

**Lakewood Public School District Curriculum Guide**

<b>Grade: Kindergarten</b>	<b>Content Area: English Language Arts</b>
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**Original Adoption:** 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

**Created By: K-2 ELA Department**

<b>Recommended Pacing Guide</b>	
<p style="text-align: center;"><b><u>Unit 1</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Bend 1: School Community</a></li> <li>• <a href="#">Bend 2: Knowing and Growing</a></li> </ul>	43 Days
<p style="text-align: center;"><b><u>Unit 2</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Bend 1: CKLA Farms</a></li> <li>• <a href="#">Bend 2: We Are a Family</a></li> </ul>	47 Days
<p style="text-align: center;"><b><u>Unit 3</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Bend 1: Fun With Feelings (SEL)</a></li> <li>• <a href="#">Bend 2: Learning Lessons</a></li> </ul>	43 Days
<p style="text-align: center;"><b><u>Unit 4</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Bend 1: CKLA Taking Care of the Earth</a></li> <li>• <a href="#">Bend 2: Exploring Where We Live</a></li> </ul>	47 Days

<b>Alignment with State Mandates</b>
<p>The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:</p> <ul style="list-style-type: none"> <li>• <span style="background-color: #f8d7da;">Holocaust and genocides</span> (<a href="#">N.J.S.A. 18A:35-28</a>)</li> <li>• <span style="background-color: #fff3cd;">History and contributions of African-Americans</span> (Amistad Law) (<a href="#">N.J.S.A. 18A:35-4.43</a>)</li> <li>• <span style="background-color: #d1ecf1;">Highlight and promote diversity and inclusion</span> (Diversity &amp; Inclusion Law) (<a href="#">N.J.S.A. 18A:35-4.36a</a>)</li> <li>• <span style="background-color: #d1ecf1;">History of disabled and LGBT persons</span> included in middle and high school curriculum (<a href="#">Section 18A:35-4.35</a>)</li> <li>• <span style="background-color: #d4edda;">Climate Change</span> - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please <a href="#">click here</a> for specific examples (by subject).</li> </ul>

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### Unit 1

- **Bend 1:** [School Community](#)
- **Bend 2:** [Knowing and Growing](#)

Duration: 43 Days

### Suggested Accommodations

#### English Language Learners:

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

#### Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

#### 504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

#### Gifted and Talented:

- [G&T Curriculum 2025-2026](#)
- Higher level questioning
- Students design questions

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- Choice board to extend learning
- Expose to sophisticated vocabulary
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Propose interest-based extension activities.
- Use varied modes of pre-assessment and assessment
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Use leveled texts and offer an advanced reader reading list
- Provide whole group enrichment explorations
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

### **Students at Risk of Failure:**

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Walk To Read
  - Walk to Read provides structured, data-driven instruction by grouping students according to their specific literacy needs. This approach ensures targeted, explicit teaching of foundational reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—allowing all learners to progress confidently toward grade-level proficiency

### **Economically Disadvantaged:**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema

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- Build background knowledge

### Culturally Diverse:

- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

## New Jersey Student Learning Standards

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

### Reading Standards:

- **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.

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- **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.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.TS.K.4.** Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify [the] features of print (e.g., front cover, back cover, and title page of a book).
- **RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **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).

### Speaking & Listening Standards:

- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.
  - 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.

### Vocabulary & Language:

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
  - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
  - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- **L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.
  - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  - D. Distinguish shades of meaning among verbs describing the same general action

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- (e.g., walk, march, strut, prance) by acting out the meanings.
- **L.KL.K.3.** 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.

### Writing 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.
  - E. Write common graphemes (letter or letter group) for each phoneme.
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
  - A. Repeat a sentence, identifying how many words are in the sentence.
  - 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.
  - I. With support, distinguish between a complete sentence and a sentence fragment.
- **W.RW.K.7.** With prompting and support, engage in brief but regular writing and drawing tasks.

### Interdisciplinary Connections

#### Science

- **K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive.

#### Social Studies

- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

### Computer Science & Design Thinking

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

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Career Readiness, Life Literacies & Key Skills

- **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.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

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

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the

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and persevere in solving them.	problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>	
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● UFLI Progress Monitoring</li> <li>● Demonstration of Learning</li> <li>● DIBELS-8 Progress Monitoring</li> <li>● Participation/Observation</li> </ul>	<p><b>Alternative Assessments:</b></p> <p>When students require an alternative assessment, teachers will collaborate with the grade level literacy coach to develop an appropriate project, oral presentation, or oral</p>

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<ul style="list-style-type: none"> <li>● Questioning</li> <li>● Discussion Circles</li> <li>● Turn and Talks</li> <li>● Anecdotal Records</li> <li>● Reading Checklists             <ul style="list-style-type: none"> <li>○ <a href="#">Unit 1 Bend 2: Knowing &amp; Growing Checklist</a></li> </ul> </li> <li>● Visual Representations</li> <li>● Individual Whiteboards</li> <li>● Pre-Write Assessment</li> </ul>	<p>assessment which will be customized based on an individual student's needs.</p> <ul style="list-style-type: none"> <li>● Oral Reading Fluency Application</li> <li>● Fluency Assessment</li> <li>● Reader's Response Sentence Starters</li> <li>● Drawing a Picture to Show Comprehension with Verbal Explanation</li> <li>● Teacher Created/Modified Vocabulary Assessments</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Fast Track Letter/Sound Assessment</a></li> <li>● <a href="#">Unit 1 Bend 1: Pre-Handwriting Strokes</a></li> <li>● Decoding Mastery Checkpoints</li> <li>● DIBELS-8 Progress Monitoring</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● DIBELS 8</li> <li>● Lexia Core 5 Initial Placement</li> </ul>

**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>● Letters represent sounds, and those sounds help us read and spell words.</li> <li>● Phonics strategies support us in decoding and encoding words.</li> <li>● Thinking about words before saying or writing them helps us read and spell more accurately.</li> <li>● Mnemonics, such as Letterland characters, help us remember letters and their sounds.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Readers and classmates create a successful learning community when they listen, participate respectfully, and show kindness to others.</li> <li>● Books have parts that help readers understand stories and gain information, and taking care of our books allows us to enjoy them for a long time.</li> <li>● Readers use pictures, words, and key details to understand and tell stories—even when a book has little or no text.</li> </ul>	<p><b>Essential Questions:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>● How can Letterland characters help us recognize letters and their sounds?</li> <li>● How can the phonics strategies we learn help us read and spell words?</li> <li>● How can we use what we know about letters and sounds to read and spell words?</li> <li>● How can I say a word in my head before saying it out loud?</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● How do we take care of our books and classroom materials so we can enjoy them for a long time?</li> <li>● What behaviors help us listen, learn, and participate during whole-group reading and read-aloud time?</li> <li>● How do the parts of a book and the pictures help us understand the story and its key details?</li> <li>● How do good readers figure out the problem and solution and understand what is happening in a story?</li> </ul>
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<ul style="list-style-type: none"> <li>• Good readers use strategies to make sense of fictional stories, including identifying characters, problems, and solutions.</li> <li>• Talking about books with a partner or the whole class helps readers build understanding, share ideas, and learn from one another.</li> <li>• Readers grow their vocabulary and background knowledge by closely observing pictures, noticing details, and discussing what they see.</li> </ul> <p><b>Foundational Writing:</b></p> <ul style="list-style-type: none"> <li>• Lines, shapes, and fine-motor movements help develop the skills needed for proper letter formation.</li> <li>• Pictures and labels help writers communicate, explain, and teach their ideas.</li> <li>• A complete sentence has essential parts that work together to express a full thought.</li> <li>• The words in a sentence show who the sentence is about and what is happening.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we use pictures, clues, and discussion to build our vocabulary and background knowledge?</li> <li>• How do we talk about books with partners and as a whole class in a respectful, meaningful way?</li> <li>• How can we show kindness, include others, and treat our classmates in a caring way at school?</li> </ul> <p><b>Foundational Writing:</b></p> <ul style="list-style-type: none"> <li>• How do lines, shapes, and fine-motor movements support the development of letter formation?</li> <li>• How do pictures and labels help writers communicate and teach ideas?</li> <li>• What are the essential components of a complete sentence?</li> <li>• How do the words in a sentence show who it is about and what is happening?</li> </ul>
<p><b>Content</b> <i>Students will know...</i></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will understand that Letterland mnemonics represent specific letters and sounds.</li> <li>• Students will understand how phonics strategies can be used to read and spell words.</li> <li>• Students will understand how letters and sounds work together to form words.</li> <li>• Students will understand the importance of mentally rehearsing words before saying them aloud.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Students will know the classroom behaviors that help everyone learn during whole-group reading lessons, activities, and read-alouds.</li> </ul>	<p><b>Skills</b> <i>Students will be able to ...</i></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify letters and letter sounds using Letterland mnemonics</li> <li>• Students will be able to apply phonics strategies to read and spell words</li> <li>• Students will be able to blend and segment sounds to read and spell words accurately</li> <li>• Students will be able to practice saying words silently before saying them out loud</li> <li>• Students working on grade level will be able to use knowledge of letters and sounds to accurately decode and encode simple CVC words.</li> <li>• Students working below grade level will focus on:             <ul style="list-style-type: none"> <li>○ Phonemic awareness</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>● Students will know how to sit and listen attentively during a read-aloud to understand the story being shared.</li> <li>● Students will know how to take care of books properly so they can be enjoyed for a long time.</li> <li>● Students will know the parts of a book—such as the cover, title page, and pages—and how each part helps readers gain information.</li> <li>● Students will know that fictional stories include characters, problems, and solutions, and that readers use clues in the text and pictures to understand the storyline.</li> <li>● Students will know that pictures and illustrations provide important details that help readers understand or tell a story, even when a book has no words.</li> <li>● Students will know that talking about books with partners or the whole class helps them notice details, share ideas, and learn new vocabulary.</li> <li>● Students will know that being kind, inclusive, and respectful toward classmates helps create a positive and supportive classroom community.</li> </ul> <p><b>Foundational Writing:</b></p> <ul style="list-style-type: none"> <li>● Students will know that lines, shapes, and fine-motor movements help them form letters correctly.</li> <li>● Students will know that pictures and labels can help them communicate and share their ideas.</li> <li>● Students will know the essential parts of a complete sentence.</li> <li>● Students will know that the words in a sentence show who it is about and what is happening.</li> </ul>	<ul style="list-style-type: none"> <li>○ Practicing accurate phoneme pronunciation by using sound wall tools and visuals.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to care for books and classroom materials so they remain in good condition over time.</li> <li>● Students will be able to demonstrate appropriate behaviors for listening, learning, and participating during whole-group reading and read-alouds.</li> <li>● Students will be able to identify the parts of a book and use pictures to understand the story and key details.</li> <li>● Students will be able to identify the problem and solution and explain what is happening in a story.</li> <li>● Students will be able to use pictures, context clues, and discussion to build vocabulary and background knowledge.</li> <li>● Students will be able to discuss books with partners and as a whole class in a respectful and meaningful way.</li> <li>● Students will be able to show kindness, include others, and interact with classmates in a caring and respectful manner.</li> </ul> <p><b>Foundational Writing:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to use lines, shapes, and fine-motor movements to support correct letter formation.</li> <li>● Students will be able to use pictures and labels to communicate ideas in their writing.</li> <li>● Students will be able to identify and write complete sentences.</li> <li>● Students will be able to explain how words in a sentence show who the sentence is about and what is happening.</li> </ul>
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Core Instructional & Supplemental Materials	
Suggested Activities/Resources:	Interactive Read Aloud Texts:

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- Students practice using letters, sounds, and rhyming patterns by reading and writing words during whole-group lessons, centers, and small-group activities.
- Students learn and practice different decoding strategies by trying them out when they come to a word they don't know during reading time.
- Students participate in daily reading and writing routines that help them grow stronger as readers and writers over time.
- Students will listen to stories during teacher read-alouds and share their thinking with a partner. They will make simple predictions, retell important parts of the story, and make connections to their own lives, other stories, or things they already know.
- Students participate in community-building activities such as partner sharing and classroom discussions to practice listening, taking turns, and showing kindness and respect.
- Students explore the parts of a book (cover, title, author, pages) through interactive read-alouds while also practicing how to care for books properly.
- Students use pictures, words, and details to understand and retell stories through picture discussions, retelling, and simple story sequencing activities.
- Students identify characters, problems, and solutions in fictional stories using guided read-aloud discussions, anchor charts, and story maps.
- Students engage in partner talk and whole-group discussions about books to share ideas, build comprehension,

- [Miss. Bindergarten Gets Ready for Kindergarten](#) by Joseph Slate
- [Llama Llama Loves to Read](#) by Anna Dewdney
- [We Are in a Book](#) by Mo Willems
- [Chicka Chicka Boom Boom](#) by Bill Martin Jr. and John Archambault
- [I'm NOT Just a Scribble](#) by Diane Alber (individuality/self-worth)
- [My School Community by Bobbie Kalman via Epic!](#)
- [Getting Along by Terri Fields via Epic!](#)
- [Back to School](#) by Jenna Lee Gleisner via Epic!
- [Why Do We Need Rules and Laws by Jessica Pegis via Epic!](#)
- [Following Rules in Our School Poem](#)
- [The Kissing Hand](#) by Audrey Penn (available on Epic!)
- A Bad Case of the Stripes by David Shannon
  - Available on [Storyline Online](#)
- [David Goes to School by David Shannon](#)
- [Rainbow Fish](#) by Ernest Borgnine (sharing/kindness/friendship)
- [The Earth Book](#) (suggested Read Aloud)

The K-2 ELA department, in partnership with the school district, has placed strong emphasis on providing a wide variety of decodable texts to support student reading development. These resources have been compiled in the following document with direct links and are also listed below for easy access. The majority of these materials are available as hard copies in classrooms, with plenty of extras stored within the building.

- UFLI
- ReadBright
- Power Readers
- Whole Phonics
- Reading Universe
- Lexia Core 5 Decodable Readers
- Just Right Readers

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<p>and learn from others' thinking.</p> <ul style="list-style-type: none"> <li>● Students build vocabulary and background knowledge by observing illustrations closely, discussing details, and participating in interactive picture talks and themed read-alouds.</li> <li>● Students develop fine-motor skills for writing through hands-on activities using lines, shapes, tracing, play dough, cutting, and pre-writing centers.</li> <li>● Students use pictures and labels to communicate their ideas through drawing, labeling objects, and verbally creating simple informational and narrative sentences.</li> <li>● Students learn about complete sentences through shared writing, modeled writing, and oral sentence practice.</li> <li>● Students practice identifying who a sentence is about and what is happening through guided sentence construction.</li> </ul>	<ul style="list-style-type: none"> <li>● TRL Nonfiction Series</li> <li>● TRL Pip and Tim Series</li> </ul>
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<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>● <b>Bend 1:</b> <a href="#">CKLA Farms</a></li> <li>● <b>Bend 2:</b> <a href="#">We Are Family</a></li> </ul>	<p><b>Duration:</b> 47 Days</p>
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<b>Suggested Accommodations</b>	
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Provide extra time</li> <li>● Pre-Teach vocabulary using visuals and gestures</li> <li>● Chunk texts</li> <li>● Summarize as you go</li> <li>● Preview lessons</li> <li>● Graphic organizers</li> <li>● Highlight key words</li> <li>● Sentence starters</li> <li>● Prompting and cueing</li> </ul>	

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- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### **Special Education/Students with Disabilities:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

### **504 Plans:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

### **Gifted and Talented:**

- [G&T Curriculum 2025-2026](#)
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Propose interest-based extension activities.
- Use varied modes of pre-assessment and assessment
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Use leveled texts and offer an advanced reader reading list
- Provide whole group enrichment explorations
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

### **Students at Risk of Failure:**

- Provide peer tutoring
- Use a strong student as a “buddy”

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- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Walk To Read
  - Walk to Read provides structured, data-driven instruction by grouping students according to their specific literacy needs. This approach ensures targeted, explicit teaching of foundational reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—allowing all learners to progress confidently toward grade-level proficiency

### **Economically Disadvantaged:**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

### **Culturally Diverse:**

- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

## [New Jersey Student Learning Standards](#)

### **Foundational Skills Standards:**

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

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- B. Write upper and lowercase letters, with reference to a model.
  - E. Write common grapheme (letter or letter group) for each phoneme.
  - F. Orally segment all the phonemes in any single syllable, spoken word.
- 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.
  - 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).

### Reading Standards:

- **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.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.TS.K.4.** Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify [the] features of print (e.g., front cover, back cover, and title page of a book).
- **RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **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).
- **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.
- **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).

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### Speaking & Listening Standards:

- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.
  - 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.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

### Vocabulary & Language:

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
  - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
  - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- **L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.
  - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- **L.KL.K.3.** 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.

### Writing Standards:

- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose

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informative/explanatory texts to convey ideas.

- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
  - D. Use end punctuation.
  - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
  - K. Elaborate a simple subject or simple predicate in response to questions who, what, where, when, how, or why.
  - L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

### Interdisciplinary Connections

#### Science

- **K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive.

#### 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.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.

### Computer Science & 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.

### Career Readiness, Life Literacies & Key Skills

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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<b>Career Readiness, Life Literacies, and Key Skills Practices</b>	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into

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	human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● UFLI Progress Monitoring</li> <li>● Demonstration of Learning</li> <li>● DIBELS-8 Progress Monitoring</li> <li>● Participation/Observation</li> <li>● Questioning</li> <li>● Discussion Circles</li> <li>● Turn and Talks</li> <li>● Anecdotal Records</li> <li>● Reading Checklists             <ul style="list-style-type: none"> <li>○ <a href="#">Unit 2 Bend 2: We Are Family Checklist</a></li> </ul> </li> <li>● Visual Representations</li> <li>● Individual Whiteboards</li> <li>● Writing DOL Mastery Criteria</li> </ul>	<p><b>Alternative Assessments:</b></p> <p>When students require an alternative assessment, teachers will collaborate with the grade level literacy coach to develop an appropriate project, oral presentation, or oral assessment which will be customized based on an individual student's needs.</p> <ul style="list-style-type: none"> <li>● Oral Reading Fluency Application</li> <li>● Fluency Assessment</li> <li>● Reader's Response Sentence Starters</li> <li>● Drawing a Picture to Show Comprehension with Verbal Explanation</li> <li>● Teacher Created/Modified Vocabulary Assessments</li> </ul>
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<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 2 Bend 1 Farms Assessment</a></li> <li>• Decoding Mastery Checkpoints</li> <li>• DIBELS-8 Progress Monitoring</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• DIBELS 8</li> <li>• Lexia Core 5</li> </ul>
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**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Students understand that letters and sounds are the building blocks of reading and writing.</li> <li>• Students understand that reading and writing help us understand stories, ideas, and the world around us.</li> <li>• Students understand that there are strategies we can use to figure out words we don't know.</li> <li>• Students understand that practice helps us become stronger and more confident readers and writers.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Students understand that farm animals have unique characteristics and needs, and caring for them involves providing food, shelter, and attention.</li> <li>• Students understand that informational texts and stories have main ideas, key details, and elements such as who, where, and what that help readers understand the content.</li> <li>• Students understand that farms have buildings and machines that help farmers work and support the growth and care of crops and animals.</li> <li>• Students understand that crops go through a process from the farm to our tables, and environmental factors like droughts can affect food and people's lives.</li> <li>• Students understand that the four seasons have different characteristics, and changes in</li> </ul>	<p><b>Essential Questions:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• How can I use letters and sounds to read words?</li> <li>• How can I use letters and sounds to write words?</li> <li>• How do reading and writing help me understand stories and ideas?</li> <li>• What strategies can I use to figure out a word I don't know?</li> <li>• How does practice help me grow as a reader and writer?</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• What are the main farm animals (cows, chickens, pigs, and sheep), how are they cared for, and what details describe each one?</li> <li>• How can we identify the main idea, key details, and the who, where, and what in stories and informational texts about farms?</li> <li>• What buildings and machines are found on farms, and how do they help farmers work?</li> <li>• What happens to crops after they leave the farm, and how does a drought affect crops and people's lives?</li> <li>• What are the four seasons, how are they different, and how does climate change affect them?</li> <li>• What emotions do we experience, how can we express and manage our feelings, and how can we understand the feelings of others?</li> <li>• How can we celebrate our differences and show kindness to be part of a caring, respectful classroom community?</li> </ul>
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<p>climate can impact the seasons and the environment.</p> <ul style="list-style-type: none"> <li>• Students understand that everyone experiences a range of emotions, and expressing and managing feelings helps them understand themselves and others.</li> <li>• Students understand that celebrating differences and showing kindness helps create a caring, respectful classroom community.</li> </ul> <p><b>Foundational Writing:</b></p> <ul style="list-style-type: none"> <li>• Students understand how to use pictures, labels, and words together to teach or share information clearly.</li> <li>• Students understand that writers show what they know about a topic through drawing, labeling, and writing.</li> <li>• Students understand how to share a true story about something that happened to them using clear and relevant details.</li> <li>• Students understand the importance of including feelings and putting events in the correct order to make their story meaningful.</li> <li>• Students understand how to use pictures and words to help others understand their experiences.</li> </ul>	<p><b>Foundational Writing:</b></p> <ul style="list-style-type: none"> <li>• How can I use pictures, labels, and words together to teach or share information clearly?</li> <li>• How do writers show what they know about a topic through drawing, labeling, and writing?</li> <li>• How can I share a true story about something that happened to me using clear details?</li> <li>• Why is it important to include how I felt and the sequence of events in my story?</li> <li>• How can I use pictures and words to help others understand my experiences?</li> </ul>
<p><b>Content</b> <i>Students will know...</i></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will know that letters represent sounds, which can be used to read words.</li> <li>• Students will know that letters and sounds can be used to write words.</li> <li>• Students will know that reading and writing help them understand stories and ideas.</li> <li>• Students will know strategies for figuring out words they don't know, such as using letters, sounds, and context.</li> </ul>	<p><b>Skills</b> <i>Students will be able to ...</i></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use letters and sounds to read words accurately.</li> <li>• Students will be able to use letters and sounds to write words correctly.</li> <li>• Students will be able to use reading and writing to understand and explain stories and ideas.</li> <li>• Students will be able to apply strategies to figure out unfamiliar words.</li> </ul>

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- Students will know that consistent practice helps them improve as readers and writers.

### Reading:

- Students will know that farm animals have unique characteristics and needs and require care.
- Students will know that farms have buildings and machines that help farmers work.
- Students will know the process crops go through from the farm to our tables and that environmental factors, like droughts, can affect food and people's lives.
- Students will know that stories and informational texts have main ideas, key details, and elements such as who, where, and what.
- Students will know the four seasons and their differences.
- Students will know that changes in climate can affect the seasons.
- Students will know that everyone experiences emotions and expressing and managing feelings helps us understand ourselves and others.
- Students will know that celebrating differences and showing kindness helps build a caring, respectful classroom community.

### Foundation Writing:

- Students will know how pictures, labels, and words can work together to clearly share information.
- Students will know that writers use drawing, labeling, and writing to show what they know about a topic.
- Students will know how to include clear and relevant details when sharing a true story about something that happened to them.
- Students will know that including feelings and putting events in the correct order helps make a story meaningful.

- Students will be able to practice reading and writing regularly to grow as readers and writers.
- Students working on grade level will be able to use knowledge of letters and sounds to accurately decode and encode CVC, CCVC, and CVCC words
- Students working below grade level will focus on:
  - Phonemic awareness
  - Practicing accurate phoneme pronunciation by using sound wall tools and visuals.
  - Phoneme-grapheme correspondance
  - Decoding and encoding basic CVC words.

### Reading:

- Students will be able to identify farm animals and describe their characteristics and needs.
- Students will be able to recognize and explain the purpose of farm buildings and machines.
- Students will be able to describe the journey of crops from the farm to people and explain how droughts affect crops and communities.
- Students will be able to identify the main idea and key details in stories and informational texts.
- Students will be able to identify the who, where, and what in a story.
- Students will be able to describe the four seasons and explain how they differ.
- Students will be able to discuss ways climate changes can impact the seasons and the environment.
- Students will be able to identify and express emotions appropriately and recognize the feelings of others.
- Students will be able to demonstrate kindness and participate in building a respectful classroom community.

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- Students will know how pictures and words can help others understand their experiences.

**Foundational Writing:**

- Students will be able to use pictures, labels, and words together to communicate information clearly.
- Students will be able to demonstrate what they know about a topic through drawing, labeling, and writing.
- Students will be able to share a true story about something that happened to them using clear and relevant details.
- Students will be able to include feelings and organize events in the correct order to make their story meaningful.
- Students will be able to use pictures and words to help others understand their experiences.

**Core Instructional & Supplemental Materials**

**Suggested Activities/Resources:**

- Students explore different farm animals by drawing, sorting, and discussing how each animal looks, what it needs to eat, and how farmers care for it with food, shelter, and attention.
- Students listen to stories and informational books and talk about the main idea, key details, and answer questions about who, where, and what to help them understand the text.
- Students identify and talk about farm buildings and machines through pictures, play, and discussions, learning how they help farmers grow crops and care for animals.
- Students learn how crops grow and travel from farms to our tables using pictures, sequencing activities, and discussions about how weather and droughts can affect food and people.

**Interactive Read Aloud Texts:**

**Farms:**

- [Old MacDonald Has a Farm](#)
- [With a Moo, Moo Here](#)
- [And a Cluck, Cluck There](#)
- [Here an Oink, There an Oink](#)
- [Everywhere a Baa, Baa](#)
- [All Kinds of Crops](#)
- [The Little Red Hen](#)
- [The Seasons of Farming](#)
- [From Farm to Market](#)

**We are a Family:**

- [Knuffle Bunny](#) by Mo Willems
- [A Balloon for Isabel](#) by Deborah Underwood (patience/kindness)
- [The Recess Queen](#) by Alexis O’Neill (empathy/the power of inclusion)
- [Chalk](#) by Bill Thomson
- [Stand Tall Molly Lou](#) by Patty Lovell (embracing individuality)
- [Wemberly Worried](#) by Kevin Henkes
- [Rainbow Fish](#) by Marcus Pfister (kindness/sharing)
- [Jack and the Beanstalk](#)

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<ul style="list-style-type: none"> <li>● Students observe and discuss the four seasons by sorting pictures and talking about how weather changes affect the environment.</li> <li>● Students identify, name, and talk about different emotions through stories, role-play, and classroom discussions to better understand themselves and others.</li> <li>● Students practice kindness and inclusion through partner work, class discussions, and daily routines that celebrate differences and help create a respectful classroom community.</li> <li>● Students draw pictures, add labels, and write words to teach others about a topic or share information clearly.</li> <li>● Students show what they know about a topic by drawing, labeling, and writing about it.</li> <li>● Students share a true story about something that happened to them by drawing and writing important details.</li> <li>● Students include feelings and put events in the correct order when telling or writing a story to make it meaningful.</li> <li>● Students use pictures and words together to help others understand their experiences.</li> </ul>	
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<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>● <b>Bend 1:</b> <a href="#">Fun With Feelings</a></li> <li>● <b>Bend 2:</b> <a href="#">Learning Lessons</a></li> </ul>	<p><b>Duration:</b> 43 Days</p>
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**Suggested Accommodations**

<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Provide extra time</li> <li>● Pre-Teach vocabulary using visuals and gestures</li> <li>● Chunk texts</li> </ul>
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## Lakewood Public School District Curriculum Guide

Grade: Kindergarten

Content Area: English Language Arts

- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### **Special Education/Students with Disabilities:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

### **504 Plans:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

### **Gifted and Talented:**

- [G&T Curriculum 2025-2026](#)
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Propose interest-based extension activities.
- Use varied modes of pre-assessment and assessment
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy
- Use leveled texts and offer an advanced reader reading list

## Lakewood Public School District Curriculum Guide

Grade: Kindergarten

Content Area: English Language Arts

- Provide whole group enrichment explorations
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

### **Students at Risk of Failure:**

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Walk To Read
  - Walk to Read provides structured, data-driven instruction by grouping students according to their specific literacy needs. This approach ensures targeted, explicit teaching of foundational reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—allowing all learners to progress confidently toward grade-level proficiency.

### **Economically Disadvantaged:**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

### **Culturally Diverse:**

- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

[New Jersey Student Learning Standards](#)

**Foundational Skills Standards:**

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
  - 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.
  - F. Orally segment all the phonemes in any single syllable, spoken word.
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
  - 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.
- **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.
  - 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/, /n/, /r/, or /x/ sounds and consonant blends)**. 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.
  - 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.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 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).
- **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

## Lakewood Public School District Curriculum Guide

Grade: Kindergarten

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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).

### Speaking and Listening Standards:

- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.
  - 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.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.

### Vocabulary & Language:

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
  - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
  - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- **L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.
  - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- **L.KL.K.3.** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
  - A. Use frequently occurring nouns and verbs.

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

### Writing Standards:

- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
  - B. Write simple sentences.
  - F. Write sentences with increasing complexity.
  - I. With support, distinguish between a complete sentence and a sentence fragment.
  - L. Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **W.RW.K.7.** With prompting and support, engage in brief but regular writing and drawing tasks.

### Interdisciplinary Connections

#### Science

- **K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive.

#### 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.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.
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

### Computer Science & 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.
- 8.2.2.ED.1: Communicate the function of a product or device.

### Career Readiness, Life Literacies & Key Skills

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- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information. •
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.

<b>Career Readiness, Life Literacies, and Key Skills Practices</b>
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Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

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sense of problems and persevere in solving them.	They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>	
<b>Formative Tasks:</b> <ul style="list-style-type: none"> <li>● UFLI Progress Monitoring</li> <li>● Demonstration of Learning</li> </ul>	<b>Alternative Assessments:</b> When students require an alternative assessment, teachers will collaborate with the

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<ul style="list-style-type: none"> <li>● DIBELS-8 Progress Monitoring</li> <li>● Participation/Observation</li> <li>● Questioning</li> <li>● Discussion Circles</li> <li>● Turn and Talks</li> <li>● Anecdotal Records</li> <li>● Reading Checklists             <ul style="list-style-type: none"> <li>○ <a href="#">Unit 3 Bend 1: Fun With Feelings Checklist</a></li> <li>○ <a href="#">Unit 3 Bend 2: Learning Lessons Checklist</a></li> </ul> </li> <li>● Visual Representations</li> <li>● Individual Whiteboards</li> <li>● Writing DOL Mastery Criteria</li> </ul>	<p>grade level literacy coach to develop an appropriate project, oral presentation, or oral assessment which will be customized based on an individual student's needs.</p> <ul style="list-style-type: none"> <li>● Oral Reading Fluency Application</li> <li>● Fluency Assessment</li> <li>● Reader's Response Sentence Starters</li> <li>● Drawing a Picture to Show Comprehension with Verbal Explanation</li> <li>● Teacher Created/Modified Vocabulary Assessments</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Decoding Mastery Checkpoints</li> <li>● DIBELS-8 Progress Monitoring</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● DIBELS 8</li> <li>● Lexia Core 5</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b> <b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>● Letters, sounds, and patterns work together to help us read and write words.</li> <li>● Readers use different strategies to figure out words when they get stuck.</li> <li>● Reading and writing help us understand stories, ideas, and information.</li> <li>● Practicing reading, especially with decodable texts, helps build accuracy and confidence.</li> <li>● Regular practice helps readers and writers grow stronger over time.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Authors and illustrators make purposeful choices in their writing and drawings that readers can study and learn from.</li> <li>● Mo Willems uses his roles as an author and illustrator to share ideas, feelings, and messages through his stories.</li> <li>● Readers use strategies to understand, retell, and talk about stories they hear.</li> </ul>	<p><b>Essential Questions:</b> <b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>● How can I use letters, sounds, and patterns to read and write words?</li> <li>● What strategies can I use to figure out words when I get stuck?</li> <li>● How do reading and writing help me understand stories and ideas?</li> <li>● Why is it important to practice reading, especially in books and decodable texts?</li> <li>● How does regular practice help me become a stronger reader and writer?</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● How can we learn from Mo Willems as an author and illustrator and use his style in our own writing and drawings?</li> <li>● What jobs does Mo Willems do, and how do his feelings about his work show in his stories and illustrations?</li> <li>● How can we use strategies we've learned to understand, retell, and talk about stories we hear?</li> <li>● How can we share our thinking about a story and use examples from the text or pictures to explain our ideas?</li> </ul>
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<ul style="list-style-type: none"> <li>• Readers support their thinking by using evidence from the text and illustrations.</li> <li>• Stories help us learn about emotions, courage, kindness, and how to care for others.</li> </ul> <p><b>Foundational Writing:</b></p> <ul style="list-style-type: none"> <li>• Sentences are complete thoughts, while fragments are incomplete.</li> <li>• Writers use complete sentences to clearly share ideas.</li> <li>• Stories can be retold using pictures and words.</li> <li>• Opinions can be shared using feeling words and reasons.</li> <li>• Explaining our thinking helps others understand our ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• How can stories help us learn about courage, kindness, and ways to help others feel better?</li> </ul> <p><b>Foundational Writing:</b></p> <ul style="list-style-type: none"> <li>• What is the difference between a sentence and a fragment?</li> <li>• How can I write a complete sentence?</li> <li>• How can I retell a story using pictures and words?</li> <li>• How can I share my opinion about something I like or don't like using feeling words?</li> <li>• Why is it important to give a reason and explain my opinion so others can understand?</li> </ul>
<p><b>Content:</b> <i>Students will know...</i></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will know that letters represent sounds that can be blended to read and written to spell words.</li> <li>• Students will know that rhyming patterns and word families can help improve reading accuracy.</li> <li>• Students will know strategies to help decode unfamiliar words.</li> <li>• Students will know that decodable texts are important tools for practicing phonics skills.</li> <li>• Students will know that consistent reading and writing practice supports growth as a reader and writer.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Students will know that Mo Willems is both an author and an illustrator.</li> <li>• Students will know that authors and illustrators have a style that can be noticed and studied.</li> <li>• Students will know strategies for understanding and retelling stories read aloud.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to ...</i></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use letters, sounds, and patterns to read and write words.</li> <li>• Students will be able to apply decoding strategies when they encounter unfamiliar words.</li> <li>• Students will be able to recognize and use rhyming patterns to support reading accuracy.</li> <li>• Students will be able to practice reading in books, including decodable texts, to build fluency and confidence.</li> <li>• Students will be able to engage in regular reading and writing practice to improve their skills over time.</li> <li>• Students working on grade level will be able to use knowledge of letters and sounds to accurately decode and encode CVC, CCVC, and CVCC words that include blends and digraphs</li> <li>• Students working below grade level will focus on:             <ul style="list-style-type: none"> <li>○ Phonemic awareness</li> </ul> </li> </ul>

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<ul style="list-style-type: none"><li>• Students will know that ideas about a story can be supported with evidence from the text or pictures.</li><li>• Students will know that stories can teach lessons about feelings, courage, kindness, and helping others.</li></ul> <p><b>Foundational Writing:</b></p> <ul style="list-style-type: none"><li>• Students will know the difference between a sentence and a fragment.</li><li>• Students will know what makes a sentence complete.</li><li>• Students will know that stories have events that can be retold in order.</li><li>• Students will know that opinions include what they like or don't like and how they feel about it.</li><li>• Students will know that giving a reason helps explain an opinion clearly.</li></ul>	<ul style="list-style-type: none"><li>○ Practicing accurate phoneme pronunciation by using sound wall tools and visuals.</li><li>○ Phoneme-grapheme correspondance</li><li>○ Decoding and encoding basic CVC words.</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Students will be able to identify characteristics of Mo Willems's writing and illustration style.</li><li>• Students will be able to imitate elements of Mo Willems's style in their own drawings and writing.</li><li>• Students will be able to use learned strategies to retell the events of a story in order.</li><li>• Students will be able to share their thoughts about a story and support it using text or picture evidence.</li><li>• Students will be able to talk about characters' feelings and connect story themes to real-life experiences such as courage and kindness.</li></ul> <p><b>Foundational Writing:</b></p> <ul style="list-style-type: none"><li>• Students will be able to identify sentences and fragments.</li><li>• Students will be able to write a complete sentence.</li><li>• Students will be able to retell a story using pictures and words.</li><li>• Students will be able to share an opinion using feeling words.</li><li>• Students will be able to give a reason to support their opinion and help others understand their thinking.</li></ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"><li>• Students practice reading and writing words by using letters, sounds, and rhyming patterns during whole-group lessons, centers, and small groups.</li></ul>	<p><b>Interactive Read Aloud Texts:</b></p> <p><b>Fun With Feelings:</b></p> <ul style="list-style-type: none"><li>• Spaghetti in a Hot Dog Bun by Maria Dismondy (self-acceptance)</li><li>• I Like Myself by Karen Beaumont (self-worth/individuality)</li></ul>
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- Students use decoding strategies (such as sounding out, stretching words, and looking for patterns) when they get stuck on a word while reading.
- Students read decodable books and practice their phonics skills to build accuracy, confidence, and fluency.
- Students listen to Mo Willems books and talk about his job as an author and illustrator, noticing his writing and drawing style.
- Students draw and write their own stories or pictures by trying out ideas and styles inspired by Mo Willems.
- Students practice understanding stories by retelling events from a read-aloud in the correct order using pictures, words, or acting them out.
- Students share their thoughts about a story and point to pictures or parts of the text to explain their ideas.
- Students talk about characters' feelings and connect story ideas to their own experiences, such as showing courage or being kind to others.
- Students practice writing complete sentences by drawing a picture and writing who or what the sentence is about and what is happening.
- Students retell a story they have heard by drawing pictures and using words to describe the beginning, middle, and end.
- Students share their opinions about things they like or don't like using feeling words during class discussions and writing time.
- Students explain their opinions by giving a reason and using pictures

- Friends by Aiko Ikegami (importance of making others feel welcome)
- How Are You Peeling? by Saxton Freymon & Joost Elffers
- Sometimes I'm Bombaloo by Rachel Vail
- The Girl Who Never Made Mistakes by Mark Pett & Gary Rubenstein
- My Mouth is a Volcano by Julia Cook

### Learning Lessons:

- Knuffle Bunny Free by Mo Willems
- That is Not a Good Idea by Mo Willems
- Nanette's Baguette by Mo Willems
- My New Friend Is So Fun by Mo Willems (friendship/celebrating differences)
- Leonardo the Terrible Monster by Mo Willems
- Edwina the Dinosaur Who Didn't Know She was Extinct by Mo Willems
- Should I Share My Ice Cream? By Mo Willems (sharing)
- Hooray For Amanda & Her Alligator by Mo Willems
- The Duckling Gets a Cookie by Mo Willems
- Waiting is Not Easy by Mo Willems
- We Are in a Book by Mo Willems
- Peter's Chair by Ezra Jack Keats
- We Are Growing by Laurie Keller & Mo Willems (suggested Read Aloud)
- Book Source Trade Books

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and words to help others understand their thinking.

**Unit 4**

- **Bend 1:** CKLA Taking Care of the Earth
- **Bend 2:** Community Helpers

**Duration:** 47 Days

**Suggested Accommodations**

**English Language Learners:**

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
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**Special Education/Students with Disabilities:**

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**504 Plans:**

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Grade: Kindergarten

Content Area: English Language Arts

### Gifted and Talented:

- [G&T Curriculum 2025-2026](#)
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Propose interest-based extension activities.
- Use varied modes of pre-assessment and assessment
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Use leveled texts and offer an advanced reader reading list
- Provide whole group enrichment explorations
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

### Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Walk To Read
  - Walk to Read provides structured, data-driven instruction by grouping students according to their specific literacy needs. This approach ensures targeted, explicit teaching of foundational reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—allowing all learners to progress confidently toward grade-level proficiency.

### Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

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- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

### Culturally Diverse:

- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

## New Jersey Student Learning Standards

### Foundational Skills Standards:

- **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 //, /m/, /n/, /r/, or /x/ sounds and consonant blends). 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.
  - 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.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 Standards:

- **RI.CR.K.1** With prompting and support, ask and answer questions about key details in

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- 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, describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - **RI.TS.K.4.** Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
  - **RI.PP.K.5** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
  - **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.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).

### Speaking and Listening Standards:

- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - 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.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

### Vocabulary & Language Standards:

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
  - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- **L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.
  - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  - D. Distinguish shades of meaning among verbs describing the same general

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- action (e.g., walk, march, strut, prance) by acting out the meanings.
- **L.KL.K.3.** 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.

### 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.WP.K.4.** With prompts and support, 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.

### Interdisciplinary Connections

#### Science

- **K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive.

#### Social Studies

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 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.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 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).

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Computer Science & 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.

Career Readiness, Life Literacies & Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

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

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on

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	the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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communicate effectively.	
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**Evidence of Student Learning**

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● UFLI Progress Monitoring</li> <li>● Demonstration of Learning</li> <li>● DIBELS-8 Progress Monitoring</li> <li>● Participation/Observation</li> <li>● Questioning</li> <li>● Discussion Circles</li> <li>● Turn and Talks</li> <li>● Anecdotal Records</li> <li>● Reading Checklists                             <ul style="list-style-type: none"> <li>○ <a href="#">Unit 4 Bend 2: Exploring Where We Live Checklist</a></li> </ul> </li> <li>● Visual Representations</li> <li>● Individual Whiteboards</li> <li>● Writing DOL Mastery Criteria</li> </ul>	<p><b>Alternative Assessments:</b></p> <p>When students require an alternative assessment, teachers will collaborate with the grade level literacy coach to develop an appropriate project, oral presentation, or oral assessment which will be customized based on an individual student's needs.</p> <ul style="list-style-type: none"> <li>● Oral Reading Fluency Application</li> <li>● Fluency Assessment</li> <li>● Reader's Response Sentence Starters</li> <li>● Drawing a Picture to Show Comprehension with Verbal Explanation</li> <li>● Teacher Created/Modified Vocabulary Assessments</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 4 Bend 1 Taking Care of the Earth Assessment</a></li> <li>● Decoding Mastery Checkpoints</li> <li>● DIBELS-8 Progress Monitoring</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● DIBELS 8</li> <li>● Lexia Core 5</li> </ul>

**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>● Letters, sounds, and rhyming patterns work together to help us read and write words accurately.</li> <li>● Readers use strategies to figure out words they don't know.</li> <li>● Reading and writing help us understand stories, ideas, and information.</li> </ul>	<p><b>Essential Questions:</b></p> <p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>● How can I use letters, sounds, and rhyming patterns to read and write words accurately?</li> <li>● What strategies can I use to figure out words when I get stuck, and how do these strategies help me read better?</li> <li>● How do reading and writing help me understand stories and ideas?</li> </ul>
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<ul style="list-style-type: none"> <li>• Practicing reading, including using decodable texts, builds fluency, accuracy, and confidence.</li> <li>• Regular practice helps us grow stronger as readers and writers.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Keeping Earth clean and healthy is important for people, animals, and the future.</li> <li>• Pollution affects our daily lives, and recycling and composting help reduce its impact.</li> <li>• People in a community work together to help each other, and community helpers have important jobs that support everyone.</li> <li>• People and characters can be the same or different, and self-confidence helps us work and interact positively with others.</li> <li>• Communities have places that help people live, learn, and work together.</li> <li>• Nonfiction books have parts and features, and authors and illustrators play specific roles that help readers understand information. Comparing nonfiction texts helps us learn more.</li> </ul> <p><b>Foundational Writing:</b></p> <ul style="list-style-type: none"> <li>• Writers share information clearly about different topics to help others learn.</li> <li>• Asking questions helps writers gather more information and improve their writing.</li> <li>• Revising sentences makes writing stronger and easier to understand.</li> <li>• Stories are clearer and more interesting when they include true events, feelings, and the correct order of events.</li> <li>• Pictures and words together help others understand experiences and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to practice reading in books, including decodable texts, to become a stronger reader?</li> <li>• How does regular practice help me improve as a reader and writer?</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to keep Earth clean and healthy, and how do pollution, recycling, and composting affect our lives now and in the future?</li> <li>• What are the different types of pollution, and how do they impact our daily lives and the future of our planet, including the air we breathe?</li> <li>• How do people in a community work together, and what jobs do community helpers have to support and include everyone?</li> <li>• How are people and characters the same and different, and why is self-confidence important when working with others in a community?</li> <li>• What places can be found in most communities, and how do they help people live and work together?</li> <li>• What are the parts of a nonfiction book, what are the roles of authors and illustrators, and how can we compare two nonfiction texts?</li> </ul> <p><b>Foundation Writing:</b></p> <ul style="list-style-type: none"> <li>• How can we write to share information about different topics clearly?</li> <li>• How can we ask questions to learn more and improve our writing?</li> <li>• How can we revise sentences to make our writing better?</li> <li>• How can we share a true story about something that happened to us using clear details, feelings, and the correct order of events?</li> <li>• How can we use pictures and words together to help others understand our experiences?</li> </ul>
<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to ...</p>

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**Foundational Skills:**

- Students will know that letters represent sounds that can be blended to read and written to spell words.
- Students will know that rhyming patterns and word families can improve reading accuracy.
- Students will know strategies to help decode unfamiliar words.
- Students will know that reading and writing help us understand stories and ideas.
- Students will know that regular practice, especially with decodable texts and books, helps improve reading and writing skills.

**Reading:**

- Students will know why it is important to keep Earth clean and healthy.
- Students will know the different types of pollution and how they affect daily life and the future.
- Students will know how recycling and composting help protect the environment.
- Students will know how people in a community and community helpers work together.
- Students will know that people and characters can have similarities and differences, and self-confidence is important in interactions.
- Students will know the key places found in most communities and their purposes.
- Students will know the parts of nonfiction books and the roles of authors and illustrators.
- Students will know how to compare nonfiction texts to learn more information.

**Foundational Writing:**

- Students will know how to write to share information about different topics.

**Foundation Skills:**

- Students will be able to use letters, sounds, and rhyming patterns to read and write words.
- Students will be able to apply decoding strategies when they encounter unfamiliar words.
- Students will be able to use reading and writing to understand stories and ideas.
- Students will be able to practice reading in books, including decodable texts, to build accuracy and fluency.
- Students will be able to engage in regular reading and writing practice to grow stronger as readers and writers.
- Students working on grade level will be able to use knowledge of letters and sounds to accurately decode and encode CVC, CCVC, and CVCC words that include blends and digraphs
- Students working below grade level will focus on:
  - Phonemic awareness
  - Practicing accurate phoneme pronunciation by using sound wall tools and visuals.
  - Phoneme-grapheme correspondance
  - Decoding and encoding basic CVC words.
  - Reading decodable texts with CVC words.

**Reading:**

- Students will be able to explain ways to keep Earth clean and healthy.
- Students will be able to identify different types of pollution and discuss how they affect daily life and the environment.
- Students will be able to practice recycling and composting and explain their benefits.

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- Students will know that asking questions helps gather information to improve writing.
- Students will know ways to revise sentences to make them clearer and more complete.
- Students will know how including details, feelings, and putting events in order helps make a story understandable.
- Students will know that combining pictures and words helps readers understand their ideas and experiences.

- Students will be able to describe how community members and helpers work together to support others.
- Students will be able to compare similarities and differences between people and characters and demonstrate self-confidence in group activities.
- Students will be able to identify important places in their community and explain their purposes.
- Students will be able to identify the parts of nonfiction books and the roles of authors and illustrators.
- Students will be able to compare two nonfiction texts to find similarities and differences in information.

**Foundational Writing:**

- Students will be able to write to inform others about different topics.
- Students will be able to ask questions to gather more information for their writing.
- Students will be able to revise sentences to make them clearer and stronger.
- Students will be able to share a true story with clear details, feelings, and events in the correct order.
- Students will be able to use pictures and words together to help others understand their experiences.

**Core Instructional & Supplemental Materials**

**Suggested Activities/Resources:**

- Students practice reading and writing words using letters, sounds, and rhyming patterns during whole-group lessons, centers, or small groups.
- Students use decoding strategies, such as sounding out words, stretching words, or looking for patterns, when they get stuck while reading.

**Interactive Read Aloud Texts:**

Taking Care of the Earth:

- [Reader 1a: Introducing the Earth](#)
- [Reader 1b: Introducing the Earth](#)
- [Reader 2a: Garbage](#)
- [Reader 2b: Garbage](#)
- [Reader 3a: Natural Resources](#)
- [Reader 3b: Natural Resources](#)
- [Reader 4a: Reduce, Reuse, Recycle](#)

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- Students read decodable books and practice their phonics skills to build fluency, accuracy, and confidence.
  - Students participate in daily reading and writing activities to strengthen their skills over time.
  - Students discuss ways to keep Earth clean and healthy, including recycling and composting, and explain why these actions help the environment.
  - Students explore examples of pollution through pictures or scenarios and discuss how it affects daily life and the environment.
  - Students role-play or create drawings to show how community members and helpers work together to support others.
  - Students compare characters from stories or people in the classroom by identifying similarities and differences, then share their ideas confidently.
  - Students explore a map or model of their community to identify important places and explain their purposes.
  - Students examine nonfiction books to identify parts of the book and the roles of authors and illustrators, and compare two books on the same topic to find similarities and differences in information.
  - Students draw and write about a topic they know, such as animals, plants, or classroom routines, to teach others something new.
  - Students practice asking questions about a topic or book to learn more, then use their answers to add details to their writing.
  - Students review their own sentences or a partner's, making changes to add
- [Reader 4b: Reduce, Reuse, Recycle](#)
  - [Reader 5a: Recycle! Recycle! Recycle!](#)
  - [Reader 5b: Recycle! Recycle! Recycle!](#)
  - [Reader 6a: Composting](#)
  - [Reader 6b: Composting](#)
  - [Reader 7a: Pollution](#)
  - [Reader 7b: Pollution](#)
  - [Reader 8a: Air Pollution](#)
  - [Reader 8b: Air Pollution](#)
  - [Reader 9a: Willy the Water Drop](#)
  - [Reader 9b: Willy the Water Drop](#)
  - [Reader 10a: Good-Bye from Good Old Earth](#)
  - [Reader 10b: Good-Bye from Good Old Earth](#)
- Exploring Where We Live:
- [Me on the Map](#) by Joan Sweeney
  - [Look Where We Live](#) by Scot Ritchie
  - [Places in my Community](#) by Bobbie Kalman (celebrating differences)
  - [Transportation In My Neighborhood](#) by Shelly Lyons
  - [Whose Hat Is This?](#) by Sharon Katz Cooper
  - [Delivering Your Mail](#) by Ann Owen
  - [Helpers in my Community](#) by Bobbie Kalman

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missing words, clarify meaning, or make the sentence stronger.

- Students draw and write about a real event that happened to them, including important details, how they felt, and the correct order of events.
- Students create illustrated stories or informational pages where pictures and words work together to help readers understand their ideas.