| Wall Township Public Schools | Board Approval Date: 8/20/24 |
|---|---|

## Kindergarten ELA Curriculum

During the school year, teachers will systematically build and reinforce foundational reading and writing skills including concepts of print, letter formation, phonological awareness, and high frequency words, working toward fluency. Teachers will establish a literature-rich environment by using trade books. Instruction should take place in the form of whole group mini-lessons, small group lessons, and reading groups in order to meet the needs of all learners. Benchmark assessments will help the teacher determine what needs to be modeled in future mini-lessons and small groups.

## Course Sequence & Pacing

| Unit Title | MP/Weeks |
|---|---|
| **Unit 1: All About Me**<br>Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa, Ii, & consonants Mm, Tt, Ss, Bb, Ff, Hh. Letter fluency and building automaticity is a main focus in this unit. Students will be introduced to rhymes, isolating sounds, and begin blending syllables together. | MP 1 - Weeks 1-5 |
| **Unit 2: Express Yourself**<br>Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa ,Ii, Oo, Ee & consonants Mm, Tt, Ss, Bb, Ff, Hh, Pp, Cc, Kk, Nn, Dd, Rr. Letter fluency and building automaticity is a main focus in this unit. Students will continue to focus on rhymes, isolating/segmenting sounds, and blending syllables together, as well as onset/rimes. | MP 1 - Weeks 6 - 10 |
| **Unit 3: Leaves, Wings, and Furry Things**<br>Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa,Ee,Ii,Oo,Uu & consonants Mm, Tt, Ss, Bb, Ff, Hh, Pp, Cc, Kk, Nn, Dd, Rr, Ll, Gg, Jj, Ww, Uu, Qq, Zz, Vv, Xx, Yy. High frequency words will be explicitly taught. Letter fluency and building automaticity is a main focus in this unit. Students will continue to focus on rhymes, isolating/segmenting sounds, blending phonemes together, as well as onset/rimes. | MP 2-Weeks 11-15 |
| **Unit 4: My Community**<br>Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short vowels. Students will be able to identify the medial sounds in given words and high frequency words will continue to be explicitly taught. Students will begin to read text consisting of short sentences with CVC words and high frequency words taught. Students will continue to focus on rimes, isolating/segmenting sounds, blending phonemes together, as well as blending onset/rimes to read and produce words. | MP 2-Weeks 16-20 |

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| **Unit 5: Stories About...**<br>Instructional focus will be on phonological and phonemic awareness and phonics as it relates to long vowels. Students will continue to be explicitly taught high frequency words and read these words with automaticity. In this unit students will be introduced to digraphs, and inflected endings. Students will begin to segment, add and delete phonemes, as well as begin writing words with long vowels. | MP 3 - Weeks 21-25 |
| **Unit 6: What's the Weather?**<br>Instructional focus will be on phonological and phonemic awareness and phonics as it relates to long vowels. Students will continue to be explicitly taught high frequency words and read these words with automaticity. In this unit students will be introduced to digraphs, and inflected endings. Students will begin to segment, add and delete phonemes, as well as begin writing words with long vowels. | MP 4 - Weeks 26-31 |

| **The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:** |
|---|
| Holocaust and genocides (N.J.S.A. 18A:35-28)<br>History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)<br>Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)<br>Climate Change - Please click here for specific examples (by subject) |

# Unit 1

## Stage 1: Desired Results

### Unit 1: All About Me

**Unit Summary: Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa, Ii, & consonants Mm, Tt, Ss, Bb, Ff, Hh. Letter fluency and building automaticity is a main focus in this unit. Students will be introduced to rhymes, isolating sounds, and begin blending syllables together.**

## Unit 1 Learning Targets

**NJSLS Grade Level Standards:**

**Language Domain**

**Foundational Skills: Reading Language**

**Print Concepts**

L.RF.K.1 Demonstrate understanding of the organization and basic features of print.

A.Follow words from left to right, top to bottom, and page by page.

C.Understand that words are separated by spaces in print.

D.Recognize and name all upper and lowercase letters of the alphabet

**Phonological Awareness**

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A. Recognize and produce rhyming words.

B. Count, pronounce, blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include the final /l/, /m/, /r/, or /x/ sounds and consonant blends).

**Phonics and Word Recognition**

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

**Foundational Skills: Writing Language**

**Sound-Letter Basics**

L.WF.K.1 Demonstrate command of the conventions of writing,

A. Match upper and lowercase letters.

B.Write upper and lowercase letters, with reference to a model.

C.Write left to right and include a space between words.

D.Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

E.Write common grapheme (letter or letter group) for each phoneme.

**Sentence Composition (Grammar, Syntax and Punctuation**

L.WF.K.3 Demonstrate command of the conventions of sentence composition

A.Repeat a sentence, identifying how many words are in the sentence

B.Write simple sentences.

G.Supply "who" is doing "what," in a subject-verb-object sentence frame.

I.With support, distinguish between a complete sentence and a fragment.

L.KL.K.1 With prompting and support, develop knowledge of language and its conventions when speaking and listening.

A.Use frequently occurring nouns and verbs.

B.Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

C.Understand and use question words (interrogatives) (e.g.,who, what, where, when, why, how).

D.Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E.Produce and expand complete sentences in shared language activities.

L.VI.K.2 With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3 With guidance and support from adults, explore word relationships and nuances in word meanings.

C.Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D.Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**Reading Domain**

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.K.2.With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.TS.K.4 Recognize common types of literary texts (e.g.,storybooks, poems) and identify features of print(front cover, back cover, and title page of a book)

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**Speaking and Listening**

SL.PE.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

**Writing**

W.AW.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

W.NW.K.3 Use a combination of drawing, dictating and writing to narrate real or imagined experiences or events

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

## Curricular Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

**Computer Science & Design Thinking** *(CS & DT)*:

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

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

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

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
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| What is the connection between letters and sounds?<br>Why is reading important? | • The relationship between letters and sounds help us to make meaning out of print.<br>• Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).<br>• Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension. |
| **Content-Students will know:**<br>Letter recognition - uppercase and lowercase Mm, Tt ,Ss, Bb, Ff, Hh, Aa, Ii<br>Letter Sounds-consonants /m/, /t/, /s/, /b/, /h/<br>-short vowels /a/, /i/<br>Letter formation for Mm, Tt, Ss, Bb, Ff, Hh, Aa, Ii | **Skills-Students will be able to:**<br>• count words in sentences<br>• recognize initial sounds in single-syllable words<br>• recognize and name letters<br>• connect letters to letter sounds<br>• practice letter formation<br>• recognize and produce rhyming words<br>• count, say and blend syllables in compound words<br>• read, build and write decodable words<br>• recognize and produce alliterative words<br>• blend onset and rime |

## Stage 2: Evidence of Student Learning

**Summative Assessments: Unit 1 Assessment-Magnetic Reading**

**Formative Assessments:**

- I-Ready Magnetic Reading weekly assessments
- Exit slips (ex: circle the 2 words that rhyme)
- Peer/Self Assessments (ex: draw a line to match the picture to the first letter-with partner)

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| ● Think Pair Share (ex: work with partner to count syllables) |
| **Common Benchmark Assessments:**<br>I-Ready benchmark |
| **Alternative Assessments:**<br>● Extension Activities - Teacher Toolbox, Standards Mastery -iReady<br>● Literacy Tasks - iReady |

## Stage 3: Core Instructional Plan & Resources

**Skill:**

**Unit 1 Week 1:**
count words in sentences
recognize initial sounds in single syllable words
recognize and name letters Mm, Tt
connect letters to sounds
practice letter formation
recognize rhyming words
identify and form letters Mm, Tt

**Unit 1 Week 2:**
count and say syllables in compound words
recognize initial sounds in single-syllable words
recognize and name new and review letters Mm, Tt, Aa
connect /a/(short) to a
practice letter formation
produce rhyming words
read, build, and write decodable words with a
build awareness of long a
practice letter formation
identify and form letters Aa

**Unit 1 Week 3:**
count and say syllables in 2-3 syllable words
recognize initial sounds in single-syllable words
recognize and name letters Mm, Tt, Aa, Ss, Bb
connect /s/ to s and /b/to b
recognize alliteration
read, build, and write decodable words with s, b
identify and form letters Ss, Bb

**Learning Activities:**
Magnetic Reading Workbook Activities
Ready Reading Workbook Activities

**Week 1**
Match Consonant Letters and Sounds: m, t
Distinguish Uppercase and Lowercase Letters
Recognize Uppercase and Lowercase Letters
Recognize Rhyme
Match Consonant Letters and Sounds-s, f, r, m, p, l, t
Identify Initial Phonemes
Teach Vocabulary with Read Alouds

**Week 2**
Distinguish Uppercase and Lowercase Letters
Recognize Uppercase and Lowercase Letters
Recognize Rhyme
Identify Initial Phonemes
Blend Onset and Rime
Segment Syllables
Teach New Word Meanings

**Week 3**
Distinguish Uppercase and Lowercase Letters
Recognize Uppercase and Lowercase Letters
Recognize Rhyme
Identify Initial Phonemes
Blend Onset and Rime
Alliterations

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| practice letter formation<br><br>**Unit 1 Week 4:**<br>blend syllables in compound words<br>recognize initial sounds in single syllable words<br>recognize and name letters Mm, Tt, Aa, Ss, Bb, Ii<br>connect /i/ to i<br>identify and produce alliterative words<br>read, build, and write decodable words with i<br>build awareness of long i<br>practice letter formation<br><br>**Unit 1 Week 5:**<br>segment syllables in compound words<br>recognize initial sounds in single-syllable words<br>recognize and name letters Mm, Tt, Aa, Ss, Bb, Ii, Ff, Hh<br>connect /f/to f and /h/ to h<br>practice letter formation<br>blend onset and rime<br>read, build, and write words with initial f, h<br><br><br>**Unit 1 Week 6:**<br>Review Unit 1 and Connect It Activity<br>(See Learning Module 1: Week 6) | Match Consonant Letters and Sounds: s, b<br>Segment Syllables<br>Key Ideas and Detail<br>Sort Words by Categories and Attributes<br><br>**Week 4**<br>Distinguish Uppercase and Lowercase Letters<br>Recognize Uppercase and Lowercase Letters<br>Identify Initial Phonemes<br>Alliterations<br>Blend Syllables<br>Segment Onset and Rime<br>Antonyms<br><br>**Week 5**<br>Distinguish Uppercase and Lowercase Letters<br>Recognize Uppercase and Lowercase Letters<br>Identify Initial Phonemes<br>Alliterations<br>Blend Onset and Rime<br>Segment Onset and Rime<br>Match Consonant Letters and Sounds: f, h<br>Segment Syllables<br>Synonyms<br>Describe Characters<br><br>**Week 6**<br>Distinguish Uppercase and Lowercase Letters<br>Recognize Uppercase and Lowercase Letters<br>Identify Initial Phonemes<br>Blend Onset and Rime<br>Match Consonant Letters and Sounds: f, h<br>Segment Onset and Rime<br>Segment Syllables<br><br>**Resources**<br>Ready Reading Teacher Manual and Teacher Toolbox<br>i-Ready Teacher Manual and Teacher Toolbox<br>Word building Cards<br>Sound-Spelling & Articulation Cards |

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| | Alphabet Book<br>Alphabet Tales<br>Trade Books: ***Jamaica's Blue Marker***<br>***The Art Lesson***<br>***Chrysanthemum***<br><br>**Digital Resources:**<br>• BrainPop<br>• Ed-Puzzle<br>• iReady<br>• See Saw |

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Suggested Strategies and Practices that Support Students with Disabilities:**

● Follow All IEP Modifications
● Introduce Key Vocabulary Before Lesson
● Teacher Reads Aloud Daily
● Choral Reading
● Chants, Songs
● Small Group Instruction
● Use Books On Tape
● Allow Extra Time To Complete Assignments Or Tests
● Allow Answers To Be Given Orally Or Dictated

**Suggested Strategies and Practices that Support English Language Learners:**

● Visuals
● Gesturing
● Miming
● Roleplay
● Simplified Language / Teacher Talk / Thinking Aloud
● Introduce Key Vocabulary Before Lesson
● Picture Directions

**Students At Risk of Failure:**

● Provide Peer Tutoring
● Multisensory Instruction
● Use Audio Books

- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

**Students with 504 Plans:**

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

# Unit 2

## Stage 1: Desired Results

### Unit 2: Express Yourself

Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa , Ii, Oo, Ee & consonants Mm, Tt, Ss, Bb, Ff, Hh, Pp, Cc, Kk, Nn, Dd, Rr. Letter fluency and building automaticity is a main focus in this unit. Students will continue to focus on rhymes, isolating/segmenting sounds, and blending syllables together, as well as onset/rimes.

## Unit 2 Learning Targets

**NJSLS Grade Level Standards:**

**Language Domain**

**Foundational Skills: Reading Language**

**Print Concepts**

**L.RF.K.1** Demonstrate understanding of the organization and basic features of print.

**C.** Understand that words are separated by spaces in print.

D. Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

**L.RF.K.2** Demonstrate understanding of spoken words, syllables and sounds (phonemes).

B. Count, pronounce,blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

E. Isolate and pronounce the initial, medial, and final sounds ( phonemed) in three-phonemes. (consonant-vowel-consonant, or CVC) words. ( this does not include CVCs ending with /i/,/r/,or /x/).

### Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

### Foundational Skills: Written Language

L.WF.K.1. Demonstrate command of the conventions of writing.

A. Match upper and lowercase letters.

B.Write upper and lowercase letters, with reference to a model.

C. Write left to right and include spaces between words.

D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

E. Write a common grapheme (letter or letter group) for each phoneme.

F.Orally segment the phonemes in any single syllable, spoken word.

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the /o/ in rope may be spelled with a single letter, o).

B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

C. Spelling VC (vowel-consonant)[at,in] and CVC [pet, mud] words with short vowel sounds.

D.Writing frequently used words accurately.

E. Attempting phonetic spellings of unknown words.

L.WF.K.3. Demonstrate command of the conventions of sentence composition.

A. Repeat a sentence, identifying how many words are in the sentence.

B. Write simple sentences.

C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

D. Use end punctuation.

G. Supply the “who,” “is doing,” “what,” ina subject-verb-object sentence frame.

H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.KL.K.1 With prompting and support, develop knowledge of language and its conventions when speaking and listening.

A. Use frequently occurring nouns and verbs.

B. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

L.VL.K.2 With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3 With guidance and support from adults, explore word relationships and nuances in word meanings.

C. Identify real-life connections between words and their use (e.g.,note places at school that are colorful)

**Reading Domain**

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.TS.K.4. Recognize common types of literary texts (e.g.,storybooks, poems) and identify features of print(front cover, back cover, and title page of a book)

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

**Writing**

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...)

W.IW.K.2. Use a combination of drawing, dictating and writing to compose informative/explanatory texts to convey ideas.

A.Introduce a topic

B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

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

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

**Speaking and Listening**

SL.PE.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## Curricular Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

**Primary Interdisciplinary Connections**

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

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

**Computer Science & Design Thinking (***CS & DT***):**

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

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

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

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
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| What are feelings?<br>What are things that tell others “all about you”?<br>How do letters and sounds help us to read?<br>What is a word pattern? | ● The relationship between letters and sounds help us to make meaning out of print.<br>● Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).<br>● Systematic and early instruction in phonics leads to |

| | |
|---|---|
| | improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension |
| **Content-Students will know:**<br>Letter recognition - uppercase and lowercase Pp, Oo, Kk, Nn, Rr, Dd, Ee<br>Letter Sounds-consonants p, k, n, d, and short vowels /e/, /o/<br>Letter formation for Pp, Oo, Kk, Nn, Rr, Dd, Ee | **Skills-Students will be able to:**<br>● Identify letters and produce letter sounds<br>● Produce a word that rhymes with a given word orally<br>● Count and pronounce syllables orally<br>● Segment sentences into number of words<br>● Isolate, identity, blend, segment, and categorize |

## Stage 2: Evidence of Student Learning

**Summative Assessments:**
Unit 1 Assessment-Magnetic Reading

**Formative Assessments:**
● I-Ready Magnetic Reading weekly assessments
● Exit slips (ex: circle the 2 words that rhyme)
● Peer/Self Assessments (ex: draw a line to match the picture to the first letter-with partner)
● Think Pair Share (ex: work with partner to count syllables)

**Common Benchmark Assessments: I-Ready benchmark**

**Alternative Assessments:** Extension Activities - Teacher Toolbox, Standards Mastery -iReady Literacy Tasks - iReady

## Stage 3: Core Instructional Plan & Resources

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| **Skill:**<br>**Unit 2 Week 1:**<br>blend syllables in two- and three syllable words<br>recognize initial sounds in single syllable words<br>practice letter formation<br>segment onset and rime in single-syllable words<br>identify and form letters Pp, Cc<br>read, build, and write decodable words with c (/k/)<br><br>**Unit 2 Week 2:** | **Learning Activities:**<br>Magnetic Reading Workbook Activities<br>Ready Reading Workbook Activities<br><br>**Week 1**<br>Distinguish Uppercase and Lowercase Letters<br>Recognize Uppercase and Lowercase Letters<br>Identify Initial Phonemes<br>Blend Onset and Rime<br>Segment Onset and Rime |

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| recognize initial sounds in single-syllable words<br>recognize and name new and review letters Mm, Tt, Aa<br>connect /o/(short) to o<br>practice letter formation<br>read, build, and write decodable words with medial o<br>practice letter formation<br>identify and form letters Oo<br><br>**Unit 2 Week 3:**<br>delete syllables in 2-3 syllable words<br>recognize initial sounds in single-syllable words<br>recognize and name letters Kk, Nn<br>connect /n/ to s and /k/to k<br>recognize alliteration<br>read, build, and write decodable words with k, n<br>identify and form letters Kk, Nn<br>practice letter formation<br>read, build, and write decodable words with n<br><br>**Unit 2 Week 4:**<br>blend syllables in two and three syllables words<br>recognize initial sounds in single syllable words<br>recognize and name letters Rr, Dd<br>connect /r/ to r and /d/ to d<br>identify and produce alliterative words<br>read, build, and write decodable words with r and d<br>practice letter formation<br><br>**Unit 2 Week 5:**<br>segment onset and rime in single syllable words<br>recognize initial sounds in single-syllable words<br>connect /e/ (short) to e<br>practice letter formation<br>blend onset and rime<br>read, build, and write decodable words with e<br><br>**Unit 2 Week 6:**<br>Review Unit 2 and Connect It Activity<br>(See Learning Module 2: Week 6) | Segment Syllables<br>Match Consonant Letters and Sounds: p, c<br>Multiple Meaning Words<br><br>**Week 2**<br>Distinguish Uppercase and Lowercase Letters<br>Recognize Uppercase and Lowercase Letters<br>Identify Initial Phonemes<br>Blend Onset and Rime<br>Segment Onset and Rime<br>Segment Syllables<br>Sort Words into Categories<br><br>**Week 3**<br>Distinguish Uppercase and Lowercase Letters<br>Recognize Uppercase and Lowercase Letters<br>Identify Initial Phonemes<br>Segment Onset and Rime<br>Segment Syllables<br>Match Consonant Letters and Sounds k,n<br>Make Connections to Words<br><br>**Week 4**<br>Distinguish Uppercase and Lowercase Letters<br>Recognize Uppercase and Lowercase Letters<br>Identify Initial Phonemes<br>Blend Onset and Rime<br>Blend Syllables<br>Segment Onset and Rime<br>Match Consonant Letters and Sounds: r, d<br>Sequence of Events<br><br>**Week 5**<br>Distinguish Uppercase and Lowercase Letters<br>Recognize Uppercase and Lowercase Letters<br>Identify Initial Phonemes<br>Blend Onset and Rime<br>Segment Final Phonemes<br>Story Elements<br>Sequence of Events |

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| | Shades of Meaning<br><br>**Week 6**<br>Distinguish Uppercase and Lowercase Letters<br>Recognize Uppercase and Lowercase Letters<br>Identify Initial Phonemes<br>Blend Onset and Rime<br>Segment Onset and Rime<br>Identify Final Phonemes<br><br>**Resources:**<br>Ready Reading Teacher Manual and Teacher Toolbox<br>i-Ready Teacher Manual and Teacher Toolbox<br>Word building Cards<br>Sound-Spelling & Articulation Cards<br>Alphabet Book<br>Alphabet Tales<br><br>**Trade Books:**<br>***Stone Soup***<br>***Why Mosquitoes Buzz in People's Ears***<br><br>**Digital Resources:**<br>• BrainPop<br>• Ed-Puzzle<br>• iReady<br>• See Saw |

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Suggested Strategies and Practices that Support Students with Disabilities:**

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading

- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

**Suggested Strategies and Practices that Support English Language Learners:**

- Visuals
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

**Students At Risk of Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

**Students with 504 Plans:**

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

# Unit 3

## Stage 1: Desired Results

### Unit 3: Leaves, Wings, and Furry Things

**Unit Summary: Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa,Ee,Ii,Oo,Uu & consonants Mm, Tt, Ss, Bb, Ff, Hh, Pp, Cc, Kk, Nn, Dd, Rr, Ll, Gg, Jj, Ww, Uu, Qq, Zz, Vv, Xx, Yy. High frequency words will be explicitly taught. Letter fluency and building automaticity is a main focus in this unit. Students will continue to focus on rhymes, isolating/segmenting sounds, blending phonemes together,as well as onset/rimes.**

## Unit 3 Learning Targets

**NJSLS Grade Level Standards:**

**Language Domain**

**Foundational Skills: Reading Language**

**Print Concepts**

**L.RF.K.1** Demonstrate understanding of the organization and basic features of print.

A.Follow words from left to right, top to bottom, and page by page.

B. Recognize that spoken words are represented in written language by specific sequences of letters.

**C.** Understand that words are separated by spaces in print.

D. Recognize and name all upper- and lowercase letters of the alphabet.

**Phonological Awareness**

L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).

A. Recognize and produce rhyming words.

B. Count, pronounce,blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

E. Isolate and pronounce the initial, medial, and final sounds ( phonemed) in three-phonemes.

(consonant-vowel-consonant, or CVC) words. ( this does not include CVCs ending with /i/,/r/,or /x/).

**Phonics and Word Recognition**

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency words and grade level irregular words with automaticity.

D. Recognize the parts of high-frequency words that are regular and the parts that are irregular

E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g, nap and tap; cat and cot).

**Foundational Skills: Written Language**

L.WF.K.1. Demonstrate command of the conventions of writing.

A. Match upper and lowercase letters.

B.Write upper and lowercase letters, with reference to a model.

C. Write left to right and include spaces between words.

D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

E. Write a common grapheme (letter or letter group) for each phoneme.

F.Orally segment the phonemes in any single syllable, spoken word.

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the /o/ in rope may be spelled with a single letter, o).

B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

D.Writing frequently used words accurately.

E. Attempting phonetic spellings of unknown words.

L.WF.K.3. Demonstrate command of the conventions of sentence composition.

A. Repeat a sentence, identifying how many words are in the sentence.

B. Write simple sentences.

C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

D. Use end punctuation.

G. Supply the “who,” “is doing,” “what,” ina subject-verb-object sentence frame.

H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.KL.K.1 With prompting and support, develop knowledge of language and its conventions when speaking and listening.

A. Use frequently occurring nouns and verbs.

B. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

L.VL.K.2 With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A.Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb ducks).

L.VI.K.3 With guidance and support from adults, explore word relationships and nuances in word meanings.

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

B. Demonstrate an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

C. Identify real life connections between words and their use (e.g., note places at school that are colorful)

**Reading Domain**

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RI.CI.K.2 With prompting and support, identify the central message and retell familiar literary texts, including key details(e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RI.IT.K.3 With prompting and support, identify characters, settings and major events in a story.

RL.TS.K.4. Recognize common types of literary texts (e.g.,storybooks, poems) and identify features of print(front cover, back cover, and title page of a book)

RI.TS.K.4 Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.MF.K.6 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**Writing**

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...)

W.IW.K.2. Use a combination of drawing, dictating and writing to compose informative/explanatory texts to convey ideas.

A.Introduce a topic

B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

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

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

**Speaking and Listening**

SL.PE.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## Curricular Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

**Computer Science & Design Thinking** *(CS & DT)*:

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

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

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

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

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| **Unit Essential Questions:**<br>How do letters and sounds help us to read?<br>What is a word pattern? | **Unit Enduring Understandings:**<br>● The relationship between letters and sounds help us to make meaning out of print.<br>● Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).<br>● Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension |
| **Content-Students will know:**<br>segment onset and rime in single-syllable words<br>isolate initial phonemes<br>recognize and name new and review letters<br>connect /l/ to l<br>practice letter formation<br>blend onset and rime in single-syllable words<br>recognize and name new and review letters and sounds<br>review letter formation<br>read,build, and write decodable words with l<br>connect /g/ to g<br>reading decodable words with initial l and g<br>blending and segmenting onset & rime and isolating phonemes | **Skills-Students will be able to:**<br>Isolate and pronounce the initial, medial vowel, and final sounds in CVC words with accuracy<br>Recognize rhyme when given 2 or more words orally<br>Produce one or more words that rhyme with a given word orally<br>Count and pronounce syllables orally<br>Segment sentences into number of words<br>Isolate, identity, blend, segment, and categorize phonemes with accuracy<br>Print all upper and lower case letters.<br>Develop appropriate expression and intonation while reading grade appropriate text |

## Stage 2: Evidence of Student Learning

**Summative Assessments: Unit 3 Assessment-Magnetic Reading**

**Formative Assessments:**

● I-Ready Magnetic Reading weekly assessments

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| ● Exit slips (ex: circle the 2 words that rhyme)<br>● Peer/Self Assessments (ex: draw a line to match the picture to the first letter-with partner)<br>● Think Pair Share (ex: work with partner to count syllables) |
| **Common Benchmark Assessments:**<br>I-Ready benchmark |
| **Alternative Assessments:**<br>Extension Activities - Teacher Toolbox, Standards Mastery -iReady<br>Literacy Tasks - iReady |

## Stage 3: Core Instructional Plan & Resources

**Unit 3 Week 1**
Segment onset and rime in single-syllable words
Isolate initial phonemes
Recognize and name new and review letters
Connect /l/ to l
Practice letter formation
Blend onset and rime in single-syllable words
Recognize and name new and review letters and sounds
Read, build, and write decodable words with l
Connect /g/ to g
Recognizing which letters stand for /l/ and /g/
Forming letters Ll and Gg
Blending segmenting and onset and rime and isolating phonemes
Reading decodable words with initial l and g

**Unit 3 Week 2**
Segment onset and rime in single syllable words
Isolate phonemes in single syllable words
Recognize and name new and review letters
Connect /j/ to j
Practice letter formation
Identify initial phonemes
Recognize and name new and review letter and sounds
Review letter formation
Read, build and write decodable words with j

**Learning Activities:**
Magnetic Reading Workbook Activities
Magnetic Reader
Ready Reading Workbook Activities

**Week 1:**
Irregular High Frequency Words with Elkonin Boxes
Distinguish Uppercase and Lowercase Letters
Recognize Uppercase and Lowercase Letters
Blend Onset and Rime
Segment Onset and Rime
Identify Final Phonemes
Match Consonant Letters and Sounds: l, g
Teach Vocabulary with Read Alouds

**Week 2:**
Irregular High Frequency Words with Elkonin Boxes
Distinguish Uppercase and Lowercase Letters
Recognize Uppercase and Lowercase Letters
Identify Initial Phonemes
Segment Onset and Rime
Identify Final Phonemes
Match Consonant Letters and Sounds: j, w
Multiple- Meaning Words

**Week 3:**

Identity and final phonemes in single-syllable words
Connect /w/ to w
Practice letter formation
Identity initial phonemes
Recognizing which letters stand for /j/ and /w/
Forming letters Jj and Ww
Segmenting onset and rime, identifying and isolating phonemes
Reading decodable words with initial j and w

**Unit 3 Week 3**
Blend onset and rime single syllable words
Isolate phonemes in single syllable words
Recognize and name new and review letters
Connect /u/ to u
Practice letter formation
Segment onset and rime in single-syllable words
Recognize and name new and review letters and sounds
Review letter formation
Read, build, and write decodable words with /u/
Identify medial phonemes
Isolate medial phonemes
Forming letter Uu
Reading decodable words with u

**Unit 3 Week 4**
Segment onset and rime in single-syllable words
Isolate phonemes in single-syllable words
Recognize and name new and review letter
Connect /kw/ to q
Practice letter formation
Identify initial phonemes in single-syllable words
Recognize and name new and review letters and sounds
Review letter formation
Read, build and write decodable words with g
Connect /z/ to z
Identify initial and final phonemes in single-syllable words
Recognize and name new and review letters with z
Formatting letters Qq and Zz
Segmenting onset and rime, isolating and identifying phonemes
Reading decodable words with initial q and z

Irregular High Frequency Words with Elkonin Boxes
Distinguish Uppercase and Lowercase Letters
Recognize Uppercase and Lowercase Letters
Blend Onset Rime
Segment Onset Rimes
Key Ideas and Details

**Week 4:**
Irregular High Frequency Words with Elkonin Boxes
Distinguish Upper and Lowercase Letters
Recognize Upper and Lower Case Letters
Identify Initial Phonemes
Blend Phonemes
Segment Onset Rime
Identify Final Phonemes
Match Consonant Letters and Sounds: q, z
Antonyms
Sort Words Into Categories

**Week 5:**
Irregular High Frequency Words with Elkonin Boxes
Distinguish Upper and Lowercase Letters
Recognize Upper and Lowercase Letters
Blend Phonemes
Segment Onset and Rime
Identify Final Phonemes
Match Consonant Letters and Sounds: v, x, y
Identify Main Idea

**Week 6:**
Irregular High Frequency Words with Elkonin Boxes
Distinguish Upper and Lowercase Letters
Recognize Upper and Lowercase Letters
Blend Phonemes
Segment Onset and Rime
Identify Final Phonemes
Match Consonant Letters and Sounds : v, x, y

**Resources:**
Ready Reading Teacher Manual and Teacher Toolbox

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| **Unit 3 Week 5**<br>Segment onset and rime in single-syllable words<br>Isolate initial and final phonemes in single-syllable words<br>Recognize and name new and review letters<br>Connect /v/ to and v and /ks/ to x<br>Practice letter formation<br>Identify initial and final phonemes<br>Recognize and name new and review letters and sounds<br>Review letter formation<br>Read, build, and write decodable words with v and x<br>Segment onset and rime in single syllable words<br>Isolate initial phonemes in single-syllable words<br>Connect /y/ to y<br>Practice letter formation<br>Identify initial phonemen=s in single-syllable words<br>Recognize and mae mew and review letters<br>Review letter formation, build, and write decodable words with y<br>Recognizing which letters stand for /v/, /x/ and y<br>Identifying and forming Vv, Xx and Yy<br>Accurately spelling the high frequency words<br>Reading decodable words with initial v and y and final x<br><br>**Unit 3 Week 6**<br>Review Unit 3 and Connect It Activity<br>(See Learning Module 3: Week 6) | iReady Teacher Manual and Teacher Toolbox<br>iReady Instruction Books<br>Word building Cards<br>Sound-Spelling & Articulation Cards<br>Lesson Cards<br>Double Decker Elkonin Boxes<br>Magnetic Reader<br>**Digital Resources:**<br>• BrainPop<br>• Ed-Puzzle<br>• iReady<br>• See Saw<br><br><u>Trade Books:</u><br><br>**Red-Eyed Tree Frog**<br><br>**What's It Like to Be A Fish?**<br><br>**What Lives in A Shell?** |

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Suggested Strategies and Practices that Support Students with Disabilities:**

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs

- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

**Suggested Strategies and Practices that Support English Language Learners:**

- Visuals (ex. Rime Magic short vowel picture card)
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

**Students At Risk of Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

**Students with 504 Plans:**

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

# Unit 4

## Stage 1: Desired Results

### Unit 4: My Community

**Unit Summary:** Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short vowels. Students will be able to identify the medial sounds in given words and high frequency words will continue to be explicitly taught. Students will begin to read text consisting of short sentences with CVC words and high frequency words taught. Students will continue to focus on rimes, isolating/segmenting sounds, blending phonemes together,as well as blending onset/rimes to read and produce words.

## Unit 4 Learning Targets

**NJSLS Grade Level Standards:**

**Language Domain**

**Foundational Skills: Reading Language**

**Phonological Awareness**

L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).

C. Blend and segment onsets and rimes of single-syllable spoken words.

D.Orally repeat multi-syllable words and pronounce the separate syllables.

E. Isolate and pronounce the initial, medial, and final sounds ( phonemed) in three-phonemes.

(consonant-vowel-consonant, or CVC) words. ( this does not include CVCs ending with /i/,/r/,or /x/).

**Phonics and Word Recognition**

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently

used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency words and grade level irregular words with automaticity.

D. Recognize the parts of high-frequency words that are regular and the parts that are irregular

**Fluency**

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sounds correspondences) orally with sufficient decoding accuracy to support comprehension.

**Foundational Skills: Written Language**

L.WF.K.1. Demonstrate command of the conventions of writing.

A. Match upper and lowercase letters.

B.Write upper and lowercase letters, with reference to a model.

C. Write left to right and include spaces between words.

D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

E. Write a common grapheme (letter or letter group) for each phoneme.

F.Orally segment the phonemes in any single syllable, spoken word.

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the /o/ in rope may be spelled with a single letter, o).

B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

D.Writing frequently used words accurately.

E. Attempting phonetic spellings of unknown words.

L.WF.K.3. Demonstrate command of the conventions of sentence composition.

A. Repeat a sentence, identifying how many words are in the sentence.

B. Write simple sentences.

C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

D. Use end punctuation.

G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.KL.K.1 With prompting and support, develop knowledge of language and its conventions when speaking and listening.

A. Use frequently occurring nouns and verbs.

B. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

L.VL.K.2 With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.VI.K.3 With guidance and support from adults, explore word relationships and nuances in word meanings.

C. Identify real life connections between words and their use (e.g., note places at school that are colorful)

**Reading Domain**

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how)

RI.CI.K.2 With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RL.IT.K.3 With prompting and support, identify characters, settings, and major events in a story.

RI.IT.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.TS.K.4. Recognize common types of literary texts (e.g.,storybooks, poems) and identify features of print(front cover, back cover, and title page of a book)

RI.TS.K.4 Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RL.PP.K.5 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.MF.K.6 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**Writing**

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...)

W.IW.K.2. Use a combination of drawing, dictating and writing to compose informative/explanatory texts to convey ideas.

A.Introduce a topic

B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

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

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

**Speaking and Listening**

SL.PE.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## Curricular Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

**Computer Science & Design Thinking** ***(****CS & DT****)*:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| ● Why is it important to understand the connection between letters and sounds? | ● The relationship between letters and sounds help us to make meaning out of print.<br>● Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).<br>● Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension. |

| | |
|---|---|
| | ● Readers develop a deeper understanding through |
| **Content-Students will know:**<br>segment onset and rime<br>identify medial phonemes in single-syllable words<br>decode words with short a<br>recognize and read grade-level high frequency words<br>isolate medial phonemes<br>decode and encode words with short a<br>practice formation<br>read with accuracy<br>segment phonemes<br>read with accuracy | **Skills-Students will be able to:**<br>Identify digraph -ck, final -ss,-sll,-ff,-zz, and long vowels /a/ /i/ /o/<br>Produce one or more words that rhyme with a given word orally<br>Count and pronounce syllables orally<br>Segment sentences into number of words<br>Ask and answer questions, reread & make predictions from nonfiction and fiction text<br>Develop appropriate expression and intonation while reading grade appropriate text |

## Stage 2: Evidence of Student Learning

**Summative Assessments:**

● i-Ready Unit Assessment

**Formative Assessments:**

● Magnetic Reading Foundations Weekly Assessments
● Phonemic Awareness exit slips
● Think Pair Share
● Thumbs up/thumbs down
Kahoot

**Common Benchmark Assessments:**

● i-Ready Diagnostic
● Beginning, Middle and end of year ESGI (non-graded)

**Alternative Assessments:**

Teacher Toolbox, Standards Mastery -iReady
Literacy Tasks - iReady

## Stage 3: Core Instructional Plan & Resources

| | |
|---|---|
| **Skill:**<br>**Unit 4 Week 1**<br>Segment onset and rime | **Learning Activities:**<br>Magnetic Reading Workbook Activities<br>Magnetic Reader |

Identify medial phonemes in single-syllable words
Decode words with short a
Recognize and read grade-level high-frequency words
Isolate remedial phonemes
Decode and encode words with short a
Practice letter formation
Read with accuracy
Isolate medial phonemes
Blend phonemes
Blend sounds to produce single-syllable words
Segment phonemes
Recognizing that the letter a can stand for /a/
Accurately spell high frequency words

**Unit 4 Week 2**
Blend onset and rime in single-syllable words
Identify medial phonemes
Decode words with short i
Recognize and read grade-level high-frequency words
Isolate medial phonemes
Decode and encode words with short i
Practice letter formation
Read with accuracy
Segment phonemes in three-phoneme words
Blend phonemes in three-phoneme words
Recognizing that the letter i can stand for /i/
Accurately spell high frequency words

**Unit 4 Week 3**
Blend onset and rime in single-syllable words
Identify medial phonemes
Decode words with short o
Recognize and read grade-level high frequency words
Isolate medial phonemes in single-syllable words
Decode short o and short i
Practice letter formation
Read with accuracy
Segment onset and rime in single syllable words
Decode words with short o

Ready Reading Workbook Activities

**Week 1:**
Irregular High Frequency Words with Elkonin Boxes
Identify Final Phonemes
Distinguish Uppercase and Lowercase Letters
Teach Vocabulary with Read Alouds

**Week 2:**
Irregular High Frequency Words with Elkonin Boxes
Blend Phonemes
Segment Words Into Phonemes
Identify Final Phonemes
Phoneme Manipulation
Words with Final Digraph ck or Double Consonants
Compound Words

**Week 3:**
Irregular High Frequency Words with Elkonin Boxes
Blend Phonemes
Segment Words Into Phonemes
Match Vowel Letters and Long Sounds
Add Phonemes
Phoneme Manipulation
Long-Vowel Words with Final e
Delete Phonemes
Make Connections to Words

**Week 4:**
Irregular High Frequency Words with Elkonin Boxes
Blend Phonemes
Segment Words Into Phonemes
Match Vowel Letters and Long Sounds
Add Phonemes
Phoneme Manipulation
Long-Vowel Words with Final e
Delete Phonemes
Sort Words into Categories
Compare and Contrast

Recognize and read grade level high frequency wordsBlend Sounds to produce single-syllable words
Decode words with short o and short i

**Unit 4 Week 4**
Segment onset and rime
Identify medial phonemes in single-syllable
Decode words with short e
Recognize and read grade-level high-frequency words
Isolate medial phonemes
Decode words with short e and short o
End words with short e
Practice letter formation
Encode words with short e
Segment phonemes
Recognize and read grade-level high frequency words

**Unit 4 Week 5**
Blend onset and rhyme to produce single syllable words
Identify medial phonemes
Decode words with short u
Recognize and read grade-level high-frequency words
Isolate remedial phonemes
Decode words with short u and short e
Practice letter formation
Recognize and read grade level words
Read with accuracy
Segment spoken words into onset and rime
Segmented spoken words into phonemes
Decode words with short u
Recognize and read grade level high-frequency words
Blend phonemes
Decode words with short u and short e
Recognizing which letters stand for short u words
Accurate spelling the high frequency words

**Unit 4 Week 6**
Review Unit 4 and Connect It Activity
(See Learning Module 4: Week 6)

**Week 5:**
Irregular High Frequency Words with Elkonin Boxes
Blend Phonemes
Segment Words Into Phonemes
Match Vowel Letters and Long Sounds
Add Phonemes
Phoneme Manipulation
Long-Vowel Words with Final e
Delete Phonemes
Compound Words

**Week 6:**
Irregular High Frequency Words with Elkonin Boxes
Segment Words Into Phonemes
Match Vowel Letters and Long Sounds
Add Phonemes
Phoneme Manipulation
Long-Vowel Words with Final e
Delete Phonemes

**Resources:**
Ready Reading Teacher Manual and Teacher Toolbox
iReady Teacher Manual and Teacher Toolbox
iReady Instruction Books
Word building Cards
Sound-Spelling & Articulation Cards
Lesson Cards
Double Decker Elkonin Boxes
Magnetic Reader

**Digital Resources:**
- BrainPop
- Ed-Puzzle
- iReady
- See Saw

**Trade Books:**
***Stone Soup***
***America's Champion Swimmer***

# Accommodations and Modifications:
# Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Suggested Strategies and Practices that Support Students with Disabilities:**

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

**Suggested Strategies and Practices that Support English Language Learners:**

- Visuals (ex. Rime Magic short vowel picture card)
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

**Students At Risk of Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

**Students with 504 Plans:**

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

# Unit 5

## Stage 1: Desired Results

### Unit 5: Stories About…

**Unit Summary: Instructional focus will be on phonological and phonemic awareness and phonics as it relates to long vowels. Students will continue to be explicitly taught high frequency words and read these words with automaticity. In this unit students will be introduced to digraphs, and inflected endings. Students will begin to segment, add and delete phonemes, as well as begin writing words with long vowels.**

## Unit 5 Learning Targets

**NJSLS Grade Level Standards:**

**Language Domain**

**Foundational Skills: Reading Language**

**Phonological Awareness**

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A. Recognize and produce rhyming words.

B. Count, pronounce, blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

D.Orally repeat multi-syllable words and pronounce the separate syllables.

E. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency and words and grade-level irregular words with automaticity.

D.Recognize the parts of high-frequency words that are parts that are irregular.

E.Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g.,nap and tap; cat and cot).

**Fluency**

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

**Foundational Skills: Writing Language**

**Sound-Letter Basics**

L.WF.K.1 Demonstrate command of the conventions of writing

A. Match upper and lowercase letters.

B. Write upper and lowercase letters, with reference to a model.

C. Write left to right and include a space between words.

D. Identify letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

E. Write a common grapheme (letter or letter group) for each phoneme.

F. Orally segment the phonemes in any single syllable, spoken word.

**Spelling**

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the /o/ in rope may be spelled with a single letter, o).

B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

C.Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

D.Writing frequently used words accurately.

E. Attempting phonetic spellings of unknown words.

F. Writing initial and final consonant blends (must, slab, plump)

**Sentence Composition (Grammar, Syntax, and Punctuation)**

L.WF.K.3. Demonstrate command of the conventions of sentence composition.

A. Repeat a sentence, identifying how many words are in the sentence.

B. Write simple sentences.

C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

D. Use end punctuation.

G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.KL.K.1 With prompting and support, develop knowledge of language and its conventions when speaking and listening.

A. Use frequently occurring nouns and verbs.

B. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

L.VL.K.2 With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.VI.K.3 With guidance and support from adults, explore word relationships and nuances in word meanings.

C. Identify real life connections between words and their use (e.g., note places at school that are colorful)

**Reading Domain**

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how)

RL.IT.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.TS.K.4. Recognize common types of literary texts (e.g.,storybooks, poems) and identify features of print(front cover, back cover, and title page of a book)

RL.PP.K.5 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.MF.K.6 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

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

RL.CT.K.8 With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

**Writing**

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...)

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

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

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

**Speaking and Listening**

SL.PE.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## Curricular Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

**Computer Science & Design Thinking** ***(****CS & DT****)*:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
| --- | --- |
| ● What do you know about your community?<br>● What is the importance of short vowels ? | ● The relationship between letters and sounds help us to make meaning out of print.<br>● Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).<br>● Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading |

| | |
|---|---|
| | comprehension.<br>● Readers develop a deeper understanding through |
| **Content-Students will know:**<br>● Identify letters and sounds of short vowels /a/ /e/ /i/ /o/ /u/ | **Skills-Students will be able to:**<br>● Recognize rhyme when given 2 words orally (ex. thumbs up or thumbs down if words rhyme)<br>● Read high frequency words he,she,some,that,of,they,his,was,her,when<br>● Produce a word that rhymes with a given word orally<br>● Count and pronounce syllables orally<br>● Segment sentences into number of words<br>● Isolate, identity, blend, segment, and categorize phonemes<br>● Develop appropriate expression and intonation while reading grade appropriate text (ex. from the Wonders series)<br>● Fluency-read out loud with accuracy |

## Stage 2: Evidence of Student Learning

**Summative Assessments: Unit 5 Assessment-Magnetic Reading**

**Formative Assessments:**
● I-Ready Magnetic Reading weekly assessments
● Exit slips (ex: circle the 2 words that rhyme)
● Peer/Self Assessments (ex: draw a line to match the picture to the first letter-with partner)
● Think Pair Share (ex: work with partner to count syllables)

**Common Benchmark Assessments:**
I-Ready benchmark

**Alternative Assessments:**
Extension Activities - Teacher Toolbox, Standards Mastery -iReady
Literacy Tasks - iReady

## Stage 3: Core Instructional Plan & Resources

| | |
|---|---|
| **Unit 5 Week 1:**<br>Blend phonemes to produce single-syllables words | **Learning Activities:**<br>Magnetic Reading Workbook Activities |

| | |
|---|---|
| Isolate initial, medial, and final phonemes<br>Decode words with digraph -ck and short u<br>Recognize and read grade-level high-frequency words<br>Substitute phonemes in words to say new words<br>Practice letter formation<br>Read with accuracy<br>Encode words with digraph -ck<br>Segment spoken words into phonemes<br>Identify common phonemes in group of single-syllable words<br>Recognize that -ck can stand for /k/<br>High-Frequency Words: *and*, *have*, *one*, *with*<br><br>**Unit 5 Week 2:**<br>Blend phonemes in one-syllable words<br>Isolate final phonemes in one-syllable words<br>Decode words with final -ss, -ll<br>Recognize and read grade-level high-frequency words<br>Substitute phonemes to make new words<br>Practice letter formation<br>Encode words with final -ss, -ll<br>Read with accuracy<br>Segment phonemes in one-syllable words<br>Identify initial, medial, and final phonemes in one-syllable words<br>Decode words with final -ff, -zz<br>Decode words with final and short u<br>Encode words with final -ff, -zz<br>Recognize that ss, ll, ff, and zz can stand for /s/, /l/, /f/, /z/<br>Accurately spelling the high-frequency words<br>High frequency words: *be*, *no*, *so*, *we*, *from*<br><br>**Unit 5 Week 3:**<br>Blend phonemes in single-syllable words<br>Isolate medial phonemes in single-syllable words<br>Decode words with long a: a_e | Magnetic Reader<br>Ready Reading Workbook Activities<br>**Week 1:**<br>Irregular High Frequency Words with Elkonin Boxes<br>Identify Initial Phonemes<br>Blend Phonemes<br>Identify Final Phonemes<br>Phoneme Manipulation<br>Words with Final Digraph ck or Double Consonants<br>Use Context to Find Word Meaning<br>Teach Vocabulary with Read Alouds<br>Teach New Word Meanings<br><br>**Week 2:**<br>Irregular High Frequency Words with Elkonin Boxes<br>Blend Phonemes<br>Segment Words Into Phonemes<br>Identify Final Phonemes<br>Phoneme Manipulation<br>Words with Final Digraph ck or Double Consonants<br>Compound Words<br><br>**Week 3:**<br>Irregular High Frequency Words with Elkonin Boxes<br>Blend Phonemes<br>Segment Words Into Phonemes<br>Match Vowel Letters and Long Sounds<br>Add Phonemes<br>Phoneme Manipulation<br>Long-Vowel Words with Final e<br>Delete Phonemes<br>Make Connections to Words<br><br>**Week 4:**<br>Irregular High Frequency Words with Elkonin Boxes<br>Blend Phonemes<br>Segment Words Into Phonemes<br>Match Vowel Letters and Long Sounds<br>Add Phonemes<br>Phoneme Manipulation |

Recognize and read grade-level high-frequency words
Segment phonemes
Decode words with final double consonants
Practice letter formation
Encode words with long a: a_e
Read with accuracy
Delete final phonemes to form new words
Add final phonemes to form new words
Substitute phonemes
Recognize that a_e can stand for long a
Accurately spelling the high-frequency words
High frequency words: *from*, *or*, *there*, *this*

**Unit 5 Week 4:**
Substitute phonemes to create new words
Isolate medial phonemes
Decode words with short and long o and short and long a
Recognize and read grade-level high-frequency words
Identify medial phonemes
practice letter formation
Encode words with short and long o
Read with accuracy
Build, write, and read decodable words
Accurately spell high-frequency words
High frequency words: *about*, *by*, *my*, *out*

**Unit 5 Week 5:**
Blend phonemes in single-syllable words
Isolate medial phonemes in single-syllable words
Decode words with long i: i_e
Recognize and read grade-level high-frequency words
Segment phonemes
Decode words with long i: i_e and long a: a_e
Long-Vowel Words with Final e
Delete Phonemes
Sort Words into Categories
Compare and Contrast

**Week 5:**
Irregular High Frequency Words with Elkonin Boxes
Segment Words Into Phonemes
Match Vowel Letters and Long Sounds
Add Phonemes
Phoneme Manipulation
Long-Vowel Words with Final e
Delete Phonemes
Compound Words

**Week 6:**
Irregular High Frequency Words with Elkonin Boxes
Segment Words Into Phonemes
Match Vowel Letters and Long Sounds
Add Phonemes
Phoneme Manipulation
Long-Vowel Words with Final e
Delete Phonemes

**Resources:**
Ready Reading Teacher Manual and Teacher Toolbox
iReady Teacher Manual and Teacher Toolbox
iReady Instruction Books
Word building Cards
Sound-Spelling & Articulation Cards
Lesson Cards
Double Decker Elkonin Boxes
Magnetic Reader

**Digital Resources:**
- BrainPop
- Ed-Puzzle
- iReady
- See Saw

| | |
|---|---|
| Practice letter formation<br>Encode words with long i: i_e and long a: a_e<br>Read with accuracy<br>Delete phonemes<br>Add phonemes<br>Substitute phonemes<br>Practice letter formation<br>Accurately spelling high-frequency words<br>High-frequency words: *could*, *said*, *what*, *would*<br><br>**Unit 5 Week 6:**<br>Review Unit 5 and Connect It Activity<br>(See Learning Module 5: Week 6) | **Trade Books:**<br>***Stone Soup*** |

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Suggested Strategies and Practices that Support Students with Disabilities:**

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

**Suggested Strategies and Practices that Support English Language Learners:**

- Visuals (ex. Rime Magic short vowel picture card)
- Gesturing
- Miming
- Roleplay

- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

**Students At Risk of Failure:**
- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

**Students with 504 Plans:**
- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

# Unit 6

## Stage 1: Desired Results

### Unit 6: What's the Weather?

**Unit Summary: Instructional focus will be on phonological and phonemic awareness and phonics as it relates to long vowels. Students will continue to be explicitly taught high frequency words and read these words with automaticity. Students will continue to segment, add and delete phonemes to produce words, as well as writing words with long vowels. Students will read emergent reader texts with purpose and understanding.**

## Unit 6 Learning Targets

**NJSLS Grade Level Standards:**

**Language Domain**

**Foundational Skills: Reading Language**

**Phonological Awareness**

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A. Recognize and produce rhyming words.

B. Count, pronounce, blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

D. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include the final /l/, /m/, /r/, or /x/ sounds and consonant blends).

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Phonics and Word Recognition**

L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency and sight words with automaticity.

D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

**Fluency**

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

**Reading Domain**

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.K.2 With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RI.IT.K.3 With prompting and support, identify characters, settings, and major events in a story.

RI.TS.K.4 Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RI.PP.K.5 With promoting and support, name the author and illustrator of a story and define the role of each presenting the ideas or information in a text.

RI.MF.K.6 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

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

RL.CT.K.8 With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8 With prompting and support, identify basic similarities and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

## Foundational Skills: Written Language

**Sound-Letter Basics**

L.WF.K.1 Demonstrate command of the conventions of writing.

A. Match upper and lowercase letters.

B. Write upper and lowercase letters, which reference a model.

C. Write left to right and include a space between words.

D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

E. Write a common grapheme (letter or letter group) for each phoneme.

F. Orally segment the phonemes in any single syllable, spoken word.

**Spelling**

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the /o/ in rope may be spelled with a single letter, o).

B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

C.Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

D.Writing frequently used words accurately.

E. Attempting phonetic spellings of unknown words.

F. Writing initial and final consonant blends (must, slab, plump)

**Sentence Composition (Grammar, Syntax, and Punctuation)**

L.WF.K.3. Demonstrate command of the conventions of sentence composition.

A. Repeat a sentence, identifying how many words are in the sentence.

B. Write simple sentences.

C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

D. Use end punctuation.

G. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.

H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.KL.K.1 With prompting and support, develop knowledge of language and its conventions when speaking and listening.

A. Use frequently occurring nouns and verbs.

B. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

L.VL.K.2 With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.VI.K.3 With guidance and support from adults, explore word relationships and nuances in word meanings.

C. Identify real life connections between words and their use (e.g., note places at school that are colorful)

**Speaking and Listening**

SL.PE.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

**Writing**

W.I.WK.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

A. Introduce a topic.

B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

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

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

## Curricular Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

**Computer Science & Design Thinking** ***(****CS & DT****)*****:**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| What is the importance of long vowels?<br>What is the difference between long and short vowels? | ● Readers use appropriate strategies as needed to construct meaning. |
| **Content-Students will know:**<br>● Long U u_e<br>● Long E ee, e_e<br>● Review Short and Long a, i, o, u, e<br>● Review Sound Spellings | **Skills-Students will be able to:**<br>● Isolate and pronounce the initial, medial vowel, and final sounds in CVC words with accuracy<br>● Recognize rhyme when given 2 or more words orally<br>● Produce one or more words that rhyme with a given word orally<br>● Count and pronounce syllables orally |

| | |
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| | • Segment sentences into number of words<br>• Isolate, identity, blend, segment, and categorize phonemes with accuracy<br>• Print all upper and lower case letters.<br>• Develop appropriate expression and intonation while reading grade appropriate text |

## Stage 2: Evidence of Student Learning

**Summative Assessments:** Magnetic Reading

**Formative Assessments:**

• I-Ready Magnetic Reading weekly assessments
• Exit slips (ex: circle the 2 words that rhyme)
• Peer/Self Assessments (ex: draw a line to match the picture to the first letter-with partner)
• Think Pair Share (ex: work with partner to count syllables)

**Common Benchmark Assessments:** I-Ready benchmark

**Alternative Assessments:** Extension Activities - Teacher Toolbox, Standards Mastery -iReady Literacy Tasks - iReady

## Stage 3: Core Instructional Plan & Resources

**Skill:**
**Unit 6 Week 1:**
Blend phonemes in single-syllable words
Isolate initial and medial phonemes
Decode words with long u: u_e and long o: o_e
Recognize and read grade-level high-frequency words
Substitute initial phonemes
Practice letter formation
Encode words with long u: u_e and long o: o_e
Read with accuracy
Identify medial phonemes

**Week 1:**
Irregular High Frequency Words with Elkonin Boxes
Match Vowel Letters and Long Sounds
Substitute Phonemes
Identify Medial Sounds
Phoneme Manipulation
Long-Vowel Words with Final e
Identify Supporting Reasons
Predict the Topic of a Book

**Week 2:**
Irregular High Frequency Words with Elkonin Boxes
Blend Phonemes

Segment phonemes in two- and three-phoneme words
Delete phonemes
Add phonemes
Substitute initial phonemes
Accurately spelling high-frequency words
High-Frequency Words: *as*, *has*, *their*, *were*

**Unit 6 Week 2:**
Blend phonemes
Isolate initial and medial phonemes
Decode words with long e: eeC and long u
Practice letter formation
Encode words with long e: eeC, e_e
Recognize and read grade-level high-frequency words
Segment phonemes
Read with accuracy
Delete initial and final phonemes
Add initial and final phonemes
High-Frequency Words: *do*, *into*, *very*, *who*

**Unit 6 Week 3:**
Substitute phonemes to create new words
Isolate medial phonemes
Decode words with short, long i, and long a
Recognize and read grade-level high-frequency words
Identify medial phonemes
Practice letter formation
Encode words with short and long a and long e
Read with accuracy
Substitute initial, medial, and final phonemes
Identify medial phonemes to create new words
Accurately spelling the high-frequency words
High-Frequency Words: *more*, *other*, *people*, *your*

Match Vowel Letters and Long Sounds
Substitute Phonemes
Identify Medial Sounds
Phoneme Manipulation
Long-Vowel Words with Final e
Delete Phonemes
Sort by Categories and Attributes
Compare and Contrast

**Week 3:**
Irregular High Frequency Words with Elkonin Boxes
Blend Phonemes
Match Vowel Letters and Long Sounds
Substitute Phonemes
Identify Medial Sounds
Decode Words with Short Vowels
Phoneme Manipulation
Distinguish Short and Long Vowels
Decode Words with Short Vowel A

**Week 4:**
Irregular High Frequency Words with Elkonin Boxes
Match Vowel Letters and Short Sounds
Match Vowel Letters and Long Sounds
Identify Medial Sounds
Decode Words with Short Vowels
Phoneme Manipulation
Distinguish Short and Long Vowels

**Week 5:**
Irregular High Frequency Words with Elkonin Boxes
Match Vowel Letters and Long Sounds
Identify Medial Sounds
Decode Words with Short Vowels
Phoneme Manipulation
Distinguish Short and Long Vowels
Delete Phonemes

**Week 6:**

**Unit 6 Week 4:**
Substitute phonemes to create new words
Isolate medial phonemes
Decode words with short and long o and short and long a and long and short u
Recognize and read grade- level high-frequency words
Identify medial phonemes
Practice letter formation
Encode words with long and short o
Read with accuracy
Build, write, and read decodable words
Accurately spelling the high-frequency words
High-Frequency Words: *all*, *also*, *call*, *many*

**Unit 6 Week 5:**
Substitute phonemes to create new words
Isolate medial phonemes
Decode words with short and long e and short and long o
Recognize and read grade-level high-frequency words
Identify medial phonemes
Practice letter formation
Encode words with short and long e
Read with accuracy
Add phonemes to create new words
Delete phonemes to create new words
Substitute medial phonemes to create new words
Decode and encode words with long and short vowels
Accurately spell the high-frequency words
High-Frequency Words: *down*, *how*, *now*, *which*

**Unit 6 Week 6:**
Review Unit 6 and Connect It Activity
(See Learning Module 1: Week 6)

Irregular High Frequency Words with Elkonin Boxes
Match Vowel Letters and Long Sounds
Add Phonemes
Identify Medial Sounds
Decode Words with Short Vowels
Phoneme Manipulation
Distinguish Short and Long Vowels
Delete Phonemes

**Learning Activities:**
Magnetic Reading Workbook
Magnetic Readers
Ready Reading Workbook Activities

**Resources:**
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iReady Teacher Manual and Teacher Toolbox
iReady Instruction Books
Word building Cards
Sound-Spelling & Articulation Cards
Lesson Cards
Double Decker Elkonin Boxes
Magnetic Reader

**Digital Resources:**
- BrainPop
- Ed-Puzzle
- iReady
- See Saw

**<u>Trade Books:</u>**
**What's In A Shell?**
**America's Champion Swimmer**
**Red-Eyed Tree Frogs**
**What's it Like to be a Fish?**

# Accommodations and Modifications:
# Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Suggested Strategies and Practices that Support Students with Disabilities:**

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

**Suggested Strategies and Practices that Support English Language Learners:**

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- Gesturing
- Miming

**Students At Risk of Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

**Students with 504 Plans:**

- Follow All 504 Modifications
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- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools

- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions