

Grade K ELA

Unit Title: Skills 1/Knowledge 1 Star Light, Star Bright: Nursery Rhymes and Fables

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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

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

RL.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).

Language Domain

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

L.RF.K.2A Recognize and produce rhyming words.

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

L.RF.K.1.A Follow words from left to right, top to bottom, and page by page.

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

Writing Domain

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

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.

SL.PE.K.1A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

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.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical Thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The internet enables individuals to connect with others worldwide.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.	
8.2.2.ITH.3	Identify how technology impacts or improves life.	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.

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<u>Central Idea/Enduring Understanding:</u> Skills: Environmental noises and words in sentences make different sounds. Speech is made up of words. Position words describe a relative location. Handwriting strokes are made by holding a writing utensil and moving it across paper. Knowledge: Traditional rhymes help students learn vocabulary and build phonemic awareness. Listening to and learning to recite nursery rhymes help students develop language awareness, leading to better readers and writers.	<u>Essential/Guiding Question:</u> Skills: Where do I begin reading? Where do I go from there? Where do I go after that? Can I make new words by changing one sound? Knowledge: How can I identify characters, settings, and major events in nursery rhymes and fables? How can I recognize common types of texts (e.g., storybooks, poems, etc.)?
<u>Content:</u> Skills Groundwork for reading and writing. Environmental noises, Words within sentences, sounds within words. Prerequisite handwriting skills Knowledge Nursery rhymes and fables Mother Goose poems and Aesop's fables. Vocabulary Literary Elements Retelling Active listening Repeating and Reciting Discussion	<u>Skills(Objectives):</u> Skills: Demonstrate awareness of environmental sounds and words in sentences Draw a number of writing strokes that are prerequisites for writing letters Demonstrate spatial and body awareness Hold writing utensils using the tripod grip Describe the meaning of position words Knowledge: Demonstrate understanding of key vocabulary Identify rhyming words Identify literary elements such as character, main events, and moral lessons Compare and contrast characters from different rhymes and fables Sequence events in a rhyme or story Retell a story by drawing and writing details about the characters and events
<u>Interdisciplinary Connections:</u> Visual and Performing Arts 1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community. Mathematics K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality Health/P.E. 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> Formative Assessments • Check for Understanding • Exit Pass • Spelling Summative Assessments • CKLA Unit Assessment Benchmark Assessments	<u>Other Evidence:</u> • Student Data Notebook • Oral Reading Fluency • Visual Representations • Graphic organizers • Kindergarten Entry Assessment

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• Student Performance • DIBELS • Oral Reading Fluency			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Skills: Imitate awareness of environmental sounds and words in sentences Sound Walk Air-drawing letters I Spy Draw a number of writing strokes that are prerequisites for writing letters Practice spatial and body awareness with Simon Says Hold writing utensils using the tripod grip Incorporate movement for position words Turn and Talk Think-Pair-Share Modeling Think-Draw-Share Knowledge: Vocabulary Images of key vocabulary Group Discussion Identify rhyming words in text Identify literary elements-read aloud Compare and contrast Sequence events Retell a story	<u>Resources:</u> ELA • CKLA LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks

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Integrated problem-solving simulations. Interest-based extension activities.	hands-on activities to reinforce concepts.		Allow for translators, dictionaries
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Unit Title: Skills 2/Knowledge 2 See, Hear, Smell, Taste, Touch: The Five Senses

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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

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

Writing Domain

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

W.IW.K.2A Introduce a topic.

W.IW.K.2B Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

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.

SL.PE.K.1A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

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

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

L.RF.K.1.A Follow words from left to right, top to bottom, and page by page.

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

L.RF.K.2B Count, pronounce, blend, and segment syllables in spoken words.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.	Demonstrate openness to new ideas and perspectives,	Brainstorming can create new, innovative ideas.
8.2.2.ITH.3	Identify how technology impacts or improves life	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.

Central Idea/Enduring Understanding:

Skills:

Words are made of sound parts (syllables,

Essential/Guiding Question:

Skills:

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

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phonemes). Phonemes (sounds) are blended to form words. Position words describe a relative location. Handwriting strokes are made by holding a writing utensil and moving it across paper. Knowledge: We understand the world through our five senses. Each sense uses a unique body part to take in information. Sometimes our senses function differently from others.	do I go after that? Can I clap syllables in a given word? Knowledge: Can I identify the characters and setting of a text? What are some ways in which I can experience senses differently, and how can those experiences affect my life?
Content: Skills: Sounds within words, words within sentences Prerequisite handwriting skills Blending gestures Knowledge: Vocabulary Five senses Inspirational stories Retelling Orally generate sentences Active listening Repeating and reciting Discussion	Skills(Objectives): Skills: Orally blend syllables and two- and three phonemes to form words Identify beginning sounds of words Use position words: left, right, top, bottom Track left to right, top to bottom Draw a number of writing strokes that are prerequisites for writing letters Hold writing utensils using the tripod grip Knowledge: Demonstrate understanding of key vocabulary Use graphic organizers to categorize and sort information about the senses Create timelines recording important events in the lives of Helen Keller and Ray Charles Write and draw information detailing each of the five senses
Interdisciplinary Connections: Visual and Performing Arts 1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community. Mathematics K.CC.C.7 Compare numbers written as numerals.	
Stage 2: Assessment Evidence	
Performance Task(s): Formative Assessments • Check for Understanding • Exit Pass • Spelling Summative Assessments • CKLA Unit Assessment Benchmark Assessments • Student Performance • DIBELS • Oral Reading Fluency	Other Evidence: • Student Data Notebook • Oral Reading Fluency • Visual Representations • Graphic organizers
Stage 3: Learning Plan	
Learning Opportunities/Strategies: Skills: Orally blend syllables and two- and three phonemes to form words Pocket	Resources: ELA • CKLA • Teach Your Monster to Read

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Show position words: left, right, top, bottom Track left to right, top to bottom Modeling and draw a number of writing strokes that are prerequisites for writing letters Modeling-Hold writing utensils using the tripod grip Sound/Spelling Review Vowel Discrimination Pocket Chart Chaining Spelling Hopscotch Word Box Knowledge: Modeling Demonstrate understanding of key vocabulary Graphic organizers to categorize and sort information Timelines recording important events Write and draw information detailing each of the five senses Opinion Writing	LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit Title: Skills 3/Knowledge 3 Underdogs and Heroes: Stories

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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

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

Writing

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

W.IW.K.2A Introduce a topic.

W.IW.K.2B Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

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.

SL.PE.K.1A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

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

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

L.RF.K.1.A Follow words from left to right, top to bottom, and page by page.

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

L.RF.K.2B Count, pronounce, blend, and segment syllables in spoken words.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community	There are actions an individual can take to help make this world a better place.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

Central Idea/Enduring Understanding:

Skills:

Words are represented with symbols (sound pictures).
Sound pictures can be blended to read words.
Sound pictures are used to spell words.

Knowledge:

Essential/Guiding Question:

Skills:

Can I isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words?

Can I produce the sound(s) for each letter and vowel?

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An appreciation for fiction from other cultures. An understanding of the elements of the story including characters, plot, and setting.	Knowledge: Why is it important to know and understand the characters, setting and major events in the story? How can I describe similarities and differences in characters?
Content: Skills: Words within sentences, sounds within words Handwriting Tricky Words Beginning blending Knowledge: Fictional Stories Story Elements: Character, Plot, Setting Identifying Lessons in a Story Sequencing Vocabulary Comprehension Questions Active listening Repeating and reciting Discussion	Skills(Objectives): Skills: Orally blend sounds to form words Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ >'c', /g/, /i/ Blend and read printed VC and CVC words Change sounds in simple words to create new words Read Tricky Words one, two, three Knowledge: Demonstrate understanding of key vocabulary Sequence the beginning, middle and end Compare and contrast characters Orally create and expand sentences Describe characters, setting, and plot from different stories Write and draw events and details to retell a story

Interdisciplinary Connections:

Health/P.E.

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.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Visual and Performing Arts

1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass
- Spelling

Summative Assessments

- CKLA Unit Assessment

Benchmark Assessments

- Student Performance
- DIBELS

Other Evidence:

- Student Data Notebook
- Oral Reading Fluency
- Visual Representations
- Graphic organizers
- Kindergarten Entry Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and Talk
 Think-Pair-Share
 Modeling
 Think-Draw-Share
 Oral Blending
 Sound/Spelling Review
 Vowel Discrimination
 Pocket Chart Chaining
 Spelling Hopscotch

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)

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Word Box			
Knowledge: Demonstrate understanding of key vocabulary Group Discussion Comprehension Questions Sequence of Events Multiple- Meaning words Story Elements Retelling Stories	• NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Skills 4/Knowledge 4 See How They Grow: Plants
Stage 1: Desired Results
Standards & Indicators: Reading Domain RL.CI.K.2 With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how). RI.CI.K.2 With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). RI.IT.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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Writing Domain W.IW.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. W.IW.K.2A Introduce a topic. W.IW.K.2B Develop the topic with at least two facts or other information and examples related to the topic, including pictures. Speaking and Listening L.VL.K.2 With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.VL.K.2A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 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. SL.PE.K.1A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. Language Domain L.RF.K.2.D Orally repeat multi-syllable words and pronounce the separate syllables. L.RF.K.2.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.A Demonstrate basic knowledge on 1-to-1 letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. L.WF.K.1B Write upper and lowercase letters, with reference to a model. L.WF.K.1E Write a common grapheme (letter or letter group) for each phoneme.		
<u>Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking</u>		
Standard	Performance Expectations	Core Ideas
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CT.1:	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats	Individuals collect, use, and display data about individuals and the world around them.
<u>Central Idea/Enduring Understanding:</u> Skills: Sounds/symbols can be blended to read words. Symbols are used to spell words. Words make up phrases and sentences. Words are read from left to right. Words in a book tell a story. Knowledge: Plants make up one kingdom in the scientific system that classifies different living things. Th Plants need basic things to stay alive and grow. Plants have life cycles, like other living things. All living things are interconnected.		<u>Essential/Guiding Question:</u> Skills: How can I isolate, pronounce, and print the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words? Knowledge: How can I retell and note details in a story? How can I determine the meaning of words using text evidence?
<u>Content:</u> Skills: Handwriting		<u>Skills(Objectives):</u> Skills: Orally blend and segment sounds in words

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Tricky Words Decoding Encoding Read short phases Knowledge: Plant parts and life cycle Vocabulary Comprehension Questions Active listening Repeating and reciting Discussion	Recognize and write new sounds/symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/ Blend and read printed VC and CVC words Change sounds in words to create new words Write dictated words Read Tricky Words a, the Read phrases in a decodable text Knowledge: Demonstrate understanding of key vocabulary Compare and contrast characters plants and plant parts using a graphic organizer Orally describe plants, plant parts, and life cycles Describe characters, setting, and plot from different stories Write and draw information from the text
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Interdisciplinary Connections:

Science:

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

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

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass
- Spelling

Summative Assessments

- CKLA Unit Assessment

Benchmark Assessments

- Student Performance
- DIBELS
- Oral Reading Fluency

Other Evidence:

- Student Data Notebook
- Oral Reading Fluency
- Visual Representations
- Graphic organizers

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Skills

Turn and Talk
Think-Pair-Share
Modeling
Think-Draw-Share
Oral Segmenting
Sound/Spelling Review
Pocket Chart Chaining
Sound Dictation

Knowledge:

Demonstrate understanding of key vocabulary
Group Discussion
Comprehension Questions
Sequence of Events
Retell familiar stories

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

*Be sure to only include applicable resources.

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Recall details from familiar stories			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Skills 5/Knowledge 5 Moo, Cluck, Oink: Farms
Stage 1: Desired Results
Standards & Indicators: Reading Domain RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how). RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). Writing Domain W.IW.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. W.IW.K.2A Introduce a topic. W.IW.K.2B Develop the topic with at least two facts or other information and examples related to the topic, including pictures Speaking and Listening SL.PE.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.PE.K.1A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). Language Domain

Grade K ELA

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. L.RF.K.3A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. L.RF.K.3B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. L.RF.K.3C. Read high-frequency words and grade level irregular words with automaticity. L.RF.K.3D. Recognize the parts of high-frequency words that are regular and the parts that are irregular. L.RF.K.3E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). 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. L.WF.K.1. Demonstrate command of the conventions of writing. A. Print many upper and lowercase letters. L.WF.K.2.D Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by writing frequently used words accurately.
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Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
8.2.2.ED.1	Communicate the function of a product or device.	Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.
8.2.2.ITH.3	Identify how technology impacts or improves life	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.

<u>Central Idea/Enduring Understanding:</u> Skills: Words are spelled with sound pictures (letters). Words make up phrases and sentences. Knowledge: Plants and animals need to grow. Farms are an important source of food and other products people use.	<u>Essential/Guiding Question:</u> Skills: How can I use my knowledge of letters and sounds to read and spell words? Can I produce the sound(s) for consonants and vowels? How can asking and answering questions help me understand and communicate about what I read and learn? Knowledge: How can I use pictures, words, and the correct order of events to retell a story or share information?
<u>Content:</u> Skills: Tricky Words Isolate short vowel sounds Handwriting Decoding Encoding Read a sentence Knowledge: Farms and farming events	<u>Skills(Objectives):</u> Skills: Discriminate between vowel sounds in words Practice sound/letter correspondences Recognize and write new sounds: /b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/, /k/ spelled 'k' Change sounds in words to create new words Read and write simple VC and CVC words Read Tricky Words blue, yellow, look Read sentences in a decodable text

Grade K ELA

Seasons and impacts on farming Main Idea and Key Details Author and illustrator roles Compare two texts on the same topic Vocabulary Comprehension Questions Active listening Repeating and reciting Discussion	Knowledge: Demonstrate understanding of key vocabulary Choose the best word to describe what is happening in images Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets Sequence events in an informational and literary text Write and draw information from the text about animals, farm jobs, and seasons.
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Interdisciplinary Connections:

Visual and Performing Arts

1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.

Science

K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface. **Climate Change**

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

Climate Change

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass
- Spelling

Summative Assessments

- CKLA Unit Assessment

Benchmark Assessments

- Student Performance
- DIBELS
- Oral Reading Fluency

Other Evidence:

- Student Data Notebook
- Oral Reading Fluency
- Visual Representations
- Graphic organizers
- Observation Data

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Skills

Turn and Talk
Think-Pair-Share
Modeling
Think-Draw-Share
Oral Segmenting
Sound/Spelling Review
Pocket Chart Chaining
Sound Dictation

Knowledge:

Demonstrate understanding of key vocabulary
Group Discussion
Comprehension Questions
Multiple- Meaning words
Saying and Phrases
Writing template-Opinion Writing

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Grade K ELA

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Skills 6/Knowledge 6 Deep Roots: Introduction to Native American Cultures

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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).

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).

Writing Domain

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

W.IW.K.2.B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.NW.K.3.A Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

W.NW.K.3.B. Provide limited details of experiences, events, or characters.

W.NW.K.3.C. Provide a reaction to the experiences or events.

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

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

Speaking and Listening Domain

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

Grade K ELA

Language Domain L.RF.K.2C. Blend and segment onsets and rimes of single syllable spoken words. L.RF.K.3A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. L.RF.K.3B Associate the long and short sounds with common spellings (graphemes) for the five major vowels L.RF.K.3E Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. L.WF.K.2.D Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: Writing frequently used words accurately.		
<u>Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking</u>		
Standard	Performance Expectations	Core Ideas
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).	Money comes in different values, forms, and uses.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.	Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).
8.2.2.ETW.2	Identify the natural resources needed to create a product.	The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.
<u>Central Idea/Enduring Understanding:</u> Skills: Letter-sound relationships, print concepts, fluency to understand how letters and sentences work together to create meaning. Knowledge: Three Indigenous tribes: the Lakota Sioux, the Wampanoag, and the Lenape and where they lived helped shape their homes, food, clothing, and traditions.		<u>Essential/Guiding Question:</u> Skills: How can I use my knowledge of letter sounds, including vowel sounds, onsets, and rimes, to read and spell words? Knowledge: How can I use words, pictures, and the correct order of events to clearly share information and ideas?
<u>Content:</u> Skills: Tricky Words Tricky Spelling Consonant Clusters Name lowercase letters Knowledge: Native American Cultures and Environments Needs and traditions of diverse tribes Identify Background Information Compare Activities of Native Americans Vocabulary Comprehension Questions		<u>Skills(Objectives):</u> Skills: Orally blend sounds to form words Identify sound pictures by their letter names Identify and create rhyming words Blend and read words with consonant clusters of up to five sounds Read words with Tricky Spelling 's' pronounced /z/ and Tricky Words I, are, and little Read stories in the decodable Reader Demonstrate comprehension by answering story questions Knowledge: Demonstrate understanding of key vocabulary

Grade K ELA

Generate New Questions Active listening Discussion Use familiar nouns and verbs	Distinguish the meaning of the words to and from in context. Use details from the text to orally describe food, clothing, and shelter of each of the Native American tribes discussed Compare and contrast three Native American tribes using a graphic organizer Write and draw information from the text describing characteristics of different tribes and items used in Native American life.
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Interdisciplinary Connections:

Visual and Performing Arts

1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.

Science

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

Social Studies

6.1.2.HistoryUP.2 Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass
- Spelling

Summative Assessments

- CKLA Unit Assessment

Benchmark Assessments

- Student Performance
- DIBELS
- Oral Reading Fluency

Other Evidence:

- Student Data Notebook
- Oral Reading Fluency
- Visual Representations
- Graphic organizers

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Skills:

Turn and Talk

Think-Pair-Share

Modeling

Think-Draw-Share

Oral Segmenting

Sound/Spelling Review

Alphabet Review

Pocket Chart Chaining

Dictation with words

Tap and Spell

Knowledge:

Chart-key vocabulary

Group Discussion

Think-Pair-Share Comprehension Questions

Show Syntactic Awareness

Multiple- Meaning words

Saying and Phrases

Informative Writing

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

*Be sure to only include applicable resources.

Grade K ELA

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Skills 7/Knowledge 7 All Around the World: Geography
Stage 1: Desired Results
Standards & Indicators: Reading Domain 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.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.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Writing Domain W.NW.K.3.A Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end). W.NW.K.3.B. Provide limited details of experiences, events, or characters. W.NW.K.3.C. Provide a reaction to the experiences or events. W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Language Domain L.RF.K.1.D Recognize and name all upper - and lowercase letters of the alphabet.

Grade K ELA

L.RF.K.2.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.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. L.RF.K.3.B Associate the long and short sounds with common spellings (graphemes) for the five major vowels L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity. L.RF.K.3.D Recognize the parts of high-frequency words that are regular and the parts that are irregular.		
<u>Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking</u>		
Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	Individuals from different cultures may have different points of view and experiences.
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.	Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)
<u>Central Idea/Enduring Understanding:</u> Skills: Print concepts and fluency are foundational pillars of literacy. Print concepts (understanding how texts work mechanically) build emergent literacy, while fluency (reading smoothly and accurately) acts as the bridge to actual reading comprehension. Together, they transform reading from a chore into an automatic, meaningful process. Knowledge: Globes and maps are tools used to find locations and identify distances between oceans. Maps and globes can be used to identify a person's home continent, country, state, and town. All people live differently in different geographic locations.		<u>Essential/Guiding Question:</u> Skills: Can I produce the sound(s) for each letter? Can I identify two sounds for each vowel? Knowledge: Can I identify globes and maps and use them to locate a place? Can I identify where I live on a map?
<u>Content:</u> Skills: Digraphs Automaticity in blending and segmenting Tricky Words Consonant Clusters Partner reading Knowledge: United States Geography World Geography Compare and contrast globes and maps Describe cities, towns, and states on a map Vocabulary		<u>Skills(Objectives):</u> Skills: Orally segment words with consonant clusters Read and spell consonant digraphs /ch/, /sh/, /th/, /th/, /qu/, /ng/ Read and spell words with consonant clusters Read Tricky Words down, out, of Read stories in the decodable Reader Demonstrate comprehension by answering story questions Knowledge: Demonstrate understanding of key vocabulary Identify the country, region, state, and town where students live on a U.S. map. Locate Earth's seven continents and five oceans on a world

Grade K ELA

Comprehension Questions Generate New Questions Active listening Discussion Identify near and far	map and describe geographical details of each Identify the relative distance of several geographical locations from where students live Write an informative description of a place
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Interdisciplinary Connections:

Visual and Performing Arts

1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.

Social Studies

6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass
- Spelling

Summative Assessments

- CKLA Unit Assessment

Benchmark Assessments

- Student Performance
- DIBELS
- Oral Reading Fluency

Other Evidence:

- Student Data Notebook
- Oral Reading Fluency
- Visual Representations
- Graphic organizers

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Skills

Turn and Talk
Think-Pair-Share
Modeling
Think-Draw-Share
Oral Segmenting
Sound/Spelling Review
Alphabet Review
Pocket Chart Chaining
Dictation with words
Word Box

Knowledge:

Charts of key vocabulary
Group Discussion
Think-Pair-Share Comprehension Questions
Syntactic Awareness
Multiple- Meaning words
Oral Responses-Saying and Phrases
Graphic Organizer-Informative Writing

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities	Choice Boards Learning Menus	Guided Practice Sentence Starters	Any student requiring further accommodations and/or modifications

Grade K ELA

(e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Skills 8/Knowledge 8 National Icons: Presidents and American Symbols

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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

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

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

Writing Domain

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

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.

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.

Language Domain

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

L.WF.K.3.C Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

L.WF.K.3.D Use end punctuation.

L.RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

L.RF.K.3.B Associate the long and short sounds with common spellings (graphemes) for the five major vowels

L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.

L.RF.K.3.D Recognize the parts of high-frequency words that are regular and the parts that are irregular.

Grade K ELA

<u>Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking</u>		
Standard	Performance Expectations	Core Ideas
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
<u>Central Idea/Enduring Understanding:</u> Skills: Mastering the rules of phonics, sentence structure, and punctuation ensures strong foundational reading and writing skills. Knowledge: George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama are considered important presidents because of their accomplishments. The Declaration of Independence is a statement of America's liberty. The White House, the American flag, the Statue of Liberty, and Mount Rushmore are iconic American symbols.		<u>Essential/Guiding Question:</u> Skills: Can I spell simple words phonetically, drawing on knowledge of sound-letter relationships? Knowledge: Am I able to retell familiar stories, including key details (e.g., who, what, where, when, why, how)? Did I use a combination of drawing, dictating, and writing to compose informative/explanatory texts to supply some information about the topic? Did I tell you about the events in the order in which they occurred?
<u>Content:</u> Skills: Double letter spellings for consonant sounds Tricky Words Ending punctuation Apostrophes Knowledge: Vocabulary Famous Presidents National Symbols Role of the President Comprehension Questions Generate New Questions Active listening Discussion		<u>Skills(Objectives):</u> Skills: Review vowel sounds, digraphs, and other sounds and spellings Read and spell words with double-letter spellings Read Tricky Words funny, all, was, from Read stories in the decodable Reader Demonstrate comprehension by answering story questions Knowledge: Demonstrate understanding of key vocabulary Orally describe details from informational text Use a graphic organizer to organize and retell information, including a timeline Sequence events based on information in the text Write short phrases and sentences and draw pictures based on details in the text
<u>Interdisciplinary Connections:</u> Social Studies 6.1.2.Geo.SV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.		

Grade K ELA

Science K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Visual and Performing Arts 1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.			
Stage 2: Assessment Evidence			
Performance Task(s): Formative Assessments • Check for Understanding • Exit Pass • Spelling Summative Assessments • CKLA Unit Assessment Benchmark Assessments • Student Performance • DIBELS • Oral Reading Fluency		Other Evidence: • Student Data Notebook • Oral Reading Fluency • Visual Representations • Graphic organizers	
Stage 3: Learning Plan			
Learning Opportunities/Strategies: Skills Turn and Talk Think-Pair-Share Modeling Think-Draw-Share Rhyming Words Sound/Spelling Trees Alphabet Review Pocket Chart Chaining Dictation with words Word Box Knowledge: Vocabulary Charts key vocabulary Group Discussion Think-Pair-Share-Comprehension Questions Sequence Of Events Multiple- Meaning words Chorally, Saying and Phrases Graphic Organizer-Narrative Writing		Resources: ELA • CKLA LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual,

Grade K ELA

broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Use games, simulations, and hands-on activities to reinforce concepts.	Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Skills 9/Knowledge 9 Rain and Rainbows: Seasons and Weather

Stage 1: Desired Results

Standards & Indicators:

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

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.

Writing Domain

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

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

W.IW.K.2.B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

Speaking and Listening Domain

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

Language Domain

L.RF.K.1.D Recognize a name all upper - and lowercase letters of the alphabet

L.RF.K.2.A Recognize and produce rhyming words.

L.RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

L.RF.K.3.B Associate the long and short sounds with common spellings (graphemes) for the five major vowels

L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.

L.RF.K.3.D Recognize the parts of high-frequency words that are regular and the parts that are irregular.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills

Grade K ELA

9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGl.2).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.	Individuals collect, use, and display data about individuals and the world around them.

<u>Central Idea/Enduring Understanding:</u> Skills: Reading simple stories increases the knowledge of sound-letter relationships and sentence structures. Knowledge: Different regions of the earth experience different weather patterns/seasons. Knowing about the weather is important to our daily lives and activities.	<u>Essential/Guiding Question:</u> Skills: How can I read simple stories? Knowledge: How can I use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which I can supply some information about the topic?
<u>Content:</u> Skills: Tricky Words Uppercase Letter Identification and Formation Punctuation Sentence Reading Sentence Writing Knowledge: Vocabulary Characteristics of the four seasons Days of the week and months of the year Daily weather conditions Weather routines and safety Songs and Chants	<u>Skills(Objectives):</u> Skills: Orally blend two-syllable words Read and spell words with previously taught sound/letter correspondences Read fifteen new, and previously learned, Tricky Words Write uppercase letters Write dictated phrases Identify correct end mark punctuation in complete sentences Read stories in the decodable Reader Answering story questions by drawing/writing Knowledge: Demonstrate understanding of key vocabulary Orally describe details from informational and literary text Ask and answer questions using who Draw and sequence the seasons of the year Use information from the text to draw a picture explaining how to stay safe during a storm Record information in a weather diary and present a weather report

<u>Interdisciplinary Connections:</u> Visual and Performing Arts 1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community. Science K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> Formative Assessments - Check for Understanding - Exit Pass - Spelling Summative Assessments	<u>Other Evidence:</u> - Student Data Notebook - Oral Reading Fluency - Visual Representations - Graphic organizers
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Grade K ELA

- CKLA Unit Assessment Benchmark Assessments - Student Performance - DIBELS - Oral Reading Fluency			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Skills Turn and Talk Think-Pair-Share Modeling Think-Draw-Share Rhyming Words Sound/Spelling Review Alphabet Review Pocket Chart Chaining Dictation with words Word Box Knowledge: Vocabulary Charts-key vocabulary Group Discussion Turn and Talk-Comprehension Questions Construct Sequence Of Events Multiple- Meaning word Chorally Saying Phrases Graphic Organizer-Informative Writing	<u>Resources:</u> ELA - CKLA LGBTQ and Disabilities Resources: LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: Learning for Justice NJDOE Diversity, Equity & Inclusion Educational Resources NJ Amistad Commission InteracVocabulartive Curriculum https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Grade K ELA

Debrief students Propose interest-based extension activities			
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Unit Title: Skills 10/Knowledge 10 Shape by Nature: Art and the World Around Us

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

RI.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.

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

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

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

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

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

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

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

Speaking and Listening Domain

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.

Language Domain

L.RF.K.1.D Recognize a name all upper - and lowercase letters of the alphabet

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

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

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	Brainstorming can create new, innovative ideas.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).	Digital tools can be used to display data in various ways.
8.1.2.AP.4	Break down a task into a sequence of steps.	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

Grade K ELA

<u>Central Idea/Enduring Understanding:</u> Skills: Mastering the rules of phonics, sentence structure, and punctuation ensures strong foundational reading and writing skills. Knowledge: Artists draw inspiration from nature and the world around them. Art can take many forms, including paintings, sculptures, pottery, drawings, weaving, and skyspaces. Researchers create plans, ask questions, and collect information to share with others.	<u>Essential/Guiding Question:</u> Skills: How can I read emergent reader texts with purpose and understanding? How can I use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened? Knowledge: How can I use a graphic organizer to organize, sequence, and retell? How can I identify a question, research facts, organize information, and share what I have learned?
<u>Content:</u> Skills: Syllables Tricky Words CVCe words Punctuation Apostrophes Sentence Reading Sentence Writing Knowledge: Vocabulary Nature as inspiration Cultural influences Process of making art Research activities Ask and answer questions Active listening Discussion	<u>Skills(Objectives):</u> Skills: Orally segment two-syllable words Read new and previously learned Tricky Words Divide syllables in words Read and spell words with long vowels and separated digraphs (CVCe) Recognize apostrophes that show possession or used in contractions Use punctuation marks while reading connected text Answer story questions during discussions and in writing Knowledge: Demonstrate understanding of key vocabulary Orally describe details from informational text Use a graphic organizer to organize and retell information Edit writing with adult assistance Sequence events based on information in the text Create a class book of questions about art
<u>Interdisciplinary Connections:</u> Visual & Performing Arts 1.2.2.Cr1a Discover, share and express ideas for media artworks through experimentation, sketching and modeling. 1.2.2.Cr3a Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> Formative Assessments • Check for Understanding • Exit Pass • Spelling Summative Assessments • CKLA Unit Assessment Benchmark Assessments • Student Performance • DIBELS • Oral Reading Fluency	<u>Other Evidence:</u> • Student Data Notebook • Oral Reading Fluency • Visual Representations • Graphic organizers

Grade K ELA

Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Skills Turn and Talk Think-Pair-Share Modeling Think-Draw-Share Rhyming Words Sound/Spelling Review Oral Segmenting Pocket Chart Chaining Dictation with words Word Box Knowledge: Vocabulary Charts- key vocabulary Group Discussion Turn and Talk-Comprehension Questions Sequence Of Events Multiple- Meaning words Syntactic Awareness Saying and Phrases Graphic Organizer-Research Plan Model of Informative Writing			
<u>Resources:</u> ELA - CKLA LGBTQ and Disabilities Resources: LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: Learning for Justice NJDOE Diversity, Equity & Inclusion Educational Resources NJ Amistad Commission Interactive Curriculum https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.			
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Grade K ELA

Pacing Guide

Content	Resources	Standards
UNIT 1: Marking Period 1		
Skills: Environmental noises, sounds, letters, words, handwriting 13 Days Knowledge: Star Light, Star Bright: Nursery Rhymes and Fables 16 Days	CKLA Student Performance Assessment Unit Assessment Domain Assessment Culminating Activities	Standards RL.IT.K.3 RL.TS.K.4 RL.MF.K.6 RL.CT.K.8 L.RF.K.2 L.RF.K.2A L.RF.K.1 L.RF.K.1.A L.RF.K.2 W.NW.K.3 SL.PE.K.1 SL.PE.K.1A SL.UM.K.5 SL.AS.K.6
UNIT 2: Marking Period 1		
Skills: Blending syllables, orally producing two and three sound words by blending, handwriting 13 Days Knowledge: See, Hear, Smell, Taste, Touch: The Five Senses 16 Days	CKLA Unit Assessment Domain Assessment Culminating Activities	Standards RI.CR.K.1 RI.CI.K.2 RI.IT.K.3 W.IW.K.2 W.IW.K.2A W.IW.K.2B SL.PE.K.1 SL.PE.K.1A SL.UM.K.5 SL.AS.K.6 L.RF.K.1 L.RF.K.1.A L.RF.K.2 L.RF.K.2B
UNIT 3: Marking Period 1-2		
Skills: Tricky words, blending sounds, making words, handwriting 14 Days Knowledge: Underdogs and Heroes: Stories 16 Days	CKLA Unit Assessment Domain Assessment Culminating Activities	Standards RI.CR.K.1 RI.CI.K.2 RI.IT.K.3 W.IW.K.2 W.IW.K.2A W.IW.K.2B SL.PE.K.1 SL.PE.K.1A SL.UM.K.5 SL.AS.K.6

Grade K ELA

		L.RF.K.1 L.RF.K.1.A L.RF.K.2 . L.RF.K.2B
UNIT 4: Marking Period 1-2		
Skills: Blending sounds to form words, handwriting, reading phrases 15 Days Knowledge: See How They Grow: Plants 16 Days	CKLA Unit Assessment: Domain Assessment Culminating Activities	Standards RL.CI.K.2 RI.CI.K.2 RI.IT.K.3 W.IW.K.2 W.IW.K.2A W.IW.K.2B L.VL.K.2 L.VL.K.2A SL.PE.K.1 SL.PE.K.1A SL.AS.K.6 L.RF.K.2.D L.RF.K.2.E L.RF.K.3.A L.WF.K.1B L.WF.K.1E
UNIT 5: Marking Period 2		
Skills: Letter-sound correspondences Write sound-symbols, Read and write VC, CVC words 16 Days Knowledge: Moo, Cluck, Oink: Farms 16 Days	CKLA Student Performance Assessment Domain Assessment Culminating Activities	Standards W.IW.K.2 W.IW.K.2A W.IW.K.2B SL.PE.K.1 SL.PE.K.1A L.RF.K.3. L.RF.K.3A. L.RF.K.3B. L.RF.K.3C. L.RF.K.3D. L.RF.K.3E. SL.II.K.2. L.WF.K.1. L.WF.K.2.D
UNIT 6: Marking Period 2-3		
Skills: Automatize letter-sound correspondences, Blending, Consonant Clusters, Letter names, Rhyming Words, Independent Reading 17 Days Knowledge: Deep Roots: Introduction to Native American Culture 16 Days	CKLA Unit Assessment Domain Assessment Culminating Activities	Standards RL.CT.K.8. RL.MF.K.6. W.IW.K.2.A W.IW.K.2.B. W.NW.K.3.A W.NW.K.3.B. W.NW.K.3.C. W.WP.K.4. W.SE.K.6. SL.ES.K.3.

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		L.RF.K.2C. L.RF.K.3A. L.RF.K.3B L.RF.K.3E L.RF.K.4. L.WF.K.2.D
UNIT 7: Marking Period 3		
Skills: Digraphs, Phonemic Awareness Activities, Chaining Exercises, Partner Reading, Independent Reading 17 Days Knowledge-All Around the World: Geography 16 Days	CKLA Unit Assessment Domain Assessment Culminating Activities	Standards RL.CI.K.2. RL.IT.K.3. RL.MF.K.6. RI.IT.K.3. W.NW.K.3.A W.NW.K.3.B.. W.NW.K.3.C. W.SE.K.6. L.RF.K.1.D L.RF.K.2.E L.RF.K.3.A L.RF.K.3.B L.RF.K.3.C L.RF.K.3.D
UNIT 8: Marking Period 3-4		
Skills: Vowel sounds, Tricky words, Read and spell double-letter spellings, Read and answer story questions 20 Days Knowledge: National Icons: Presidents and American Symbols 16 Days	CKLA Student Performance Assessment Unit Assessment: Domain Assessment Culminating Activities	Standards RI.IT.K.3. RL.IT.K.3. RL.CT.K.8. RI.CT.K.8. W.NW.K.3. SL.PE.K.1. SL.II.K.2. L.WF.K.3 L.WF.K.3.C L.WF.K.3.D L.RF.K.3.A L.RF.K.3.B L.RF.K.3.C L.RF.K.3.D
UNIT 9: Marking Period 3-4		
Skills: Blending 2 syllable words, Write uppercase letters and dictated phrases, Ending Punctuation marks, Respond to story questions: drawing & writing 23 Days Knowledge: Rain and Rainbows: Seasons and Weather 16 Days	CKLA Unit Assessment Domain Assessment Culminating Activities	Standards RL.CR.K.1. RL.IT.K.3. RL.MF.K.6. RF.K.4. W.AW.K.1. W.IW.K.2.A W.IW.K.2.B. SL.UM.K.5. L.RF.K.1.D L.RF.K.2.A

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		L.RF.K.3.A L.RF.K.3.B L.RF.K.3.C L.RF.K.3.D
UNIT 10: Marking Period 4		
Skills: Oral Segmentation-2 syllable words, Divide syllables in words, Use punctuation marks, Read and spell words with long vowels and separated digraphs, Answer story questions through discussion and writing 29 Days Knowledge: Shaped by Nature: Art and the World Around Us 16 Days	Student Performance Assessment Culminating Activities	Standards RL.PP.K.5. RI.PP.K.5. RL.MF.K.6. RI.MF.K.6. RI.AA.K.7. RL.CT.K.8. RI.CT.K.8. W.IW.K.2. W.WP.K.4. W.RW.K.7. SL.PI.K.4. SL.AS.K.6. L.RF.K.1.D L.KL.K.1. L.VI.K.3.