

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

English Language Arts

Grade: K

ABSTRACT

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade K English Language Arts

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Fiction/Informational <i>September - December</i> (12 weeks)	Fiction/Informational <i>January - March</i> (12 weeks)	Fiction/Informational <i>April - June</i> (12 weeks)
STAGE 1: Desired Results			

Established Goals:

Write out complete NJSLS: *(Content Specific Standards Only. Only use standards that are applicable to the unit.)*

NJSLS-**Reading Domain:**

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

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

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

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

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

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

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

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

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

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

RI.IT.K.3. With prompting and support, 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 (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.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

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

RI.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).

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	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). Writing Domain: W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...). W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. opportunity to integrate climate change education. A. Introduce a topic. B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures. W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end). B. Provide limited details of experiences, events, or characters.	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). Writing Domain: W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...). W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. opportunity to integrate climate change education. A. Introduce a topic. B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures. W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end). B. Provide limited details of experiences, events, or characters.	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). Writing Domain: W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...). W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. opportunity to integrate climate change education. A. Introduce a topic. B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures. W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end). B. Provide limited details of experiences, events, or characters.
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	C. Provide a reaction to the experiences or events. W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others. W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book). W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. Speaking and Listening Domain: 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. opportunity to integrate climate change education. 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.	C. Provide a reaction to the experiences or events. W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others. W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book). W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. Speaking and Listening Domain: 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. opportunity to integrate climate change education. 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.	C. Provide a reaction to the experiences or events. W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others. W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book). W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. Speaking and Listening Domain: 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. opportunity to integrate climate change education. 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.
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	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. Language Domain: <i>Print Concepts</i> 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.	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. Language Domain: <i>Print Concepts</i> 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.	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. Language Domain: <i>Print Concepts</i> 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.
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	D. Recognize and name all upper- and lowercase letters of the alphabet. <i>Phonological Awareness</i> 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. <i>Phonics and Word Recognition</i> L.RF.K.3. Know and apply grade-level phonics and word analysis	D. Recognize and name all upper- and lowercase letters of the alphabet. <i>Phonological Awareness</i> 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. <i>Phonics and Word Recognition</i> L.RF.K.3. Know and apply grade-level phonics and word analysis	D. Recognize and name all upper- and lowercase letters of the alphabet. <i>Phonological Awareness</i> 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. <i>Phonics and Word Recognition</i> L.RF.K.3. Know and apply grade-level phonics and word analysis
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	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). Fluency L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. Foundational Skills: Writing Language	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). Fluency L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. Foundational Skills: Writing Language	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). Fluency L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. Foundational Skills: Writing Language
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	<i>Sound-Letter Basics</i> L.WF.K.1 Demonstrate command of the conventions of writing. A. Match upper and lowercase letters. B. Write upper and lowercase letters, with reference to a model. C. Write left to right and include a space between words. D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. E. Write a common grapheme (letter or letter group) for each phoneme. F. Orally segment the phonemes in any single syllable, spoken word. <i>Spelling</i> L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o). B. Writing or selecting a missing initial or final consonant	<i>Sound-Letter Basics</i> L.WF.K.1 Demonstrate command of the conventions of writing. A. Match upper and lowercase letters. B. Write upper and lowercase letters, with reference to a model. C. Write left to right and include a space between words. D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. E. Write a common grapheme (letter or letter group) for each phoneme. F. Orally segment the phonemes in any single syllable, spoken word. <i>Spelling</i> L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o). B. Writing or selecting a missing initial or final consonant	<i>Sound-Letter Basics</i> L.WF.K.1 Demonstrate command of the conventions of writing. A. Match upper and lowercase letters. B. Write upper and lowercase letters, with reference to a model. C. Write left to right and include a space between words. D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. E. Write a common grapheme (letter or letter group) for each phoneme. F. Orally segment the phonemes in any single syllable, spoken word. <i>Spelling</i> L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o). B. Writing or selecting a missing initial or final consonant
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	when spelling a CVC (consonant-vowel-consonant) word. C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds. D. Writing frequently used words accurately. E. Attempting phonetic spellings of unknown words. F. Writing initial and final consonant blends (must, slab, plump). <i>Sentence Composition (Grammar, Syntax, and Punctuation)</i> L.WF.K.3 Demonstrate command of the conventions of sentence composition. A. Repeat a sentence, identifying how many words are in the sentence. B. Write simple sentences. C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words. D. Use end punctuation. E. Use manipulatives or digital tools to construct complete sentences. F. Write sentences with increasing complexity.	when spelling a CVC (consonant-vowel-consonant) word. C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds. D. Writing frequently used words accurately. E. Attempting phonetic spellings of unknown words. F. Writing initial and final consonant blends (must, slab, plump). <i>Sentence Composition (Grammar, Syntax, and Punctuation)</i> L.WF.K.3 Demonstrate command of the conventions of sentence composition. A. Repeat a sentence, identifying how many words are in the sentence. B. Write simple sentences. C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words. D. Use end punctuation. E. Use manipulatives or digital tools to construct complete sentences. F. Write sentences with increasing complexity. G. Supply the “who,” “is doing,”	when spelling a CVC (consonant-vowel-consonant) word. C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds. D. Writing frequently used words accurately. E. Attempting phonetic spellings of unknown words. F. Writing initial and final consonant blends (must, slab, plump). <i>Sentence Composition (Grammar, Syntax, and Punctuation)</i> L.WF.K.3 Demonstrate command of the conventions of sentence composition. A. Repeat a sentence, identifying how many words are in the sentence. B. Write simple sentences. C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words. D. Use end punctuation. E. Use manipulatives or digital tools to construct complete sentences. F. Write sentences with increasing complexity. G. Supply the “who,” “is doing,”
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	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. J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order. 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). L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. A. Use frequently occurring nouns and verbs. B. Form regular plural nouns orally by adding -s or -es	“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. J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order. 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). L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. A. Use frequently occurring nouns and verbs. B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).	“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. J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order. 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). L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. A. Use frequently occurring nouns and verbs. B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
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	(e.g., dog, dogs; wish, wishes). C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). E. Produce and expand complete sentences in shared language activities. L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb 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	C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). E. Produce and expand complete sentences in shared language activities. L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb 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.	C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). E. Produce and expand complete sentences in shared language activities. L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb 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.
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	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.	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.	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.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	English Language Arts RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing	English Language Arts RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing	English Language Arts RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing

	on a wide reading of a range of text types. Science K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Social Studies 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history Comprehensive Health and Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.	on a wide reading of a range of text types. Social Studies 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. Comprehensive Health and Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.	on a wide reading of a range of text types. Social Studies 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. Comprehensive Health and Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
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Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	21st Century Life and Careers: 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	21st Century Life and Careers: 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	21st Century Life and Careers: 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Technology: 8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.	Technology: 8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.	Technology: 8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Readers recognize sounds and their symbols. ● Readers can utilize a variety of comprehension strategies to understand literary and informational text. ● Drawing and talking are important ways to communicate information to tell stories, give information, and share ideas and beliefs.	● Readers put sounds together to read simple words. ● Readers can ask and answer questions about the stories they read and hear. ● Writers use pictures and words about events to help tell stories, give information, and share ideas and beliefs.	● Readers can read decodable words and grade level irregularly spelled words. ● Readers understand the main ideas and key details in informational texts. ● Readers can identify and explain the characters, setting, and plot in a literary text. ● Writers understand that it is important to support the

			topics and ideas that they write about.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	- What sounds do the different - symbols (letters) make? - What kind of texts do we learn from and what kinds of texts tell stories and how can we tell the difference? - How can we use pictures and - symbols to tell stories, give information, and share opinions?	- How can sounds be blended to make simple words? - How can readers learn from informational texts? - What are the characters, setting, and main events in literary texts? - How can writers use words and pictures to tell stories, give information, and share opinions?	- How can sounds be blended to make more complex words? - How can readers find important details and main ideas in informational text? - How can readers use characters, setting, and plot to better understand central messages in literary texts? - How can writers use more details to support their writing?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> <i>1. Formative,</i> <i>2. Summative,</i> <i>3. Alternative - Performance/Project)</i> <i>4. Benchmark)</i>	Formative Assessments - Learning Centers - Running Records - Letter and Sound Identification Checks - Sight Word Assessments - Student Participation - Teacher Observations - Guided Reading Activities - Turn and Talk with Peers - Oral Responses and Discussions - Writing Samples - Exit Tickets - Whiteboard Responses Summative Assessments - Unit Assessments	Formative Assessments - Learning Centers - Running Records - Letter and Sound Identification Checks - Sight Word Assessments - Student Participation - Teacher Observations - Guided Reading Activities - Turn and Talk with Peers - Oral Responses and Discussions - Writing Samples - Exit Tickets - Whiteboard Responses Summative Assessments - Unit Assessments	Formative Assessments - Learning Centers - Running Records - Letter and Sound Identification Checks - Sight Word Assessments - Student Participation - Teacher Observations - Guided Reading Activities - Turn and Talk with Peers - Oral Responses and Discussions - Writing Samples - Exit Tickets - Whiteboard Responses Summative Assessments - Unit Assessments

	• Letter Identification Assessments • Letter-Sound Assessments • Sight Word Assessments • Phonological Awareness Assessments • Reading Comprehension Assessments • End-of-Unit Writing Tasks • Performance-Based Assessments Alternative Assessments • Student Portfolios • Projects • Student Interviews and Conferences • Story Retells • Oral Presentations and Responses • Literacy Center Performance Tasks • Dictated Responses • Drawing and Writing Responses • Student Self-Assessments (thumbs up/down, smiley-face scale) Benchmark Assessments • District Benchmark Assessments ○ IXL ○ Dibels ○ MAP	• Letter Identification Assessments • Letter-Sound Assessments • Sight Word Assessments • Phonological Awareness Assessments • Reading Comprehension Assessments • End-of-Unit Writing Tasks • Performance-Based Assessments Alternative Assessments • Student Portfolios • Projects • Student Interviews and Conferences • Story Retells • Oral Presentations and Responses • Literacy Center Performance Tasks • Dictated Responses • Drawing and Writing Responses • Student Self-Assessments (thumbs up/down, smiley-face scale) Benchmark Assessments • District Benchmark Assessments ○ IXL ○ Dibels ○ MAP	• Letter Identification Assessments • Letter-Sound Assessments • Sight Word Assessments • Phonological Awareness Assessments • Reading Comprehension Assessments • End-of-Unit Writing Tasks • Performance-Based Assessments Alternative Assessments • Student Portfolios • Projects • Student Interviews and Conferences • Story Retells • Oral Presentations and Responses • Literacy Center Performance Tasks • Dictated Responses • Drawing and Writing Responses • Student Self-Assessments (thumbs up/down, smiley-face scale) Benchmark Assessments • District Benchmark Assessments ○ IXL ○ Dibels ○ MAP
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STAGE 3: Learning Plan

Learning Activities/Content: *(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:*

- *Amistad Law*
- *Holocaust Law*
- *LGBTQ/Disabilities Law*

Learning Activities/Content:
Reading

- Author of the Month: David Shannon (September) and Eric Carle (October)
- Introduction of 2 weekly sight words per week and addition to word wall
- Sight Word Poetry Journal and Sight Word flipbook
- Strategy groups
- Various games related to sight words/phonics including: Pop, Zap, Find It!, etc.
- *The Very Hungry Caterpillar* - Beginning, Middle, and end
- Alphatales stories and other alphabet books
- September and October weekly theme boards including poems and vocabulary words: The Alphabet, Apples, Autumn/Fall, Leaves, Colors, Pumpkins, Halloween
- Seasonal Poem: *Leaves are Falling*
- *Chicka Chicka Boom Boom* (Students will identify the letters (which letters and how many) in their names)
- Author of the Month: Eric Litwin and James Dean

Learning Activities/Content:
Reading

- Author of the Month: Helen Lester
- January and February weekly theme boards including poems and vocabulary words: Winter, Penguins, Presidents Day
- Introduction of 2 weekly sight words per week and addition to word wall
- Sight Word Poetry Journal and Sight Word flipbook
- Strategy groups
- Various games related to sight words/phonics including: Pop, Zap, Find It!, etc.
- Foundations lessons: alphabetical order, and tap, blend, write
- Multiple Word Family activities: -an, -ag, -am, -at, -op, -ot
- Sight Word Igloos
SW glue a cotton ball over each sight word that the teacher says to create an igloo
- Expository vs. Narrative book cover sort
- CVC read the room activity
- Groundhog poem
- Guided reading groups

Learning Activities/Content:
Reading

- Author of the Month: Dr. Seuss (March) and Mo Willems (April)
- March and April weekly theme boards including poems and vocabulary words: Dr. Seuss, St. Patrick's Day, Spring, Butterflies, Plants
- Introduction of 2 - 3 weekly sight words per week and addition to word wall
- Sight Word Poetry Journal and Sight Word flipbook
- Strategy groups
- Various games related to sight words/phonics including: Pop, Zap, Find It!, etc.
- Various word family activities for: -in, -ip, -ig, -ug, -ub, -en, -et
- I Can Rhyme! book
- Long and short vowel bucket game
- St. Patrick's Day hidden sight word game
- Retelling: SW listen to the story *I Know An Old Lady Who Swallowed a Chick*
SW color, cut and glue pictures from the story in order to retell the story

	● Introduction of 2 weekly sight words per week and addition to word wall ● Sight Word Poetry Journal and Sight Word flipbook ● Strategy groups ● November and December weekly theme boards including poems and vocabulary words: Family, Thanksgiving, Winter Holidays, Gingerbread ● <i>Feed the Turkeys</i> vowel sound game ● Various games related to sight words/phonics including: Pop, Zap, Find it!, etc. ● Learning Centers (hands-on games/activities completed in cooperative learning groups ● Rhyming words and syllables recognition and production ● Interdisciplinary connections across all subject areas ● Real-world connections, civic responsibility, multicultural viewpoints Writing: ● Whole group guided journal writing (words): (bee, sun, bug, bus, hat, bat, mug, etc.) ● Whole group guided journal writing (phrases): (the black cat, the red fox, the blue hat, etc.)	● Roll and Read a Sight Word ● Real words vs. Nonsense Words sorting game Writing ● Daily Sentence A Day lessons ● Descriptive Writing: My mittens are as ____ as ____. ● Whole group guided journal writing: (The sweater is red., The scarf is blue. ● Penguin picture labeling and writing using theme board in journal ● Penguin facts book with illustrations ● Tacky can... Tacky is... Tacky has... ● <i>Hooway for Wodney Wat</i> by Helen Lester writing activity: I feel proud of myself when... ● Winter words write the room activity ● Foundations uppercase letter formation ● Valentine's Day write the room activity ● <i>I Love You to Pieces</i> writing activity Speaking and Listening Domain: ● Foundations - storytelling lessons including Mama and Baby Echo	● Word Family Flowers for all word families ● Read-aloud - <i>The Lonely Firefly</i> beginning, middle, and end ● Roll a Word Family game with dice ● Author of the Month: Diane Alber and Mo Willems ● May and June weekly theme boards including poems and vocabulary words: Mother's Day, Farm, Zoo, Under the Sea ● SW recall the beginning, middle and end of the story and complete "Barnyard Events" activity ● SW complete "Tuning Up" by finding rhyming words for words in the story ● Sight Word Detective game ● <i>The Rainbow Fish</i> read aloud Writing: ● Daily "Sentence A Day" lessons ● <i>Horton Hears a Who</i>: SW write why they are important ● Free Write Friday ● Empowering Writers Elaborative Detail lessons: -SW recognize that description is specific rather than general (show, don't tell) -SW begin to internalize the detail generation questions, become comfortable with the language of elaboration and
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	● Whole group guided journal writing (sentences): (The pumpkin is orange., The seeds are yellow., The stem is green., etc.) ● Writing lists and labeling ● Daily Sentence A Day lessons ● Initial Sounds - <i>Chrysanthemum</i> ● Foundations - lowercase letter formation ● Pop and Match game ● Write the Room activities ● Whole group guided journal writing: think, sketch, stretch ● Opinion writing prompts and sentence starters such as: 1. I am thankful for... 2. I like... 3. I see a... 4. I want... 5. My favorite part was... 6. I can't wait to learn to... 7. It has... ● Daily "Sentence A Day" lessons ● <i>Gingerbread Friends</i> story labeling/drawing activity ● <i>Gingerbread Man</i> story favorite candy writing ● Thankful flipbook ● Melted Snowman Craftivity (A snowman should not...)	● Partner/peer reading ● Turn and Talk & Think, Pair, Share ● Star of the Week poster sharing ● Foundations Letter Sound Bingo: practice beginning, middle, and ending letter sounds, using alphabet bingo boards ● Foundations CVC Bingo: TW tap a CVC word and ask the students to find the beginning, middle, or ending sound ● Guided reading group discussions ● Morning Meeting alphabet song and sight word songs Language Domain: ● Modeling picture walks/making predictions/thinking aloud while reading and writing ● Narrative Writing - <i>Red Riding Hood</i> and <i>Strega Nona</i>: create a flip book to identify the critical character/setting/object of the story including who, what, and where ● Illustration of story elements for character, setting, and object ● <i>Snowman Magic</i>: beginning, middle, end activity	when ready, begin to elaborate in their own writing. ● Empowering Writers: What a Feeling Looks Like lesson ● <i>Truck Full of Luck</i> writing craftivity ● SW finish the writing prompt "If I were the old lady, I would swallow ____." SW make the old lady and draw a picture to go with their writing ● SW write a story with a beginning, middle, and end ● SW recall the sequence of events in the story and will use picture cards to retell the story ● Butterfly facts journal entry ● Mother's Day adjective writing ● SW label farm pictures such as (cow, pig, farmer) SW use the diagram to write in their journals ● <i>Barn Dance</i> by Bill Martin Jr. and John Archambault. After listening to the story, SW recall the events of the story. ● SW complete "A Special Night" activity ● Farm theme write the room activity ● Topic: Farm Animals SW review animals that live on a farm and their characteristics. SW choose an animal and finish the sentence "If I were a ____." SW use prior knowledge about the farm animal to describe what they look like, sound like, etc. ● SW discuss the qualities of a
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	● <i>Asking vs. Telling</i> punctuation lesson ● Introduction of spaceman tool ● Anchor charts posted in classroom Speaking and Listening Domain: ● <i>The Crayon Box that Talked</i> - read aloud and discussion ● <i>Brown Bear, Brown Bear, What Do You See?</i> and class book entitled, <i>Students, Students, What Do You See?</i> ● Foundations - storytelling lessons including Mama and Baby Echo ● Partner/peer reading ● Turn and Talk & Think, Pair, Share ● Empowering Writers pantomime activities ● <i>Knuffle Bunny</i>: First, Next, Last flipbook with illustrations ● Morning Meeting alphabet song and sight word songs ● Jack Hartmann's alphabet song ● Thanksgiving poems/songs: <i>Turkey in the Barnyard</i>, <i>Five Fat Turkeys</i>, <i>Albuquerque Turkey</i> ● Sharing journal entries with peers/the class	● <i>Perusing Penguins</i> mini book vocabulary lesson ● Character traits lesson ● BrainPOP Jr. <i>Story Elements</i> and "easy quiz" ● Learning Centers DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Utilize diverse literature and informational texts that reflect a variety of cultures, backgrounds, abilities, perspectives, and family structures. ● Provide equitable access to literacy instruction through differentiated supports, accommodations, and scaffolds.	good friend and will write in their journals ● Unedited writing for portfolio Speaking and Listening Domain: ● Foundations - storytelling lessons including Mama and Baby Echo ● Partner/peer reading ● Turn and Talk & Think, Pair, Share ● Free Write / journal entry share ● Create writing folder and writing folder share ● <i>The Very Hungry Caterpillar</i> vocabulary/ sequencing lesson ● Word Referent Activity using story entitled <i>Big Al</i> SW recognize suspenseful segments in stories SW recognize word referents in suspenseful descriptions SW participate in creating a chart of word referents with teacher direction SW participate in teacher directed modeling of suspenseful descriptions using word referents ● Interdisciplinary connections across all subject areas ● Real-world connections ● SW make a flip book including an illustration and
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	Language Domain - Modeling picture walks/making predictions/thinking aloud while reading and writing - Eric Carle author/illustrator video clip about his inspiration for his creations - Scholastic News magazines and correlating activities including interactive SmartBoard games, video clips, etc. - What is an author? What is an illustrator? Who are the characters? lessons <i>The Colors of Fall</i> mini book - Letter box activities - Word Hunt and Letter Hunt games - Learning Centers - Summarizing Events of <i>The Biggest Pumpkin Ever</i> and <i>Pete the Cat Saves Christmas</i> including Beginning, Middle, End - Story Retelling/Sequencing of Events of <i>Pete the Cat Rocking in My School Shoes</i> - Drawing/labeling the main character and setting in read-alouds - Expository vs. Narrative story elements <i>From Seed to Pumpkin</i> and	- Foster an inclusive literacy environment where all students see themselves represented in texts and learning experiences. - Encourage respectful discussions, active listening, and appreciation of diverse perspectives and experiences. - Connect reading, writing, speaking, and listening activities to students' backgrounds, interests, and lived experiences. - Provide multiple opportunities for students to engage with and demonstrate understanding of literacy concepts through speaking, drawing, writing, movement, and play-based learning. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.	labeling of the parts of a plant - Guided reading group discussions - Morning Meeting alphabet song and sight word songs - SW listen to the story <i>I Am Not Just a Scribble</i>. SW discuss different feelings. SW create Scribble Emotions. SW write about their feelings - Graduation songs and poems practice 1. Where's The Place It All Began? 2. I Know 3. When I Grow Up 4. Summer Nights 5. Do You Remember Way Last Fall? 6. First Grade, First Grade <i>My Trip to the Zoo</i> and <i>In the Ocean, In the Sea</i> mini books Language Domain: - Modeling picture walks/making predictions/thinking aloud while reading and writing - Feelings/emotions posters to utilize in their writing journals - Foundations digraph lessons - Foundations dictation lessons - Teacher and students will create a KWL chart for "plants" - Digraph detective game - Learning Centers - Farm Bingo (Inferencing Skills). TW read descriptive clues about
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	<i>Turkeys on the Farm</i>: create an expository/informative pillar including the topic, two facts, and conclusion. • Letter box activities • <i>Pete the Cat I love My White Shoes</i>: cause and effect activity DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Utilize diverse literature and informational texts that reflect a variety of cultures, backgrounds, abilities, perspectives, and family structures. • Provide equitable access to literacy instruction through differentiated supports,	• Students will read and discuss age-appropriate stories, informational texts, and biographies that highlight the contributions, experiences, and achievements of African Americans throughout history and in contemporary society. Through literature, discussions, and classroom activities, students will develop an appreciation for diversity, fairness, empathy, and respect for all individuals and cultures. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Through age-appropriate literature and classroom discussions, students will develop an understanding of kindness, respect, acceptance, and standing up for others. Students will explore themes of empathy, friendship, inclusion, and responsible decision-making while learning the importance of	farm items. SW use these clues to determine which farm item the teacher is referring to. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Utilize diverse literature and informational texts that reflect a variety of cultures, backgrounds, abilities, perspectives, and family structures. • Provide equitable access to literacy instruction through differentiated supports, accommodations, and scaffolds. • Foster an inclusive literacy environment where all students see themselves
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	accommodations, and scaffolds. ● Foster an inclusive literacy environment where all students see themselves represented in texts and learning experiences. ● Encourage respectful discussions, active listening, and appreciation of diverse perspectives and experiences. ● Connect reading, writing, speaking, and listening activities to students' backgrounds, interests, and lived experiences. ● Provide multiple opportunities for students to engage with and demonstrate understanding of literacy concepts through speaking, drawing, writing, movement, and play-based learning. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how	treating all people with dignity and compassion.	represented in texts and learning experiences. ● Encourage respectful discussions, active listening, and appreciation of diverse perspectives and experiences. ● Connect reading, writing, speaking, and listening activities to students' backgrounds, interests, and lived experiences. ● Provide multiple opportunities for students to engage with and demonstrate understanding of literacy concepts through speaking, drawing, writing, movement, and play-based learning. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. ● Students will read and discuss age-appropriate stories, informational texts, and biographies that highlight the
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	they have contributed to the development of a culture's history. - Students will read and discuss age-appropriate stories, informational texts, and biographies that highlight the contributions, experiences, and achievements of African Americans throughout history and in contemporary society. Through literature, discussions, and classroom activities, students will develop an appreciation for diversity, fairness, empathy, and respect for all individuals and cultures. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Through age-appropriate literature and classroom discussions, students will develop an understanding of kindness, respect, acceptance, and standing up for others. Students will explore themes of empathy, friendship, inclusion, and responsible		contributions, experiences, and achievements of African Americans throughout history and in contemporary society. Through literature, discussions, and classroom activities, students will develop an appreciation for diversity, fairness, empathy, and respect for all individuals and cultures. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Through age-appropriate literature and classroom discussions, students will develop an understanding of kindness, respect, acceptance, and standing up for others. Students will explore themes of empathy, friendship, inclusion, and responsible decision-making while learning the importance of treating all people with dignity and compassion.
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	decision-making while learning the importance of treating all people with dignity and compassion.		
Resources: <i>(Include names of texts and all online resources)</i>	Resources: www.raz-kids.com www.bookflix.com www.brainpopjr.com ● iPads ● IXL ● DRA ● Foundations ● Read Alouds ● Pre Primer Sight Word List ● Amplify ● <i>The Very Hungry Caterpillar</i> ● <i>Leaves Are Falling</i> ● <i>Chicka Chicka Boom Boom</i> ● <i>Feed the Turkeys</i> ● <i>Chrysanthemum</i> ● <i>Gingerbread Friends</i> ● <i>Gingerbread Man</i> ● <i>Asking vs. Telling</i> ● <i>Knuffle Bunny</i> ● <i>Turkey in the Barnyard</i> ● <i>Five Fat Turkeys</i> ● <i>Albuquerque Turkey</i> ● <i>The Colors of Fall</i> ● <i>The Biggest Pumpkin Ever</i> ● <i>Pete the Cat Saves Christmas</i> ● <i>Pete the Cat Rocking in My School Shoes</i> ● <i>From Seed to Pumpkin</i> ● <i>Turkeys on the Farm</i>	Resources: www.raz-kids.com www.bookflix.com www.brainpopjr.com ● iPads ● IXL ● DRA ● Foundations ● Read Alouds ● Pre Primer Sight Word List ● Amplify ● <i>Hooway for Wodney Wat</i> ● <i>I Love You to Pieces</i> ● <i>Red Riding Hood</i> ● <i>Strega Nona</i> ● <i>Snowman Magic</i> ● <i>Perusing Penguins</i> ● <i>Story Elements</i> ● NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml ● https://www.nj.gov/education/standards/socst/docs/integratingNJhistorydocs/IntegratingNJBlackHeritageTrailIntoK-12S	Resources: www.raz-kids.com www.bookflix.com www.brainpopjr.com ● iPads ● IXL ● DRA ● Foundations ● Read Alouds ● Pre Primer Sight Word List ● Amplify ● <i>I Know An Old Lady Who Swallowed a Chick</i> ● <i>The Lonely Firefly</i> ● <i>Truck Full of Luck</i> ● <i>Barn Dance</i> ● <i>I Am Not Just a Scribble</i> ● <i>My Trip to the Zoo</i> ● <i>In the Ocean</i> ● <i>In the Sea</i> ● NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml ● https://www.nj.gov/education/

	• <i>Pete the Cat I Love My White Shoes</i> • <i>The Rainbow Fish</i> • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.html • https://www.nj.gov/education/standards/socst/docs/integratingNJhistorydocs/IntegratingNJBlackHeritageTrailIntoK-12SocialStudies.pdf	ocialStudies.pdf	standards/socst/docs/integratingNJhistorydocs/IntegratingNJBlackHeritageTrailIntoK-12SocialStudies.pdf
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education • Individualized Education Plans (IEPs) • Accommodations and modifications as outlined in the IEP • Frequent checks for understanding • Multi-sensory learning experiences • Visual supports, graphic organizers, and manipulatives • Tasks broken down into small, manageable steps • Repetition and additional practice opportunities • Exemplars of varied performance levels	Special Education • Individualized Education Plans (IEPs) • Accommodations and modifications as outlined in the IEP • Frequent checks for understanding • Multi-sensory learning experiences • Visual supports, graphic organizers, and manipulatives • Tasks broken down into small, manageable steps • Repetition and additional practice opportunities • Exemplars of varied performance levels	Special Education • Individualized Education Plans (IEPs) • Accommodations and modifications as outlined in the IEP • Frequent checks for understanding • Multi-sensory learning experiences • Visual supports, graphic organizers, and manipulatives • Tasks broken down into small, manageable steps • Repetition and additional practice opportunities • Exemplars of varied performance levels

	• Multi-media presentations • Consultation with CST • Scaffolded Lessons • Guided note-taking • Study Guides • Modified homework • Differentiated pre-typed class notes and example problems • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Paired visual prompts with verbal presentations • Provide repetition and practice • Model skills/techniques to be mastered • Mnemonic devices • Give extended time to complete class work • Assign a peer helper in the class setting • Provide access to a computer • Introduce and highlight key vocabulary before lesson • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers,	• Multi-media presentations • Consultation with CST • Scaffolded Lessons • Guided note-taking • Study Guides • Modified homework • Differentiated pre-typed class notes and example problems • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Paired visual prompts with verbal presentations • Provide repetition and practice • Model skills/techniques to be mastered • Mnemonic devices • Give extended time to complete class work • Assign a peer helper in the class setting • Provide access to a computer • Introduce and highlight key vocabulary before lesson • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations)	• Multi-media presentations • Consultation with CST • Scaffolded Lessons • Guided note-taking • Study Guides • Modified homework • Differentiated pre-typed class notes and example problems • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs) • Paired visual prompts with verbal presentations • Provide repetition and practice • Model skills/techniques to be mastered • Mnemonic devices • Give extended time to complete class work • Assign a peer helper in the class setting • Provide access to a computer • Introduce and highlight key vocabulary before lesson • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations)
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	- stations) ● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support ● Frequent check-ins and progress monitoring ● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance ● Extended time to complete tasks ● Positive reinforcement and encouragement ● Flexible grouping based on student needs ● Targeted interventions ● Clear directions with modeling and examples ● Family communication and home-school support Gifted and Talented (Advanced) Students:	● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support ● Frequent check-ins and progress monitoring ● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance ● Extended time to complete tasks ● Positive reinforcement and encouragement ● Flexible grouping based on student needs ● Targeted interventions ● Clear directions with modeling and examples ● Family communication and home-school support Gifted and Talented (Advanced) Students:	● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support ● Frequent check-ins and progress monitoring ● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance ● Extended time to complete tasks ● Positive reinforcement and encouragement ● Flexible grouping based on student needs ● Targeted interventions ● Clear directions with modeling and examples ● Family communication and home-school support Gifted and Talented (Advanced) Students:
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	● Project Based Learning ● Multimedia presentations ● Set individual goals ● Open-ended responses ● Curriculum compacting ● Tiered assignments ● Independent or Choice-Based Learning Activities ● Higher-Level Thinking and Problem-Solving Tasks ● Leadership Opportunities ● Enrichment Centers ● Research and Inquiry Projects ● Creative Thinking Activities 504 Plans ● Preferential seating ● Extended time ● Reduced homework ● Verbal, visual, and technology ● Oral Assessment ● Frequent breaks as needed	● Project Based Learning ● Multimedia presentations ● Set individual goals ● Open-ended responses ● Curriculum compacting ● Tiered assignments ● Independent or Choice-Based Learning Activities ● Higher-Level Thinking and Problem-Solving Tasks ● Leadership Opportunities ● Enrichment Centers ● Research and Inquiry Projects ● Creative Thinking Activities 504 Plans ● Preferential seating ● Extended time ● Reduced homework ● Verbal, visual, and technology ● Oral Assessment ● Frequent breaks as needed	● Project Based Learning ● Multimedia presentations ● Set individual goals ● Open-ended responses ● Curriculum compacting ● Tiered assignments ● Independent or Choice-Based Learning Activities ● Higher-Level Thinking and Problem-Solving Tasks ● Leadership Opportunities ● Enrichment Centers ● Research and Inquiry Projects ● Creative Thinking Activities 504 Plans ● Preferential seating ● Extended time ● Reduced homework ● Verbal, visual, and technology ● Oral Assessment ● Frequent breaks as needed
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