

# **Moonachie School District English Language Arts Curriculum: Grade Kindergarten**

*New Jersey Student Learning Standards for English Language Arts*

**Born On: August 27, 2024**

Re-Adoption: August 26, 2025

The following maps outline the Kindergarten New Jersey Student Learning Standards for English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

**Assessments:**

Universal Literacy Screening Tool: Early Literacy STAR Renaissance (September, \*November, January, \*March, June - \*=At-Risk Students)

<u>Reading Literature and Informational Text</u>	<u>Writing and Language</u>	<u>Foundational Skills</u>
End of story tests (multiple choice, open ended) End of Unit/Theme Assessments End of Book Activities Running Records Book reports Written activities i.e. graphic organizers Sequencing activities Read alouds Researching sources Comprehension: illustrations, sentences	Journal Entries Writing Process Pieces End of Book Activities Persuasive: Writing a letter Narrative: Story Writing Expository: "How-to" Book reports Proofreading Editing Written activities i.e. graphic organizers Writing samples	Running records Spelling Tests/Dictations Sorting activities Building words

**Resources:**

SAVVAS: My View	UFLI	Decodable texts
Graphic Organizers	Sequencing cards	Writers checklist
Chart Paper	Leveled readers	Letter manipulatives
Student Journals	Sentence strips	Audio books
Center Games	Word rings	Classroom library
Flannel Boards	Proofreading chart	Retelling props

[Decodable Texts for Emergent Readers](#)

**References:**

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/>

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

<https://www.nj.gov/education/standards/ela/2023/kindergarten.shtml>

**Websites:**

[www.brainpop.com](http://www.brainpop.com)

[www.spellingcity.com](http://www.spellingcity.com)

[www.brainpopjr.com](http://www.brainpopjr.com)

[www.tumblebooks.com](http://www.tumblebooks.com)

[www.starfall.com](http://www.starfall.com)

<http://www.storylineonline.net>

[www.studyisland.com](http://www.studyisland.com)

[www.scholastic.com](http://www.scholastic.com)

[www.readwritethink.org](http://www.readwritethink.org)

[www.puzzlemaker.com](http://www.puzzlemaker.com)

## English Language Arts Practices

Across All Domains & Standards

**Developing Responsibility for Learning:** Cultivating independence, self-reflection, and responsibility for one's own learning.

**Adapting Communication:** Adapting communication in response to the varying demands of audience, task, purpose, and discipline.


**Valuing Evidence in Argumentation:** Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.

**Building Knowledge:** Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

**Leveraging Technology:** Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

**Understanding Self and Others:** Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

<b>Content Area: ELA Reading</b>	<b>Grade Level: Kindergarten</b>
<b>Getting Ready Unit: Predicting and Questioning (Best Practice)</b>	<b>Length of time: 6 weeks</b>
<p>Unit Theme: In this unit students will be able to predict what is going to happen next based on evidence from the text and illustrations. They will generate thoughtful questions using the five W's — who, what, when, where, and why, to demonstrate their understanding of the material. Additionally, students will share their ideas with a partner, engaging in meaningful discussions where they agree or disagree respectfully, using evidence from the text or illustration to support their reasoning.</p>	
<p>Essential Question: How does predicting and questioning help readers understand the text?</p>	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Ask and answer questions about literary text</li> <li>- Use illustrations to discuss characters in literary text</li> <li>- Use illustrations to identify main idea in informational text</li> <li>- Take a picture walk to explore and understand the text</li> <li>- Use front cover to make predictions about the text</li> <li>- Engage in discussion about opinions on text</li> <li>- Create new understandings about setting in literary text</li> <li>- Engage in productive collaboration</li> <li>- Incorporate media</li> </ul>	
<b>Unit Readings Standards:</b>	
<ul style="list-style-type: none"> <li>- 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).</li> <li>- 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).</li> <li>- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> </ul>	

- 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.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
  - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- 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).

#### **Unit Writing Objectives:**

- Writing basics including how to hold a pencil, writing left to right, and knowing the parts of writing paper.
- Identify what illustrating means and how it can help tell more about their writing.
- Add labels to their illustrations.
- Understand their writing materials and how they can use their resources to assist in their writing.
- Understand that authors stretch words and write the sounds that they hear.
- Understand the parts of a sentence.
- Share their writing with the class.

#### **Unit Writing Standards:**

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - A. Follow words from left to right, top to bottom, and page by page.
  - B. Recognize that spoken words are represented in written language by specific sequences of letters.
  - C. Understand that words are separated by spaces in print.
- L.WF.K.1 Demonstrate command of the conventions of writing.
  - B. Write upper and lowercase letters, with reference to a model.

- C. Write left to right and include a space between words.
  - 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.3 Demonstrate command of the conventions of sentence composition.
- 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.
  - I. With support, distinguish between a complete sentence and a sentence fragment.

### Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 1 to 6 (phonics skills and high frequency/irregular words)

1. a /ă/ (**the**), m /m/
2. s /s/ (**l**), t /t/
3. VC & CVC words (**and**), p /p/
4. f /f/ (**a**), i /ī/
5. n /n/ (**is**), CVC practice (a, i)

### Unit Phonics Standards:

- L.WF.K.1 Demonstrate command of the conventions of writing.
  - A. Match upper and lowercase letters.
  - B. Write upper and lowercase letters, with reference to a model.
  - C. Write left to right and include a space between words.
  - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
  - E. Write a common grapheme (letter or letter group) for each phoneme.

- F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.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.
  - D. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
  - D. Use end punctuation.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - D. Recognize and name all upper- and lowercase letters of the alphabet.
- 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.
  - E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
  - F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
  - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - C. Read high-frequency words and grade level irregular words with automaticity.
  - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
  - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
  - 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).
  - Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
  - Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

- Writing frequently used words accurately.
- Attempting phonetic spellings of unknown words.
- Writing initial and final consonant blends (must, slab, plump).

### Interdisciplinary Connections

#### **Social Studies**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

#### **Visual and Performing Arts**

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

**Assessments: Benchmark** - STAR Early Lit **Summative** - Phonological Awareness, Reading Comprehension, End-of-Quarter Writing Assessment, Print Concepts **Formative** - Letter & Sound Quick, Rhyming Recognition, Phoneme Isolation, Sight Word Check (Quarterly List), Writing Sample, **Alternate** - Picture-Supported Letter ID, Yes/No Comprehension, Matching Assessment, Tracing & Dictated Writing,

<b>Content Area: ELA Reading</b>	<b>Grade Level: Kindergarten</b>
<b>Unit 1: Going Places (SAVVAS: My View Literacy)</b>	<b>Length of time: 6 weeks</b>
Unit Theme: In this unit students will talk with peers about what makes places special. They will read realistic fiction and understand its elements. They will use language to make connections between reading and writing. They will use elements of writing to write texts.	
Essential Question: What makes a place special?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Use text evidence to discuss characters in literary text</li> <li>- Ask and answer questions about plot in literary text</li> <li>- Use text evidence to identify main idea in informational text</li> <li>- Create new understandings about setting in literary text</li> <li>- Make connections between authors purpose and society in informational text</li> <li>- Generate questions for inquiry</li> <li>- Engage in productive collaboration</li> <li>- Incorporate media</li> <li>- Celebrate and reflect</li> </ul>	




**Unit Readings Standards:**

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- 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.
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Unit Writing Objectives:**

- Develop understandings about the parts of a book
- Introduce writing workshops
  - o What good writers do during writing workshop
  - o What writers do during independent writing and conferences
- Authors purpose for words
- Authors purpose for pictures
- Ask and answer questions during peer writing
- Make and respond to suggests during peer writing
- Incorporate peer feedback

**Unit Writing Standards:**

- 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.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- 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.

### Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 6 to 11 (phonics skills and high frequency/irregular words)

- 6. Nasalized a (**as**), o /*õ*/
- 7. d /d/ (**said**), c /k/
- 8. u /*ũ*/ (**to, do**), g /g/
- 9. b /b/ (**of**), e /*ě*/
- 10. VC and CVC practice (**see**), -s /s/
- 11. -s /z/, k /k/

### Unit Phonics Standards:

- L.WF.K.1 Demonstrate command of the conventions of writing.
  - A. Match upper and lowercase letters.
  - B. Write upper and lowercase letters, with reference to a model.
  - C. Write left to right and include a space between words.
  - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
  - E. Write a common grapheme (letter or letter group) for each phoneme.
  - F. Orally segment the phonemes in any single syllable, spoken word.

- L.WF.K.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.
  - D. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
  - D. Use end punctuation.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - D. Recognize and name all upper- and lowercase letters of the alphabet.
- 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.
  - E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
  - F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
  - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - C. Read high-frequency words and grade level irregular words with automaticity.
  - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
  - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
  - 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).
  - Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
  - Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
  - Writing frequently used words accurately.

- Attempting phonetic spellings of unknown words
- Writing initial and final consonant blends (must, slab, plump).


<b>Content Area: ELA Reading</b>		<b>Interdisciplinary Connections</b>	<b>Grade Level: Kindergarten</b>
<b>Unit 2: Living Together (SAVVAS: My View Literacy)</b>		<b>Length of time: 5 weeks</b>	
<b>Math</b>			
<p>Unit Theme: In this unit students will talk with others to learn about living things. They will read informational text and understand its elements. They will use language to make connections between reading and writing informational text. They will use elements in information text to make information list books.</p> <p>K.M.A.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p>			
<p>Essential Question: What objects in the neighborhood?</p> <p>Objective: Describe objects in the neighborhood 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.</p>			
<b>Unit Readings Objectives:</b>			
<ul style="list-style-type: none"> <li>- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>- Use text structure to ask and answer questions about informational text</li> <li>- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</li> <li>- Use text features to make and confirm predictions about informational text</li> </ul>			
<b>Visual and Performing Arts</b>			
<ul style="list-style-type: none"> <li>- Use text structure to find important details in persuasive text</li> <li>- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</li> <li>- Engage in productive collaboration</li> <li>- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</li> <li>- Incorporate media</li> <li>- Celebrate and reflect</li> <li>- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</li> </ul>			
<b>Unit Readings Standards:</b>			
<ul style="list-style-type: none"> <li>- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., what, when, why, how)</li> </ul>			
<p><b>Assessments: Benchmark</b> - STAR Early Lit, <b>Summative</b> - Phonological Awareness, Reading Comprehension, End-of-Quarter Writing Assessment, Print Concepts, <b>Formative</b> - Letter &amp; Sound Quick Rhyming Recognition, Phoneme Isolation, Sight Word Check (Quarterly List), Writing Sample, <b>Alternate</b> - Picture-Supported Letter ID,</p>			

- 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.
- 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).

#### **Unit Writing Objectives:**

- Develop elements of informational writing
- Develop the structure of informational writing
- Apply writers craft and conventions of language to develop informational text

#### **Unit Writing Standards:**

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 
  - C. Introduce a topic.
  - D. 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.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - D. Follow words from left to right, top to bottom, and page by page.
  - E. Recognize that spoken words are represented in written language by specific sequences of letters.
  - F. Understand that words are separated by spaces in print.

## Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 12 to 17 (phonics skills and high frequency/irregular words)

- 12. h /h/ (**he, be, me**), r /r/ Part 1
- 13. r /r/ Part 2 (**from**), l /l/ Part 1 (**look, book**)
- 14. l /l/ Part 2 al (**are**), w /w/
- 15. j /j/ (**was**), y /y/
- 16. x /ks/ (**you**), qu /kw/
- 17. v /v/ (**what, have**), z /z/

## Unit Phonics Standards:

- L.WF.K.1 Demonstrate command of the conventions of writing.
  - A. Match upper and lowercase letters.
  - B. Write upper and lowercase letters, with reference to a model.
  - C. Write left to right and include a space between words.
  - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
  - E. Write a common grapheme (letter or letter group) for each phoneme.
  - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.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.
  - D. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
  - D. Use end punctuation.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - D. Recognize and name all upper- and lowercase letters of the alphabet.
- 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.
  - E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable

- words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
  - L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
    - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
    - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
    - C. Read high-frequency words and grade level irregular words with automaticity.
    - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
    - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
  - L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
    - 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).
    - Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
    - Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
    - Writing frequently used words accurately.
    - Attempting phonetic spellings of unknown words.
    - Writing initial and final consonant blends (must, slab, plump).

### Interdisciplinary Connections

#### **Science**

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

#### **Social Studies**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**Visual and Performing Arts**

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

**Assessments: Benchmark** - STAR Early Lit **Summative** - Phonological Awareness, Reading Comprehension, End-of-Quarter Writing Assessment, Print Concepts **Formative** - Letter & Sound Quick, Rhyming Recognition, Phoneme Isolation, Sight Word Check (Quarterly List), Writing Sample, **Alternate** - Picture-Supported Letter ID, Yes/No Comprehension, Matching Assessment, Tracing & Dictated Writing,

<b>Content Area: ELA Reading</b>	<b>Grade Level: Kindergarten</b>
<b>Unit 3: Tell Me a Story (SAVVAS: My View Literacy)</b>	<b>Length of time: 5 weeks</b>
Unit Theme: In this unit, students will talk with others about why people like stories. They will read traditional stories and understand the elements. They will use language to make connections between reading and writing stories. They will use elements of fiction to write fiction stories.	
Essential Question: Why do we like stories?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Visual details about the theme in folktales</li> <li>- Compare and contrast stories</li> <li>- Make inferences about fairy tales</li> <li>- Discuss rhyme and rhythm</li> <li>- Ask and answer questions about poetry</li> <li>- Discuss authors purpose</li> <li>- Make and confirm predictions about a fiction story</li> <li>- Make connections to plot and myths</li> <li>- Generate questions for inquiry</li> <li>- Research stories and pick a favorite</li> <li>- Engage in productive collaboration</li> <li>- Incorporate media</li> <li>- Celebrate and reflect</li> </ul>	
<b>Unit Readings Standards:</b>	
<ul style="list-style-type: none"> <li>- 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).</li> <li>- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> </ul>	

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

**Unit Writing Objectives:**

- Introduce and develop elements of fiction writing
- Develop the structure of fiction writing
- Apply writers craft and convention of language to develop and write fiction

**Unit Writing Standards:**

- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
  - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
  - B. Provide limited details of experiences, events, or characters.
  - C. Provide a reaction to the experiences or events.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - G. Follow words from left to right, top to bottom, and page by page.
  - H. Recognize that spoken words are represented in written language by specific sequences of letters.
  - I. Understand that words are separated by spaces in print.

**Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)**

Week 18 to 23 (phonics skills and high frequency/irregular words)

18. Short a review, short i review

19. Short o review, short u review

20. Short e review, short vowels review all

21. FLSZ spelling rule(**your,want**), -all, -oll, -ull (**go, no, so**)

22. ck /k/ (**goes, says**), sh /sh/ (**she,we**)

23. Voiced th /th/ (**they,their**), unvoiced th /th/ (**were**)

### Unit Phonics Standards:

- L.WF.K.1 Demonstrate command of the conventions of writing.
  - A. Match upper and lowercase letters.
  - B. Write upper and lowercase letters, with reference to a model.
  - C. Write left to right and include a space between words.
  - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
  - E. Write a common grapheme (letter or letter group) for each phoneme.
  - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.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.
  - D. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
  - D. Use end punctuation.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - D. Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - A. Recognize and produce rhyming words.
  - 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 final /l/, /m/, /r/, or /x/ sounds and consonant blends).

- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
  - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - C. Read high-frequency words and grade level irregular words with automaticity.
  - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
  - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
  - 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).
  - Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
  - Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
  - Writing frequently used words accurately.
  - Attempting phonetic spellings of unknown words.
  - Writing initial and final consonant blends (must, slab, plump).

### Interdisciplinary Connections

#### **Social Studies**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to

individuals feeling accepted.

- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

**Visual and Performing Arts**

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

**Assessments: Benchmark** - STAR Early Lit **Summative** - Phonological Awareness, Reading Comprehension, End-of-Quarter Writing Assessment, Print Concepts **Formative** - Letter & Sound Quick, Rhyming Recognition, Phoneme Isolation, Sight Word Check (Quarterly List), Writing Sample, **Alternate** - Picture-Supported Letter ID, Yes/No Comprehension, Matching Assessment, Tracing & Dictated Writing,

<b>Content Area: ELA Reading</b>	<b>Grade Level: Kindergarten</b>
<b>Unit 4: Then and Now (SAVVAS: My View Literacy)</b>	<b>Length of time: 5 weeks</b>
Unit Theme: In this unit, students will talk with others to learn about the past. They will read narrative nonfiction and understand its elements. They will use language to make connections between reading and writing narrative nonfiction texts. They will use elements of narrative nonfiction to write a personal narrative.	
Essential Question: What can we learn from the past?	
<b>Unit Readings Objectives:</b>	
- Find important details about pieces of information in narrative nonfiction	

- Make inferences about the main idea in narrative nonfiction
- Visualize details about the setting in literary text
- Use text features to create new understandings about narrative nonfiction
- Ask and answer questions about the theme in literary text

**Unit Readings Standards:**

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- 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).

**Unit Writing Objectives:**

- Introduce and develop elements of personal narratives
- Develop the structure of personal narratives
- Apply writers craft and conventions of language to develop and write personal narratives

**Unit Writing Standards:**

- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
  - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
  - B. Provide limited details of experiences, events, or characters.
  - C. Provide a reaction to the experiences or events.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - J. Follow words from left to right, top to bottom, and page by page.
  - K. Recognize that spoken words are represented in written language by specific sequences of letters.
  - L. Understand that words are separated by spaces in print.

### Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 24 to 29 (phonics skills and high frequency/irregular words)

- 24. ch /ch/ (**talk, walk**), digraphs review 1
- 25. wh / w/, ph /f/ (**could, would, should**), ng /ŋ/ (**or, for**)
- 26. , n /nk/ (**there, where**), Digraphs review 2
- 27. a\_e (ā) (**who**), i\_e /ī/ (**by, my**)
- 28. o\_e /ō/, VCe review 1
- 29. e\_e /ē/, u\_e /ū//yū/ (**one, once**)

### Unit Phonics Standards:

- L.WF.K.1 Demonstrate command of the conventions of writing.
  - A. Match upper and lowercase letters.
  - B. Write upper and lowercase letters, with reference to a model.
  - C. Write left to right and include a space between words.
  - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
  - E. Write a common grapheme (letter or letter group) for each phoneme.
  - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.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.
  - D. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

- D. Use end punctuation.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - D. Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - A. Recognize and produce rhyming words.
  - 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 final /l/, /m/, /r/, or /x/ sounds and consonant blends).
  - F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
  - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - C. Read high-frequency words and grade level irregular words with automaticity.
  - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
  - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
  - 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).
  - Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
  - Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
  - Writing frequently used words accurately.
  - Attempting phonetic spellings of unknown words.
  - Writing initial and final consonant blends (must, slab, plump).

### Interdisciplinary Connections

**Math**

- K.CC.B: Count to tell the number of objects.
- [K.CC.A.1](#): Count to 100 by ones and tens; count forward from a given number.
- [K.MD.A.2](#): Directly compare two objects with a measurable attribute (e.g., length, weight).
- [K.MD.B.3](#): Classify objects into given categories; count the numbers of objects in each category.

**Science**

- K-LS1-1: Use observations to describe patterns of what plants and animals need to survive.

**Social Studies**

- 6.1.2.HistoryCC.1: Describe how people, places, and events have changed over time.
- 6.1.2.HistoryCC.3: Use simple timelines to describe events.
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

**Visual and Performing Arts**


- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

**Assessments: Benchmark** - STAR Early Lit **Summative** - Phonological Awareness, Reading Comprehension, End-of-Quarter Writing Assessment, Print Concepts **Formative** - Letter & Sound Quick, Rhyming Recognition, Phoneme Isolation, Sight Word Check (Quarterly List), Writing Sample, **Alternate** - Picture-Supported Letter ID, Yes/No Comprehension, Matching Assessment, Tracing & Dictated Writing,

**Content Area: ELA Reading**

**Grade Level: Kindergarten**

<b>Unit 5: Outside My Door (SAVVAS: My View Literacy)</b>	<b>Length of time: 6 weeks</b>
<p>Unit Theme: In this unit, students will talk with others about what we can learn from the weather. They will read informational text and understand its elements. They will use language to make connections between reading and writing informational text. They will use elements of informational text to write literary nonfiction.</p>	
<p>Essential Question: What can we learn from the weather?</p>	
<p><b>Unit Readings Objectives:</b></p>	
<ul style="list-style-type: none"> <li>- Make inferences about text-illustration connections in informational text</li> <li>- Find important details about text structure about informational text</li> <li>- Visualize details</li> <li>- Discuss elements of poetry</li> <li>- Ask and answer questions about and make connections between informational texts</li> <li>- Create new understandings about characters and drama</li> </ul>	
<p><b>Unit Readings Standards:</b></p>	
<ul style="list-style-type: none"> <li>- 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).</li> <li>- 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).</li> <li>- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>- 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).</li> <li>- 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).</li> <li>- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</li> <li>- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in</li> </ul>	

which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 

### Unit Writing Objectives:

- Introduce and develop elements of literary nonfiction
- Develop the structure of literary nonfiction
- Apply writers craft and conventions of language to develop and write literary nonfiction

### Unit Writing Standards:

- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
  - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
  - B. Provide limited details of experiences, events, or characters.
  - C. Provide a reaction to the experiences or events.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - M. Follow words from left to right, top to bottom, and page by page.
  - N. Recognize that spoken words are represented in written language by specific sequences of letters.
  - O. Understand that words are separated by spaces in print.

### Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 30 to 35 (phonics skills and high frequency/irregular words)

30. VCe review 2, -es (**two, does**)

31. -ed (**many, any**), -ing (**been, into**)

32. Closed and open syllables (**friend**), compound words (**because**)

33. Open/closed

34. Review

35. Review

**Unit Phonics Standards:**

- L.WF.K.1 Demonstrate command of the conventions of writing.
  - A. Match upper and lowercase letters.
  - B. Write upper and lowercase letters, with reference to a model.
  - C. Write left to right and include a space between words.
  - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
  - E. Write a common grapheme (letter or letter group) for each phoneme.
  - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.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.
  - D. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
  - D. Use end punctuation.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - D. Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - A. Recognize and produce rhyming words.
  - B. Count, pronounce, blend, and segment syllables in spoken words.
  - C. Blend and segment onsets and rimes of single-syllable spoken words.
  - D. Orally repeat multi-syllable words and pronounce the separate syllables
  - E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
  - F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many

- of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
  - 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).
  - Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
  - Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
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  - Attempting phonetic spellings of unknown words.
  - Writing initial and final consonant blends (must, slab, plump).

### Interdisciplinary Connections

#### **Math**

- K.CC.B: Count to tell the number of objects.
- [K.CC.A.1](#): Count to 100 by ones and tens; count forward from a given number.
- [K.MD.A.2](#): Directly compare two objects with a measurable attribute (e.g., length, weight).
- [K.MD.B.3](#): Classify objects into given categories; count the numbers of objects in each category.

#### **Science**

- K-LS1-1: Use observations to describe patterns of what plants and animals need to survive.
- K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
- K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

### **Social Studies**

- 6.1.2.HistoryCC.1: Describe how people, places, and events have changed over time.
- 6.1.2.HistoryCC.3: Use simple timelines to describe events.
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.GeoPP.2: *Explain why people make choices about where they live and how they use resources.*
- 6.1.2.HistoryCC.1: *Describe how people, places, and events have changed over time.*

### **Visual and Performing Arts**

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

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

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as

climate change, with guidance and support from adults.

**Computer Science and Design Thinking**

- 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.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

**Modifications**

<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At-Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding Word walls Sentence Stems Paragraph Frames Bilingual Dictionaries Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments

				Counseling
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