience, Miyuki</i> by Roxanne Marie Galliez, <i>Rosita and the Night of the Radishes</i> by Dorothy Thurgood Manning, <i>Green Green: A Community Gardening Story</i> by Marie Lamba and Baldev Lamba, <i>The Dandelion Seed's Big Dream</i> by Joseph Anthony, <i>Corn</i> by Gail Gibbons
Unit 5 Farms	Knowledge: 9 Days Skills: 16 Days	<i>The Boy Who Harnessed the Wind, Young Reader's Edition</i> by William Kamkwamba, <i>The Ugly Vegetables</i> by Grace Lin, <i>Why Are You Doing That?</i> by Elisa Amado and Manuel Monroy, <i>Fry Bread: A Native American Family Story</i> by Kevin Maillard, <i>Before We Eat: From Farm to Table</i> by Pat Brisson, <i>The Gigantic Turnip</i> by Aleksei Tolstoy and Niamh Sharkey, <i>Grandpa's Girls</i> by Nicola I. Campbell, <i>Rainbow Stew</i> by Cathryn Falwell, <i>Community Soup</i> by Alma Fullerton
Unit 6 Native Americans	Knowledge: 8 Days	<i>We All Went on Safari</i> by Laurie Krebs, <i>Rainbow Weaver</i> by Linda Elovitz Marshall, <i>The Outfoxed Fox</i> by Tim J.

	Skills: 15 Days	Myers, <i>Bowwow Powwow</i> by Brenda J. Child
Unit 7 Kings and Queens	Knowledge: 8 Days Skills: 17 Days	<i>La Princesa and the Pea</i> by Susan Middleton Elya, <i>Sootface: An Ojibwa Cinderella Story</i> by Robert D. San Souci, <i>In a Small Kingdom</i> by Tomie dePaola, <i>Prince & Knight</i> by Daniel Haack, <i>Tutankhamen's Gift</i> by Robert Sabuda, <i>The Golden Sandal: A Middle Eastern Cinderella Story</i> by Rebecca Hickox
Unit 8 Seasons and Weather	Knowledge: 8 Days Skills: 20 Days	<i>The Snowy Day</i> by Ezra Keats, <i>Monsoon</i> by Uma Krishnaswami, <i>Maya Papaya and Her Amigos Play Dress-Up</i> by Susan Middleton Elya, <i>We Are Grateful: Otsaliheliga</i> by Traci Sorell, <i>Snow is Falling</i> by Dr. Franklyn M. Branley, <i>The Weather Girls</i> by Aki
Unit 9 Columbus and Pilgrims	Knowledge: 9 Days Skills: 23 Days	<i>I, Matthew Henson</i> by Carole Boston Weatherford, <i>Duck for Turkey Day</i> by Jacqueline Jules, <i>The Golden Flower</i> by Nina Jaffe, <i>Squanto's Journey: The Story of the First Thanksgiving</i> by Joseph Bruchac, <i>Gracias, The Thanksgiving Turkey</i> by Joy Cowley
Unit 10 Colonial Towns and Townspeople	Knowledge: 10 Days Skills: 29 Days	<i>Those Shoes</i> by Maribeth Boelts, <i>The Bakery Lady</i> by Pat Mora, <i>Brick by Brick</i> by Heidi Woodward Sheffield, <i>Chirri & Chirra, On The Town</i> by Kaya Doi, <i>Quinito's Neighborhood</i> by Ina Cumpiano, <i>Kunu's Basket: A Story from Indian Island</i> by Lee DeCora Francis
Unit 11 Taking Care of the Earth	Knowledge: 10 Days	<i>The Water Princess</i> by Susan Verde, <i>The Boy Who Grew a Forest: The True Story of Jadav Payeng</i> by Sophia Gholz, <i>Over and Under the Rainforest</i> by Kate Messner, <i>We Are Water Protectors</i> by Carole Windstrom, <i>All the World</i> by Liz Garton Scanlon, <i>My Friend Earth</i> by Patricia Maclachlan,
Unit 12 Presidents and American Symbols	Knowledge: 9 Days	<i>Grace for President</i> by Kelly DiPucchio, <i>Apple Pie 4th of July</i> by Janet S. Wong, <i>Sonia Sotomayor: A Judge Grows in the Bronx</i> by Jonah Winter, <i>At the Mountain's Base</i> by Traci Sorell, <i>If You're Going to a March</i> by Martha Freeman, <i>Parker Looks Up: An Extraordinary Moment</i> by Parker Curry, <i>Sofia Valdez, Future Prez</i> by Andrea Beaty

Student Learning

Instructional Materials And Accommodations

Core:

- Amplify CKLA
- Knowledge/Skills

Supplemental:

- Readworks

- iReady Reading
- mClass Intervention (Amplify CKLA)
- ARG (Assessment and Remediation Guide CKLA)
- CKLA Grade Level Fluency Packet

Modifications and Accommodations:

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test

- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology

- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
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- Secure attention before giving instruction/directions
- Shortened assignments
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- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Nursery Rhymes and Fables

Unit 1 Summary:

In this unit students are introduced to nursery rhymes and fables. This includes Mother Goose poems and Aesop's fables. Students will learn vocabulary and build phonemic abilities by listening to nursery rhymes and repeating or reciting them. Popular fables introduce students to new vocabulary and initiate discussion of character, values, and behavior. This unit lays the foundation for reading and writing. Students will learn writing strokes used in creating letters, build awareness of environmental noises, words within sentences, and of sounds within words.

Anchor Texts:

Nursery Rhymes and Fables

Essential Questions:

Unit 1 Knowledge:

Can I identify characters, settings, and major events in nursery rhymes and fables?

Can I identify the front cover, back cover, and title page of a book?

Can I recognize and produce rhyming words?

Can I recognize common types of texts (e.g., storybooks, poems, etc.)?

Can I describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)?

Can I compare and contrast the adventures and experiences of characters in familiar stories?

Unit 1 Skills:

Where do I begin reading? Where do I go from there? Where do I go after that?

Can you make new words by changing one sound?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Unit 1 Knowledge:

- RL.K.3 With prompting and support, students will identify characters, settings, and major events in a story.
- RL.K.5 Students will recognize common types of texts (e.g., storybooks, poems).
- RL.K.7 With prompting and support, students will describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9 With prompting and support, students will compare and contrast the adventures and experiences of characters in familiar stories.
- L.RF.K.2 Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.2a Students will recognize and produce rhyming words.

Unit 1 Skills:

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.A. Follow words from left to right, top to bottom, and page by page.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- L.WF.K.1. Demonstrate command of the conventions of writing.
 - L.WF.K.D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - L.WF.K.E. Write common grapheme (letter or letter group) for each phoneme.
 - L.WF.K.F. Orally segment all the phonemes in any single syllable, spoken word
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - L.WF.K.2.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).
 - L.WF.K.2.B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - L.WF.K.3. Demonstrate command of the conventions of sentence composition.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Mathematics

- K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality

Health/P.E.

- 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention)

Performance Expectations

Knowledge:

- Identify rhyming words
- Identify literary elements such as character, main events, and moral lessons
- Compare and contrast characters from different rhymes and fables
- Sequence events in a rhyme or story
- Retell a story by drawing and writing details about the characters and events
- Draw a number of writing strokes that are prerequisites for writing letter
- Describe the meaning of position words
- Ask and answer questions about text
- Domain Assessment

Skills:

- Count Environmental Sounds
- Segment spoken sentences
- Demonstrate understanding of key vocabulary
- Properly hold writing utensil
- Use spatial words
- Demonstrate understanding of directionality
- Demonstrate understanding of spatial awareness
- Demonstrate awareness of environmental sounds and words in sentences
- Student Performance Assessment

Unit 1 Student Learning Objectives

Overall Learning Outcomes

Unit 1 Knowledge

- Identify characters, settings, and major events in nursery rhymes and fables
- Identify the front cover, back cover, and title page of a book?
- Recognize and produce rhyming words?

- Recognize common types of texts (e.g., storybooks, poems, etc.)?
- Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)?
- Compare and contrast the adventures and experiences of characters in familiar stories?

Unit 1 Skills:

- Demonstrate beginnings of reading
- Demonstrate beginning knowledge of sequencing.
- Make new words by changing one sound.

Unit 1 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments (BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 2 Overview: Five Senses

Unit 2 Summary: An exploration of the senses requires students to make observations and then use language to describe those observations, both of which are key skills in the scientific process. Students will explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students will also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing. Students will blend syllables together to form multisyllabic words as well as orally produce two- and three-sound words by blending sounds.

Anchor Texts:

“My Senses are Amazing”

“The Sense of Sight”

“The Sense of Hearing”

“The Sense of Smell”

“The Sense of Taste”

"The Sense of Touch"

“Ray Charles” -History of Disabled Persons

“Helen Keller” -History of Disabled Persons

Essential Questions:

Unit 2 Knowledge

- Can you identify the characters and setting of a text?
- Do you know the meaning of the introduced vocabulary?
- What are some ways in which we can experience senses differently, and how can those experiences affect our lives?

Unit 2 Skills:

- Where do I begin reading? Where do I go from there? Where do I go after that?
- Can you clap syllables in a given word?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Unit 2 Knowledge:

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Unit 2 Skills:

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.A. Follow words from left to right, top to bottom, and page by page.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Mathematics

- K.CC.C.7- Compare numbers written as numerals.

Social Studies

- 6.1.4.A.3- Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- 6.1.4.D.19- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.12- Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Health/P.E.

- 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.

Performance Expectations

Unit 2 Knowledge:

- Demonstrate understanding of key vocabulary
- Identify characteristics, characters, and events of a fable
- Identify five senses and associated body parts; describe how senses help people
- Describe sense of sight, smell, hearing, and touch
- Describe experiences and challenges of someone who is blind and/or deaf
- Use graphic organizers to categorize and sort information about the senses
- Create timelines recording important events in the lives of Helen Keller and Ray Charles
- Write and draw information detailing each of the five senses
- Domain Assessment

Unit 2 Skills:

- Orally blend syllables and two- and three phonemes to form words
- Identify beginning sounds of words
- Use position words: left, right, top, bottom
- Track left to right, top to bottom
- Recognize and trace own name
- Draw a number of writing strokes that are prerequisites for writing letters
- Hold writing utensils using the tripod grip
- Student Performance Assessment

Unit 2 Student Learning Objectives**● Unit 2 Knowledge:**

- Demonstrate understanding of key vocabulary
- Use graphic organizers to categorize and sort information about the senses
- Create timelines recording important events in the lives of Helen Keller and Ray Charles
- Write and draw information detailing each of the five senses
- Domain Assessment

Unit 2 Skills:

- Orally blend syllables and two- and three phonemes to form words
- Identify beginning sounds of words
- Use position words: left, right, top, bottom
- Track left to right, top to bottom
- Draw a number of writing strokes that are prerequisites for writing letters
- Hold writing utensils using the tripod grip
- Student Performance Assessment

Unit 2 Assessments**Formative Assessments**

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReady Diagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech

- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 3 Overview: Stories

Unit 3 Knowledge Summary:

This unit introduces students to classic stories that have been favorites with children for generations. Students will become familiar with stories like “The Three Little Pigs,” “Chicken Little,” and “The Bremen Town Musicians.” They will identify memorable characters like Goldilocks and the Billy Goats Gruff. Students will also learn about trickster tales and how smaller characters can outwit larger, stronger characters. In addition, two of the Read-Alouds—“Momotaro, Peach Boy” (a Japanese folktale) and “The Story of Jumping Mouse” (a Native American legend)—will help students develop an appreciation for fiction from other cultures. Students develop an awareness of language and recurring themes in children’s literature.

Unit 3 Skills Summary:

Students are introduced to eight sounds and they practice blending these sounds into words. They also learn how to form the letters that make these sounds.

Unit 3 Anchor Texts:

“Chicken Little”
“The Three Little Pigs”
“The Three Billy Goats Gruff”
“The Wolf and the Seven Little Kids”
“The Bremen Town Musicians”
“Momotaro, Peach Boy” -Asian/Pacific Islander
“The Story of the Jumping Mouse”
“Goldilocks and the Three Bears”
“Tug-of-War”

Essential Questions:

Unit 3 Knowledge:

- Can you tell me what the term character means?
- Who are the characters in the story?
- Can you tell me what the term “setting” means? What is the setting of the story?
- Can you identify a major event in a story?
- Can you recognize examples of story books and poems?
- How can I describe similarities and differences in characters?
- What is the same about the characters in two stories and what is different?
- How do the characters solve the problem in the two stories? Did they solve it the same way?
- Can you draw, dictate, or write about your favorite book?
- Can you draw, dictate, or write about an event in a story?

Unit 3 Skills:

- Can I isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- Can I produce the sound(s) for each letter?
- Can you identify two sounds for each vowel?
- Can I print many upper- and lowercase letters.
- Can I write a letter or letters for most consonant and short-vowel sounds (phonemes).

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Unit 3 Knowledge:

- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Unit 3 Skills:

- L.RF.K2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- L.RF.K.3a Demonstrate basic knowledge on 1 -to -1 letter - sound correspondences by producing the primary or many of the most frequent sounds for each consonant
- L.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels
- L.K.1a Print many upper- and lowercase letters.
- L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
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- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Mathematics

- K.CC.C.7- Compare numbers written as numerals.

Health/P.E.

- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.

Performance Expectations

Unit 3 Knowledge:

- Identify character, plot, and setting in familiar stories
- Students gain an appreciation for fiction from other cultures.
- Describe actions of main character in a literary text
- Students acquire an understanding of the elements of the story including characters, plot, and setting.
- Identify elements of a folktale
- Recurring themes appear in classic and popular children’s literature.

Unit 3 Skills:

- Students are introduced to high-frequency words in the Picture Reader (used in Units 3-8)
- Sounds in words are represented with symbols (sound pictures).
- Distinguish between minimal pair words
- Sound pictures can be blended to read words.
- Sound pictures are used to spell words.

Unit 3 Student Learning Objectives

Overall Learning Outcomes

Unit 3 Knowledge:

- Demonstrate understanding of key vocabulary
- Sequence the beginning, middle and end of stories
- Compare and contrast characters from different stories
- Orally create and expand sentences
- Describe characters, setting, and plot from different stories
- Write and draw events and details to retell a story
- Domain Assessment

Unit 3 Skills:

- Orally blend sounds to form words
- Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ >'c', /g/, /i/
- Blend and read printed VC and CVC words
- Change sounds in simple words to create new words
- Read Tricky Words one, two, three
- Student Performance Assessment

Unit 3 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 4 Overview: Plants

Unit 4 Knowledge Summary:

In this unit students will acquire a fundamental understanding of the parts of plants and how they grow. They will learn what plants need in order to stay alive and will be introduced to the concepts of the life cycle of plants, pollination, and photosynthesis. This basic knowledge about plants will lay the foundation for a broader understanding of ecology and the interdependence of all living things, topics that will be addressed in other Kindergarten domains (Farms and Taking Care of the Earth), as well as in subsequent grades.

Unit 4 Skills Summary:

Introduces students to eight new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.

Unit 4 Anchor Text:

“Introduction to Plants”

“Plant Parts”

“The Life Cycle of a Plant”

“The Gigantic Turnip”

“Polly the Honeybee’s Flower Tour”

“The Fruits of Polly’s Labor”

“Johnny Appleseed”

“Deciduous Trees”

“Evergreen Trees”

“Plants and People”

“George Washington Carver” -*Amistad*

Essential Questions:

Unit 4 Knowledge

- Can I retell familiar stories?
- Can I recall details from a story?
- Can I state the main idea?
- Can I determine the meaning of words using clues?

Unit 4 Skills

- Can I isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- Can I produce the sound(s) for each letter?
- Can I print many upper- and lowercase letters.
- Can I print a letter or letters for most consonant and short-vowel sounds (phonemes).

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Unit 4 Knowledge:

- RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Unit 4 Skills:

- L.RF.K2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- L.RF.K.3a Demonstrate basic knowledge on 1 -to -1 letter - sound correspondences by producing the primary or many of the most frequent sounds for each consonant
- L.K.1a Print many upper- and lowercase letters.
- L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

- K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment. *Climate Change*

Social Studies

- 6.1.4.D.12- Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.A.15- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Performance Expectations

Unit 4 Knowledge

- Plants make up one kingdom in the scientific system that classifies different living things.
- There are over 350,000 species of plants on earth.
- Plants need basic things to stay alive and grow.
- Plants have life cycles, like other living things.
- Differentiate between living and nonliving things.
- Identify a tall tale
- Explain the Achievements of George Washington Carver
- All living things are interconnected.

Unit 4 Skills

- Students are introduced to the decodable Big Book, Pet Fun.
- Print concepts and fluency are reinforced using the Big Book.
- Track print and read some phrases aloud
- Sounds/symbols can be blended to read words.
- Symbols are used to spell words.
- Write previously-learned lowercase vowels and consonants
- Words make up phrases and sentences.
- Words are read from left to right.
- Words in a book tell a story.

Unit 4 Student Learning Objectives

Overall Learning Outcomes

Unit 4 Knowledge:

- Demonstrate understanding of key vocabulary
- Compare and contrast characters plants and plant parts using a graphic organizer
- Orally describe plants, plant parts, and life cycles
- Describe characters, setting, and plot from different stories
- Write and draw information from the text
- Domain Assessment

Unit 4 Skills:

- Orally blend and segment sounds in words

- Recognize and write new sounds/symbols: /n/, /h/,
- /s/, /f/, /v/, /z/, /p/, /e/
- Blend and read printed VC and CVC words
- Change sounds in words to create new words
- Write dictated words
- Read Tricky Words a, the
- Read phrases in a decodable text
- Student Performance Assessment

Unit 4 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 5 Overview: Farms

Unit 5 Knowledge Summary:

Students will understand the importance of farms as a source of food and other products people use. They will also become familiar with the classic story “The Little Red Hen,” which introduces the seasonal rhythm of planting, growing, and harvesting. Reading this story to Kindergarten students may also stimulate class discussion about helping one another and doing one’s part to reap the benefits of a reward. They identify several farm animals and crops, and contrast how plants make their own food with how animals get their food by eating plants and other living things.

Unit 5 Skills Summary:

Introduces students to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.

Unit 5 Anchor Texts:

“Old MacDonald Has a Farm”
“With a Moo, Moo Here”
“And a Cluck, Cluck There”
“Here an Oink, There an Oink”
“Everywhere a Baa, Baa”
“All Kinds of Crops”
“The Little Red Hen”
“The Seasons of Farming”
“From Farm to Market”

Essential Questions:

Unit 5 Knowledge:

- Can I retell familiar stories?
- Can I recall details from a story?
- Can I relay information about a topic through drawings and/or writing?
- Can I put events in proper sequence?
- Can I participate in active conversations with my peers using appropriate conversational skills?

Unit 5 Skills:

- Can I produce the sound(s) for each letter?
- Can I identify two sounds for each vowel?
- Can I read the introduced sight words?
- What is the same about these words? What is different?
- Can I ask and answer questions for clarification?
- Can I print many upper and lowercase letters.
- Can I spell simple words phonetically, drawing on knowledge of sound-letter relationships.

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Unit 5 Knowledge:

- RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Unit 5 Skills:

- L.RF.K.3a Demonstrate basic knowledge on 1 -to -1 letter - sound correspondences by producing the primary or many of the most frequent sounds for each consonant
- L.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- L.RF.K.3c Read high-frequency words and grade level irregular words with automaticity.
- L.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- SL.K.2a - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- L.K.1a Print many upper and lowercase letters.
- L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment. **-Climate Change**
- K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface. **-Climate Change**
- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. **-Climate Change**

Performance Expectations

Unit 5 Knowledge:

- Students draw on information gained in the Plants domain to understand what plants and animals need to grow.
- Farms are an important source of food and other products people use.
- The classic story “The Little Red Hen” describes the seasonal rhythm of planting, growing, and harvesting.

Unit 5 Skills:

- The decodable Big Book Ox and Man is used to reinforce print concepts, model fluency, and provides practice reading complete sentences.
- Words are spelled with sound pictures (letters).
- There are uppercase and lowercase sound pictures.
- Words make up phrases and sentences.
- Sentences begin with a capital letter (sound picture) and end with a period.

Unit 5 Student Learning Objectives

Overall Learning Outcomes

Unit 5 Knowledge:

- Demonstrate understanding of key vocabulary
- Choose the best word to describe what is happening in images
- Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets
- Sequence events in an informational and literary text
- Write and draw information from the text about animals, farm jobs, and seasons.
- Domain Assessment

Unit 5 Skills:

- Discriminate between vowel sounds in words
- Practice sound/letter correspondences
- Recognize and write new sounds: /b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/, /k/ spelled ‘k’
- Change sounds in words to create new words
- Read and write simple VC and CVC words
- Read Tricky Words blue, yellow, look

- Read sentences in a decodable text
- Student Performance Assessment

Unit 5 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 6 Overview: Native Americans

Diversity, Inclusion, and Equity

Unit 6 Knowledge Summary:

Students will learn that there were many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where it lived. Students will learn about three tribes in depth: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They will learn how different geographical locations influenced lifestyles, and that each Native American group has its own distinct culture. Students are introduced to the broad concept that indigenous peoples lived on the continents of North and South America long before European explorers arrived.

Unit 6 Skills Summary:

Students automatize the letter-sound correspondences and blending procedures they have learned so far. They are introduced to consonant clusters, letter names, rhyming words, and reading text independently.

Unit 6 Anchor Texts:

“Introduction to Native Americans”

“The Lakota Sioux and the Buffalo”

“Where’s Winona?”

“Little Bear Goes Hunting”

“Bear, Gull, and Crow”

“The Lenape: The People of the Seasons”

“A Native American Alphabet”

“Native Americans Today”

Essential Questions:

Unit 6 Knowledge:

- How are these two books showing the same topic in different ways?
- Can I supply information about a topic using words and/or pictures?
- Can I place events in order to help inform my comprehension of a topic and/or story?
- Did I add details to my writing and/or illustration?
- Can I use known information to gather better understanding of a topic?

Unit 6 Skills:

- Can I ask questions to gain information?
- Can I tell what the terms character and setting mean? Can you identify a major event in a story?
- Can I, 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)?
- Can I identify the onset and rime of a given word?
- Can I demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant?
- Can you identify two sounds for each vowel?
- Can I distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)?
- Can you read simple stories?
- Can I spell simple words phonetically, drawing on knowledge of sound-letter relationships?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Unit 6 Knowledge:

- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Unit 6 Skills:

- RL.K.1 With prompting and support ask and answer questions about key details in a text.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- L.RF.K.2c Blend and segment onsets and rimes of single syllable spoken words.
- RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- L.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels
- L.RF.K.3d Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.K.3e Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- L.RF.K.4 Read emergent reader texts with purpose and understanding
- L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment. -Climate Change

Social Studies

- 6.1.4.D.13- Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.19- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.12- Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Performance Expectations

Unit 6 Knowledge:

- Indigenous people lived on the North and South American continents long before European explorers visited and settled this area.
- There were many different tribes and each had their own way of life.
- Geographical locations influenced lifestyles and individual cultures of different tribes.
- Three tribes are the focus of the unit: Lakota Sioux, Wampanoag, and Lenape

Unit 6 Skills:

- Students use their own decodable Reader to practice reading previously learned sound spellings, punctuation, and to reinforce print concepts.
- Sound pictures are called letters, and each one has a name.
- Letters make up the alphabet and are arranged in alphabetical order
- Sentences begin with a capital letter (sound picture) and end with a period.

Unit 6 Student Learning Objectives

Overall Learning Outcomes

Unit 6 Knowledge:

- Demonstrate understanding of key vocabulary

- Distinguish the meaning of the words to and from in context.
- Use details from the text to orally describe food, clothing, and shelter of each of the Native American tribes discussed
- Compare and contrast three Native American tribes using a graphic organizer
- Write and draw information from the text describe characteristics of different tribes and items used in Native American life
- Domain Assessment

Unit 6 Skills:

- Orally blend sounds to form words
- Identify sound pictures by their letter names
- Identify and create rhyming words
- Blend and read words with consonant clusters of up to five sounds
- Read words with Tricky Spelling 's' pronounced /z/ and Tricky Words I, are, and little
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Student Performance Assessment

Unit 6 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 7 Overview: Kings and Queens

Unit 7 Knowledge Summary:

Students will listen to Read-Alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales.

Unit 7 Skills Summary:

Introduces students to digraphs. Students develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading.

Unit 7 Anchor Texts:

“What are Kings and Queens?”

“The Royal Family”

“King Midas and the Golden Touch”

“Old King Cole”

“Sing a Song of Sixpence”

“The Princess and the Pea”

“Cinderella”

“Snow White and the Seven Dwarfs”

Essential Questions:

Unit 7 Knowledge:

- Can I retell familiar stories, including key details (e.g., who, what, where, when, why, how)?
- Can I identify characters, settings, and major events in a story?
- Can I describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)?
- Can I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Can I use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened?
- Did I add details to strengthen my writing through response and self-reflection using questions and suggestions from peers?

Unit 7 Skills:

- Can you ask questions to gain information?
- Can I, 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)?
- Can I recognize and name the upper - and lowercase letters?
- Can I isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)?

- Can I add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words?
- Can I produce the sound(s) for each letter?
- Can you identify two sounds for each vowel?
- Can you read the introduced sight words?
- What is the same about these words? What is different?
- Can you read simple stories?
- Can I spell simple words phonetically, drawing on knowledge of sound-letter relationships?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Unit 7 Knowledge:

- RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

Unit 7 Skills:

- RL.K.1 With prompting and support ask and answer questions about key details in a text.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- L.RF.K.1d - Recognize and name all upper - and lowercase letters of the alphabet.
- L.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- L.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- L.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels
- L.RF.K.3c - Read common high frequency words by sight.
- L.RF.K.3d Recognize the parts of high-frequency words that are regular and the parts that are irregular.

- L.RF.K.3e Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- L.RF.K.4 Read emergent reader texts with purpose and understanding
- L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.4.A.1- Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.D.16- Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.18- Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.A.7- Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8- Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.D.4- Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5- Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

Performance Expectations

Unit 7 Knowledge:

- Throughout history, royalty has played a major role in the governance of countries in the world.
- The responsibilities, lifestyles, and customs associated with royalty provide context for many classic and well-loved stories and rhymes.
- This unit provides background knowledge for later domains and builds knowledge for understanding different forms of government.

Unit 7 Skills:

- Students use the decodable Reader Seth to practice fluency and print concepts.
- Seth is a series of chapters about a young boy, his family, and friends.
- Digraphs are two letters that make a single sound.
- Consonant clusters are blended so two individual sounds are heard.

Unit 7 Student Learning Objectives

Overall Learning Outcomes

Unit 7 Knowledge:

- Demonstrate understanding of key vocabulary
- Distinguish the meaning of the words to and from in context.
- Describe the characters, setting, and plot of a story
- Sequence story events
- Compare and contrast royal families with non-royal families using a graphic organizer
- Draw and write events from stories
- Domain Assessment

Unit 7 Skills:

- Orally segment words with consonant clusters
- Read and spell consonant digraphs /ch/, /sh/, /th/, /th/, /qu/, /ng/
- Read and spell words with consonant clusters
- Read Tricky Words down, out, of
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Student Performance Assessment

Unit 7 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 8 Overview: Seasons and Weather

Unit 8 Knowledge Summary:

An introduction to weather and the seasons. Students will learn that different regions of Earth experience different weather patterns throughout the year. They will also learn that we can think about a year and the related weather patterns in terms of four seasons: winter, spring, summer, and autumn. Students will also learn why knowing about the weather is important, and how weather affects our daily lives and activities. Students learn that regions of Earth experience different characteristic weather patterns throughout the year.

Unit 8 Skills Summary:

Introduces students to double-letter spellings for consonant sounds, as well as four high-frequency Tricky Words. Results from this unit's student performance task assessment inform which students are ready for the next unit and those who need targeted support with previously taught skills.

Unit 8 Anchor Texts:

“What’s the Weather Like?”

“Winter”

“Spring”

“Summer”

“Autumn”

“The Grasshopper and the Ants”

“Safety in Storms”

“Meteorology”

Essential Questions:

Unit 8 Knowledge:

- Did I use a combination of drawing, dictating, and writing to state my opinion?
- Can I use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which I can supply some information about the topic?
- Can I make drawings or other visual displays to describe the topic?

Unit 8 Skills

- Can I ask questions to gain information?
- Can I tell what the terms character and setting mean? Can you identify a major event in a story?
- Can I, 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)?
- Can I recognize and name the upper - and lowercase letters?
- Which words rhyme? Can you give me a word that rhymes with ___?
- Can I demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant?
- Can you identify two sounds for each vowel?
- Can you read the introduced sight words?
- Can you read simple stories?
- Can I spell simple words phonetically, drawing on knowledge of sound-letter relationships?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Unit 8 Knowledge:

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional details.

Unit 8 Skills:

- RL.K.1 With prompting and support ask and answer questions about key details in a text.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- L.RF.K.1d Recognize a name all upper - and lowercase letters of the alphabet
- L.RF.K.2a Recognize and produce rhyming words.
- L.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- L.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels
- L.RF.K.3c -Read high-frequency words and grade level irregular words with automaticity. .
- L.RF.K.4 Read emergent reader texts with purpose and understanding
- L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work

- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Mathematics

- K.CC.A.1 Count to 100 by ones and by tens.
- K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality
- K.CC.C.7- Compare numbers written as numerals.

Science -Climate Change

- K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
- K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface.
- K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive

Performance Expectations

Unit 8 Knowledge:

- Different regions of the Earth experience different weather patterns throughout the year.
- Weather patterns in the year are called seasons: winter, spring, summer, and fall.
- Knowing about the weather is important to our daily lives and activities.

Unit 8 Skills:

- The decodable Reader, Sam is about a boy and a series of events including fishing, swimming, and going on a class trip to the seaside.
- Double-letter spellings most frequently follow a short vowel sound.
- Sentences have different ending marks, depending on the type of sentence.
- Apostrophes show possession or are used in contractions.

Unit 8 Student Learning Objectives

Overall Learning Outcomes

Unit 8 Knowledge:

- Demonstrate understanding of key vocabulary
- Orally describe details from informational and literary text
- Ask and answer questions using who
- Draw and sequence the seasons of the year
- Use information from the text to draw a picture explaining how to stay safe during a storm
- Record information in a weather diary and present a weather report
- Domain Assessment

Unit 8 Skills:

- Review vowel sounds, digraphs, and other sounds and spellings

- Read and spell words with double-letter spellings
- Read Tricky Words funny, all, was, from
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Student Performance Assessment

Unit 8 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 9 Overview: Columbus and Pilgrims

Unit 9 Knowledge Summary:

Students are introduced to key figures, events, and ideas associated with two episodes in the founding of the United States of America—the first voyage of Columbus in 1492 and the arrival of the Pilgrims in 1620. The progression of American history moves naturally from the land and its first inhabitants to Columbus and the Pilgrims.

Unit 9 Skills Summary:

Students practice writing uppercase letters and learn fifteen new Tricky Words. This unit also introduces activity pages with comprehension questions related to the Student Reader. Students will be assessed on uppercase letter identification and formation, punctuation and sentence reading.

Unit 9 Anchor Texts:

“The Spice Seekers”

“Ferdinand and Isabella”

“1492”

“Not the Indies”

“Further Adventures of Christopher Columbus”

“Colonies in Native American Lands” *-Diversity, Equity, and Inclusion*

Essential Questions:

Unit 9 Knowledge:

- Can I identify the main topic and retell key details of a text?
- Can I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Can I participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups?

Unit 9 Skills:

- Can I ask questions to gain information?
- Can you tell me what the terms character and setting mean? Can you identify a major event in a story?
- Can I, 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)?
- Can I recognize and name the upper - and lowercase letters?
- Can I demonstrate understanding of spoken words, syllables, and sounds (phonemes)?
- Can I demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant?
- Can you identify two sounds for each vowel?
- Can you read the introduced sight words?
- Can you read simple stories?
- How can I use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened?
- How can I add drawings or other visual displays to descriptions as desired to provide additional details?
- Can I print many upper and lowercase letters?
- Can I write a letter or letters for most consonant and short-vowel sounds (phonemes)?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Unit 9 Knowledge:

- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Unit 9 Skills:

- RL.K.1 With prompting and support ask and answer questions about key details in a text.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- L.RF.K.1d Recognize and name all upper - and lowercase letters of the alphabet.
- L.RF.K.2f Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- L.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels
- L.RF.K.3c -Read high-frequency words and grade level irregular words with automaticity.
- L.RF.K.4 Read emergent reader texts with purpose and understanding
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional details.
- L.K.1a Print many upper and lowercase letters.
- L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.4.D.5- Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.19- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.2- Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.C.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.17- Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

Performance Expectations

Unit 9 Knowledge:

- The arrival of Columbus and, more than 100 years later, the Pilgrims in North America, are important events in the history of the United States.
- There are similarities and differences between the two voyages of Columbus and the Pilgrims, their motivations, and their interactions with Native Americans.

Unit 9 Skills:

- The chapters in the decodable Reader focus on a
- brother and sister and their adventures.
- Letter names and the sounds they make
- Uppercase letter formation
- Sentences have different ending marks, depending
- on the type of sentence.
- Answering questions about the story through
- discussions and in writing

Unit 9 Student Learning Objectives

Overall Learning Outcomes

Unit 9 Knowledge:

- Demonstrate understanding of key vocabulary

- Orally describe details from informational text
- Use a graphic organizer to summarize text
- Ask and answer questions using what
- Identify and understand information on a timeline
- Write a travel journal
- Write short phrases and sentences and draw pictures based on details in the text
- Domain Assessment
-

Unit 9 Skills:

- Orally blend two-syllable words
- Read and spell words with previously taught sound/letter correspondences
- Read new and previously learned Tricky Words
- Write uppercase letters
- Write dictated phrases
- Identify correct end mark punctuation in complete sentences
- Read stories in the decodable Reader
- Answering story questions by drawing/writing
- Student Performance Assessment

Unit 9 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 10 Overview: Colonial Towns and Townspeople

Unit 10 Knowledge Summary:

Students are introduced to the early history of the United States as they explore what daily life was like for people in colonial times. This unit will acquaint students with what daily life was like for the people who lived during these times, and how very different it was from students' own present-day experiences. This background knowledge will help set the stage for an in-depth understanding in later grades of specific historical events that also took place during colonial times. During these years, America evolved from a small group of dependent British colonies to a growing, independent nation.

Unit 10 Skills Summary:

Introduces students to five new vowel sounds and eleven additional Tricky Words. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 1 teachers via the End-of-Year Summary sheet.

Unit 10 Anchor Texts:

“The Country Family”

“A Trip to Town”

“The Bread Makers: Millers and Bakers”

“The Cloth Makers: Spinners and Weavers”

“Dressmakers, Tailors, Hatters, and Cobblers”

“The Elves and the Shoemaker”

“The House Builders: Bricklayers, Masons, and Carpenters”

“The Blacksmith”

“The Little Gray Pony”

“Stone Soup”

Essential Questions:

Unit 10 Knowledge:

- Can I identify the main topic and retell key details of a text?
- Did I use a combination of drawing, dictating, and writing to supply some information about the topic?
- Did I use a combination of drawing, dictating, and writing to narrate a single event?
- Can I tell about the events in the order in which they occurred, and provide a reaction to what happened?
- Am I able to recall information from experiences or gather information from provided sources to answer a question?
- Can I describe familiar people, places, things, and events and, with prompting and support, provide additional detail?
- Do I demonstrate command of the conventions of standard English grammar and usage when writing or speaking?
- Do I use question words (interrogatives) (e.g., who, what, where, when, why, how) appropriately to gather more information?

Unit 10 Skills:

- Can I, with prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)?
- Can I, 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)?

- Can I recognize and name all upper and lowercase letters of the alphabet?
- Can I count, pronounce, blend, and segment syllables in spoken words?
- Can I demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant?
- Can I associate the long and short sounds with the common spellings (graphemes) for the five major vowels?
- Can I read high-frequency and sight words with automaticity?
- Can I read emergent reader texts with purpose and understanding?
- Can I use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Unit 10 Knowledge:

- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- L.K.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Unit 10 Skills:

- RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- L.RF.K.1d Recognize and name all upper and lowercase letters of the alphabet.
- L.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- L.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- L.RF.K.3c -Read high-frequency words and grade level irregular words with automaticity.
- L.RF.K.4 Read emergent reader texts with purpose and understanding
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Social Studies

- 6.1.4.D.18- Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.12- Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Performance Expectations

Unit 10 Knowledge:

- Students draw on knowledge from Columbus and the Pilgrims as they learn more about America’s history during colonial times.
- The daily life of people during the colonial era are contrasted with students’ present-day experiences.
- The differences between living in a town versus living in the country are explored.

Unit 10 Skills:

- The main character in the Reader is Scott, who lives on a farm. This Reader provides practice with words using long vowel sounds.
- Vowels make long and short sounds.
- Separated digraphs use the Magic ‘e’ to form words with long vowel sounds.
- Sound spellings are used to read and spell words in phrases and sentences.
-

Unit 10 Student Learning Objectives

Overall Learning Outcomes

Unit 10 Knowledge:

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information
- Ask and answer questions using where
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Domain Assessment

Unit 10 Skills:

- Orally segment two-syllable words
- Read new and previously learned Tricky Words
- Divide syllables in words
- Read and spell words with long vowels and separated digraphs (cvce)
- Recognize apostrophes that show possession or used in contractions
- Use punctuation marks while reading connected text
- Answer story questions during discussions and in writing
- End-of-the-Year Assessment

Unit 10 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 11 Overview: Taking Care of the Earth

Unit 11 Knowledge Summary:

Students are introduced to the importance of environmental awareness and conservation as they become familiar with the earth's natural resources and how people's actions affect the environment. Students will learn that the best way to conserve Earth's natural resources is to practice the three Rs of conservation—reduce, reuse, and recycle. Students will become familiar with the earth's natural resources and will begin to recognize how people's actions affect the environment in which we live. Students will learn specifically about land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling and composting processes.

Unit 11 Anchor Texts:

“Introducing the Earth”

“Garbage”

“Natural Resources”

“Reduce, Reuse, Recycle”

“Recycle! Recycle! Recycle!”

“Composting”

“Pollution”

“Air Pollution”

“Willy the Water Drop”

“Good-bye from Good Old Earth”

Essential Questions:

Unit 11 Knowledge:

- Can I ask and answer questions about key details in a text?
- Am I able to identify the main topic and retell key details of a text?
- Can I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Am I able to use a combination of drawing, dictating, and writing to supply some information about the topic?
- Did I use a combination of drawing, dictating, and writing to narrate a single event?
- Can I tell about the events in the order in which they occurred, and provide a reaction to what happened?
- Did I use a variety of digital tools to produce and publish writing, including in collaboration with peers?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

Unit 11 Knowledge:

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science -Climate Change

- K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.*

Social Studies

- 6.1.4.B.8 Compare ways people choose to use and distribute natural resources

Performance Expectations

Unit 11 Knowledge:

- People's actions affect the environment in which we live.
- Earth's natural resources include land, water, and air.
- The best way to conserve Earth's resources is to practice the three Rs of conservation—reduce, reuse, and recycle.

Unit 11 Student Learning Objectives

Overall Learning Outcomes

Unit 11 Knowledge:

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Create a class book about solutions to environmental problems
- Domain Assessment

Unit 11 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 12 Overview: Presidents and American Symbols

Unit 12 Knowledge Summary:

As students are introduced to the lives and legacies of five famous presidents, they learn about several national symbols, the branches of government, the role of the president, and elections. Students are introduced to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. Students begin by hearing about the branches of the government and the role of the president. Students will have background knowledge on various forms of government.

Unit 12 Anchor Texts:

“The Home of the President: Washington, D.C.”

“A Dishonest Story About an Honest Man”

“A Clever General”

“George Washington”

“Thomas Jefferson”

“Abraham Lincoln”

“Teddy Roosevelt”

“Barack Obama”

“Carving Mount Rushmore”

Essential Questions:

Unit 12 Knowledge:

- Am I able to retell familiar stories, including key details (e.g., who, what, where, when, why, how)?
- Can I identify the main topic and retell key details of a text?
- Did I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Can I use a combination of drawing, dictating, and writing to compose opinion pieces in which to tell a reader the topic or the name of the book?
- Can I state an opinion or preference about the topic or book (e.g., My favorite book is...)?
- Did I use a combination of drawing, dictating, and writing to compose informative/explanatory texts to supply some information about the topic?
- Can I use a combination of drawing, dictating, and writing to narrate a single event?
- Did I tell you about the events in the order in which they occurred?
- Am I able to provide a reaction to what happened?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- **Unit 12 Knowledge:**
- RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or

preference about the topic or book (e.g., My favorite book is...)

- W.K.2 W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
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- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.4.A.7- Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.D.6- Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.17- Explain the role of historical symbols, monuments, and holidays and how they affect the American identity

Performance Expectations

Unit 12 Knowledge:

- The lives and accomplishments of five famous presidents are highlighted.
- American symbols are presented and discussed.
- The branches of government are introduced.
- Information about America's early history from previous domains is used to understand how the United States of America came into being.

Unit 12 Student Learning Objectives

Overall Learning Outcomes

Unit 12 Knowledge:

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information, including a timeline
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Domain Assessment

Unit 12 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
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Alternative Assessment:

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- Orally administered assessments
- Text to Speech
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Performance Tasks/Use of Technology:

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Additional Works Referenced: