Wall Township Public Schools	Board Approval Date: 8/18/26

Kindergarten ELA Curriculum

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

Course Sequence & Pacing

Unit Title	MP/Weeks
Unit 1: Trying New Things In this six-week unit, students explore the importance of trying new things and persevering through challenges. Through fiction, informational, and visual texts, students learn that new experiences can be exciting, difficult, or even scary, but persistence helps build confidence and develop new skills. Students strengthen foundational literacy skills while learning to identify characters, settings, events, and key details. The unit culminates with students creating a shared explanatory writing piece describing what a character tried and how the character felt after learning something new.	MP 1 - Weeks 1-5
Unit 2: Color in Art In this six-week unit, students explore how artists use color to express ideas, emotions, and creativity. Through visual, informational, fictional, and biographical texts, students learn about the color wheel, primary and secondary colors, artistic techniques, and the lives of artists including Alma Thomas and Mary Blair. Students develop reading, writing, speaking, listening, and foundational literacy skills while learning how color influences art and emotions. The unit culminates with students writing a shared opinion piece explaining which of Mary Blair's paintings is their favorite and supporting their opinion with reasons.	MP 1 - Weeks 6 - 10
Unit 3: Thank you Trees! In this six-week unit, students explore the importance of trees and how they support life on Earth. Through literary, informational, and visual texts, students investigate the parts of a tree, a tree's life cycle, and the many ways trees provide food, shelter, recreation, and resources for people and animals. Students strengthen reading comprehension, foundational literacy, writing, speaking, and listening skills while developing an appreciation for the natural world. The unit culminates with students writing a narrative from the perspective of a person or animal describing how a tree helps them and how they feel about that experience.	MP 2-Weeks 11-15

Unit 4: Let's Explore Neighborhoods In this six-week unit, students explore the people, places, and experiences that make neighborhoods unique. Through literary, informational, visual, and realistic fiction texts, students learn how neighbors work together to build strong communities, how community helpers contribute to daily life, and how people can make a positive difference in the places where they live. Students strengthen foundational literacy skills while developing comprehension, vocabulary, discussion, and opinion writing skills. The unit culminates with students writing an opinion explaining which neighborhood shop they would most like to visit and supporting their opinion with evidence from the text.	MP 2-Weeks 16-20
Unit 5: Once Upon a Rhyme In this six-week unit, students explore traditional nursery rhymes and examine how authors use familiar characters and events to create new stories. Through poetry, fiction, informational texts, and visual texts, students compare original rhymes with modern adaptations while strengthening comprehension, vocabulary, foundational reading skills, and narrative writing. Students learn that traditional rhymes are passed down over time and often inspire authors to create stories with familiar characters but different events or endings. The unit culminates with students writing a narrative that extends the story *After the Fall* by imagining what happens after Humpty Dumpty learns to fly.	MP 3 - Weeks 21-25
Unit 6: The Wonders of Weather In this six-week unit, students explore weather, seasons, and how weather affects people, plants, and animals through a variety of informational texts. They develop reading, writing, speaking, and foundational literacy skills while learning about weather patterns, weather safety, and seasonal changes. The unit culminates with students writing an explanatory piece about how weather affects living things and creating a collaborative Weather Report project.	MP 4 - Weeks 26-31

Unit 1

Stage 1: Desired Results

Unit 1: Trying New Things

Unit Summary: In this six-week unit, students explore the importance of trying new things and persevering through challenges. Through fiction, informational, and visual texts, students learn that new experiences can be exciting, difficult, or even scary, but persistence helps build confidence and develop new skills. Students strengthen foundational literacy skills while learning to identify characters, settings, events, and key details. The unit culminates with students creating a shared explanatory writing piece describing what a character tried and how the character felt after learning something new.

Learning Standards

NJSLS Grade Level Standards:

Language & Foundational Skills

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

- L.RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C: Understand that words are separated by spaces in print.
- L.RF.K.1.D: Recognize and name all uppercase and lowercase letters of the alphabet.

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

- L.RF.K.2.A: Recognize and produce rhyming words.
- L.RF.K.2.B: Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.2.C: Blend and segment onsets and rimes of single-syllable spoken words.
- L.RF.K.2.D: Orally repeat multisyllable words and pronounce the separate syllables.
- L.RF.K.2.E: Isolate and pronounce initial, final, and medial sounds in spoken single-syllable words.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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 long and short vowel sounds with common spellings for the five major vowels.

L.RF.K.4. Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.

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

- L.WF.K.1.A: Match uppercase and lowercase letters.
- L.WF.K.1.B: Write uppercase and lowercase letters with reference to a model.
- L.WF.K.1.C: Write from left to right and include spaces between words.
- L.WF.K.1.E: Write a common grapheme for each phoneme.
- L.WF.K.1.F: Orally segment the phonemes in a single-syllable spoken word.

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

- L.WF.K.2.A: Represent phonemes from first to last in simple words.
- L.WF.K.2.B: Write or select a missing initial or final consonant in a CVC word.

- L.WF.K.2.C: Spell VC and CVC words with short vowel sounds.
- L.WF.K.2.E: Attempt phonetic spellings of unknown words.

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

- L.WF.K.3.A: Repeat a sentence and identify how many words are in the sentence.
- L.WF.K.3.B: Write simple sentences.
- L.WF.K.3.E: Use manipulatives or digital tools to construct complete sentences.
- L.WF.K.3.G: Supply the "who," "is doing," and "what" in a subject-verb-object sentence frame.
- L.WF.K.3.J: With support, write statements in response to questions.

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

- L.KL.K.1.A: Use frequently occurring nouns and verbs.
- L.KL.K.1.C: Understand and use question words.
- L.KL.K.1.D: Use frequently occurring prepositions.
- L.KL.K.1.E: Produce and expand complete sentences in shared language activities.

L.VL.K.2: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

L.VI.K.3.C: Identify real-life connections between words and their use.

Reading

RL.CR.K.1: With prompting and support, ask and answer questions about key details in a literary text.

RL.CI.K.2: With prompting and support, identify the central message and retell familiar literary texts, including key details.

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

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

RL.MF.K.6: With prompting and support, describe the relationship between illustrations and the story in which they appear.

RL.CT.K.8: With prompting and support, identify basic similarities and differences between two literary texts on the same topic.

RI.CR.K.1: With prompting and support, ask and answer questions about key details in an informational text.

RI.CI.K.2: With prompting and support, identify the main topic and key details of an informational text.

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

RI.MF.K.6: With prompting and support, describe the relationship between illustrations and the text in which they appear.

RI.CT.K.8: With prompting and support, identify basic similarities and differences between two informational texts on the same topic.

Writing

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

- W.IW.K.2.A: Introduce a topic.
- W.IW.K.2.B: Develop the topic with at least two facts or other information and examples, including pictures.

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

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

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

Speaking and Listening

SL.PE.K.1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts.

- Follow agreed-upon discussion norms.
- Continue a conversation through multiple exchanges.

SL.II.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details.
SL.ES.K.3: Ask and answer questions to seek help, obtain information, or clarify something that is not understood.
SL.PI.K.4: Describe familiar people, places, things, and events and provide additional detail with support.
SL.UM.K.5: Add drawings or other visual displays to descriptions to provide additional detail.
SL.AS.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Curricular Connections

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

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.TL.1: Identify the basic features of technology and how they help people complete tasks.

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

8.2.2.ED.1: Communicate the function of a product and its value to solve a problem.

Interdisciplinary Connections:

NJSLS - SCIENCE 2026

K-ETS1-1: Ask questions, make observations, and gather information about situations people want to change in order to define a simple problem that can be solved through development of a new or improved object or tool.

Asian American and Pacific Islander (AAPI) Connection:

- The anchor text **Saturday Is Swimming Day** is written by **Hyewon Yum**, a Korean American author. Teachers may briefly acknowledge the author's background as part of author study activities, but the unit itself does not explicitly address Asian American or Pacific Islander history or culture.

DEI Connections

- This unit promotes an inclusive classroom environment by encouraging students to recognize that everyone learns and grows at their own pace. Through stories about perseverance and trying new things, students develop empathy, build confidence, respect individual differences, and learn the importance of encouraging and supporting others. While these themes are woven throughout the unit's texts and discussions, they are not explicit instructional requirements of the curriculum.

Learning Targets

Unit Essential Questions:

- Why do people try new things?
- How does practicing help us learn?
- How do characters' feelings change when they try something new?
- What can we learn from stories about perseverance?

Unit Enduring Understandings:

- Trying new things helps us learn, grow, and become more confident.
- Practice and perseverance help people improve their skills.
- Characters experience different feelings before, during, and after learning something new.
- Readers use illustrations and text to understand stories and informational texts.
- Writers can communicate ideas through drawing, dictating, and writing.

Learning Objectives

Students will be able to:

- Retell familiar stories using key events in sequence.

- Identify characters, settings, and major events in literary texts.
- Identify the main topic and key details of informational texts.
- Ask and answer questions about texts using illustrations and details.
- Describe how a character's feelings change throughout a story.
- Recognize the roles of the author and illustrator.
- Use words and illustrations to better understand texts.
- Participate in collaborative discussions by listening and sharing ideas.
- Draw, dictate, or write an explanatory piece describing what a character tried and how the character felt afterward.
- Count words in sentences.
- Recognize and produce rhyming words and alliteration.
- Blend and segment syllables and blend onset and rime.
- Recognize, name, write, and produce the sounds for the letters **Mm, Tt, Aa, Ss, Bb, Ii, Ff, and Hh**.
- Read, build, and write simple words using the taught letter-sound correspondences.

Vocabulary

Unit Vocabulary
- challenge
- achieve
- brave

Academic Vocabulary
- author
- illustrator
- noun
- verb
- preposition
- retell
- summarize
- characters
- setting
- event
- details
- question
- main topic
- key details

Key Vocabulary
- lesson
- practice
- confident
- feelings
- courage
- helpful
- nervous
- goal
- coach
- slide

Stage 2: Evidence of Student Learning

Formative Assessments:
- Teacher observation during whole-group and small-group instruction
- Oral questioning and classroom discussions
- Story retells
- Character, setting, and event identification activities

- Main topic and key detail activities
- Shared reading and interactive read-aloud discussions
- Foundational skills practice (letter names, sounds, phonological awareness)
- Drawing, dictating, and writing responses
- Class project participation ("Trying New Things" Class Book)
- Weekly Foundational Skills Assessments
- Integrated Literacy Module Assessments (Modules 1 and 2)

Summative Assessments:

- Integrated Literacy Unit 1 Assessment
- Foundational Skills Unit 1 Assessment
- End-of-Unit Explanatory Writing:
  - Describe what the character tried.
  - Explain how the character felt after learning something new.
- Completed "Trying New Things" Class Book contribution.

Common Benchmark Assessments:

- I-Ready Inform BoY
- iREady Literacy Tasks
- DIBELS BoY

Core Instructional & Supplemental Materials

Core Texts

- *Saturday Is Swimming Day* by Hyewon Yum (Anchor Text)
- *Everyone Can Learn to Ride a Bicycle* by Chris Raschka
- *I Can Do Hard Things* by Gabi Garcia
- *Just Try It!* (Informational Text)
- *Wibble Wobble BOOM!* by Mary Ann Rodman
- *Climbing Lesson* (Visual Text)
- *Learning to Twirl* (Visual Text)

Instructional Resources

- Student Worktext
- Decodable Connected Texts
- Duet Passages
- Alphabet Books
- Magnetic Readers
- Support & Extend Passages
- Unit Media
- Process Writing materials
- Class Book materials
- Foundational Skills assessments
- Integrated Literacy assessments

Technology

- Interactive whiteboard or document camera
- Student devices (Chromebooks or tablets)
- Curriculum Associates digital resources
- Digital read-alouds and multimedia to build background knowledge
- Digital drawing and writing tools (e.g., Seesaw or Google Workspace)
- Interactive phonics and literacy practice (district-approved applications)

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

Suggested Strategies and Practices that Support Students with Disabilities:

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

Suggested Strategies and Practices that Support English Language Learners:

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

Students At Risk of Failure:

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

Students with 504 Plans:

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

● Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

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

Unit 2

Stage 1: Desired Results

Unit 2: Color in Art

Unit Summary: In this six-week unit, students explore how artists use color to express ideas, emotions, and creativity. Through visual, informational, fictional, and biographical texts, students learn about the color wheel, primary and secondary colors, artistic techniques, and the lives of artists including Alma Thomas and Mary Blair. Students develop reading, writing, speaking, listening, and foundational literacy skills while learning how color influences art and emotions. The unit culminates with students writing a shared opinion piece explaining which of Mary Blair's paintings is their favorite and supporting their opinion with reasons.

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- L.RF.K.2.B: Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.2.C: Blend and segment onsets and rimes of single-syllable spoken words.
- L.RF.K.2.D: Orally repeat multisyllable words and pronounce the separate syllables.
- L.RF.K.2.E: Isolate and pronounce initial, final, and medial sounds in spoken single-syllable words.

L.RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding and encoding 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 long and short vowel sounds with common spellings for the five major vowels.

L.RF.K.4: Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.

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

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- L.WF.K.1.C: Write from left to right and include spaces between words.
- L.WF.K.1.E: Write a common grapheme for each phoneme.
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- L.WF.K.2.A: Represent phonemes from first to last in simple words.
- L.WF.K.2.B: Write or select a missing initial or final consonant in a CVC word.

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L.WF.K.3: Demonstrate command of sentence composition.

- L.WF.K.3.A: Repeat a sentence and identify how many words are in the sentence.
- L.WF.K.3.B: Write simple sentences.
- L.WF.K.3.E: Use manipulatives or digital tools to construct complete sentences.
- L.WF.K.3.G: Supply the “who,” “is doing,” and “what” in a subject-verb-object sentence frame.
- L.WF.K.3.J: With support, write statements in response to questions.

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

- L.KL.K.1.A: Use frequently occurring nouns and verbs.
- L.KL.K.1.C: Understand and use question words.
- L.KL.K.1.D: Use frequently occurring prepositions.
- L.KL.K.1.E: Produce and expand complete sentences in shared language activities.

L.VL.K.2: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

L.VI.K.3.C: Identify real-life connections between words and their use.

Reading

RL.CR.K.1: With prompting and support, ask and answer questions about key details in a literary text.

RL.CI.K.2: With prompting and support, identify the central message and retell familiar literary texts, including key details.

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

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

RL.MF.K.6: With prompting and support, describe the relationship between illustrations and the story in which they appear.

RL.CT.K.8: With prompting and support, identify basic similarities and differences between two literary texts on the same topic.

RI.CR.K.1: With prompting and support, ask and answer questions about key details in an informational text.

RI.CI.K.2:With prompting and support, identify the main topic and key details of an informational text.

RI.IT.K.3: Describe connections among individuals, events, ideas, or information.

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

RI.MF.K.6: With prompting and support, describe the relationship between illustrations and the text in which they appear.

RI.CT.K.8: With prompting and support, identify basic similarities and differences between two informational texts on the same topic.

Writing

W.OW.K.1: Write opinion pieces using drawing, dictating, and writing while providing reasons.W.IW.K.2.A: Introduce a topic.

W.WP.K.4. With prompts and support from adults, 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.

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

Speaking and Listening

SL.PE.K.1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts.

- Follow agreed-upon discussion norms.
- Continue a conversation through multiple exchanges.

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details.

SL.ES.K.3. Ask and answer questions to seek help, obtain information, or clarify something that is not understood.
SL.PI.K.4. Describe familiar people, places, things, and events and provide additional detail with support.
SL.UM.K.5. Add drawings or other visual displays to descriptions to provide additional detail.
SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Curricular Connections

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

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.CR.1: Recognize that creativity can be used to solve problems.

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

8.2.2.ED.1: Communicate the function of a product and its value to solve a problem.

Interdisciplinary Connections:

NJSLS – Visual & Performing Arts 2020

1.5.2.Cr1a: Generate and conceptualize artistic ideas.
1.5.2.Re7a: Perceive and analyze artistic work.
1.5.2.Re8a: Interpret artwork by describing colors, shapes, and patterns.
1.5.2.Cn10a: Create artwork inspired by observations, experiences, and other works of art.

NJSLS – SCIENCE 2026

K-PS1-1: Plan and conduct investigations to describe and classify materials by observable properties.

NJSLS – SOCIAL STUDIES 2020

6.1.2.CivicsPD.1: Engage respectfully in discussions by listening, asking questions, and sharing ideas.
6.1.2.CivicsCM.2: Describe how persistence, creativity, and collaboration help people solve problems.
6.1.2.HistoryUP.2: Use biographies to learn about individuals who made important contributions.

Amistad Connections:

This unit provides an authentic connection to the **Amistad Commission** through the study of **Alma Thomas**, an African American artist and educator whose innovative use of color and pattern influenced American art. Students learn about her life, artistic contributions, perseverance, and lasting impact through two biographical texts.

DEI Connections

This unit promotes an inclusive classroom by helping students appreciate that artists express themselves in unique ways. Through the study of artists from diverse backgrounds and discussions about different perspectives, students learn to value creativity, respect individual expression, and recognize that everyone contributes unique talents and ideas.

Vocabulary

Unit Vocabulary	Academic Vocabulary	Key Vocabulary
• primary colors • secondary colors • express • artist	• main topic • summarize • key details • question • conversation • retell • character • events • opinion • reason • author	• bright • violet • scene • gloomy • illustrate • dull • mixing • palette • unique • athlete • chorus

Learning Targets

	• illustrator • label • noun • preposition • pronoun	• sculptures • brushstrokes • patterns • style • ablaze • collect • vibrant • designing

Stage 2: Evidence of Student Learning

Formative Assessments:

- Teacher observations
- Classroom discussions
- Oral questioning
- Reading comprehension activities
- Story retells and summaries
- Vocabulary activities
- Foundational Skills Weekly Assessments
- Integrated Literacy Module 1 Assessment
- Integrated Literacy Module 2 Assessment
- Color Collage class project
- Writing conferences and drafts

Summative Assessments:

- Foundational Skills Unit 2 Assessment
- Integrated Literacy Unit 2 Assessment
- End-of-Unit Opinion Writing
- Published opinion piece
- Color Collage class project

Common Benchmark Assessments:

- I-Ready Inform BoY
- iREady Literacy Tasks
- DIBELS BoY

Core Instructional & Supplemental Materials

Core Texts	Instructional Resources	Technology Resources
• *The Color Wheel* • *The Wonders of the Color Wheel* • *Half and Half* • *This Book Is Gray* • *A Rainbow of Colors* • *An Artist's Eyes* • *What Is a Biography?* • *Alma Thomas: Artist and Teacher* • *Ablaze with Color* • *Pocket Full of Colors: The Magical World of Mary Blair, Disney Artist Extraordinaire*	• Student Worktext • Unit Media • Connected (Decodable) Texts • Duet Passages • Alphabet Books • Magnetic Readers • Support & Extend Passages • Process Writing materials • Color Collage class project materials • Foundational Skills Assessments • Integrated Literacy Assessments	• Interactive whiteboard or document camera • Student devices (Chromebooks or tablets) • Curriculum Associates digital resources • Digital read-alouds and multimedia • Digital drawing and writing tools (e.g., Seesaw or Google Workspace) • Interactive phonics and literacy practice using district-approved applications

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

Suggested Strategies and Practices that Support Students with Disabilities:

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

Suggested Strategies and Practices that Support English Language Learners:

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

Students At Risk of Failure:

- Provide Peer Tutoring

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

Students with 504 Plans:

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

Specific Strategies and Practices that Support Gifted & Talented Students:

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

Unit 3

Stage 1: Desired Results

Unit 3: Thank you Trees

Unit Summary: In this six-week unit, students explore the importance of trees and how they support life on Earth. Through literary, informational, and visual texts, students investigate the parts of a tree, a tree's life cycle, and the many ways trees provide food, shelter, recreation, and resources for people and animals. Students strengthen reading comprehension, foundational literacy, writing, speaking, and listening skills while developing an appreciation for the natural world. The unit culminates with students writing a narrative from the perspective of a person or animal describing how a tree helps them and how they feel about that experience.

Learning Standards

NJSLS Grade Level Standards:

Language & Foundational Skills

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

- L.RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C: Understand that words are separated by spaces in print.
- L.RF.K.1.D: Recognize and name all uppercase and lowercase letters of the alphabet.

L.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds.

- L.RF.K.2.A: Recognize and produce rhyming words.
- L.RF.K.2.B: Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.2.C: Blend and segment onsets and rimes of single-syllable spoken words.
- L.RF.K.2.D: Orally repeat multisyllable words and pronounce the separate syllables.
- L.RF.K.2.E: Isolate and pronounce initial, final, and medial sounds in spoken single-syllable words.

L.RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding and encoding 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 long and short vowel sounds with common spellings for the five major vowels.

L.RF.K.4: Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.

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

- L.WF.K.1.A: Match uppercase and lowercase letters.
- L.WF.K.1.B: Write uppercase and lowercase letters with reference to a model.
- L.WF.K.1.C: Write from left to right and include spaces between words.
- L.WF.K.1.E: Write a common grapheme for each phoneme.
- L.WF.K.1.F: Orally segment the phonemes in a single-syllable spoken word.

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

- L.WF.K.2.A: Represent phonemes from first to last in simple words.
- L.WF.K.2.B: Write or select a missing initial or final consonant in a CVC word.

- L.WF.K.2.C: Spell VC and CVC words with short vowel sounds.
- L.WF.K.2.E: Attempt phonetic spellings of unknown words.

L.WF.K.3: Demonstrate command of sentence composition.

- L.WF.K.3.A: Repeat a sentence and identify how many words are in the sentence.
- L.WF.K.3.B: Write simple sentences.
- L.WF.K.3.E: Use manipulatives or digital tools to construct complete sentences.
- L.WF.K.3.G: Supply the "who," "is doing," and "what" in a subject-verb-object sentence frame.
- L.WF.K.3.J: With support, write statements in response to questions.

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

- L.KL.K.1.A: Use frequently occurring nouns and verbs.
- L.KL.K.1.C: Understand and use question words.
- L.KL.K.1.D: Use frequently occurring prepositions.
- L.KL.K.1.E: Produce and expand complete sentences in shared language activities.

L.VL.K.2: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- L.VL.K.2.A: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VL.K.2.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.

- L.VI.K.3.A: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.VI.K.3.B: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.VI.K.3.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.VI.K.3.D: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Reading

RL.CR.K.1: With prompting and support, ask and answer questions about key details in a literary text.
RL.CI.K.2: With prompting and support, identify the central message and retell familiar literary texts, including key details.
RL.IT.K.3: With prompting and support, identify characters, settings, and major events in a story.
RL.PP.K.5: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.MF.K.6: With prompting and support, describe the relationship between illustrations and the story in which they appear.
RL.CT.K.8: With prompting and support, identify basic similarities and differences between two literary texts on the same topic.
RI.CR.K.1: With prompting and support, ask and answer questions about key details in an informational text.
RI.CI.K.2:With prompting and support, identify the main topic and key details of an informational text.
RI.IT.K.3: Describe connections among individuals, events, ideas, or information.
RI.PP.K.5: With prompting and support, name the author and illustrator of a text and define the role of each in presenting ideas or information.
RI.MF.K.6: With prompting and support, describe the relationship between illustrations and the text in which they appear.
RI.CT.K.8: With prompting and support, identify basic similarities and differences between two informational texts on the same topic.

Writing

W.OW.K.1: Write opinion pieces using drawing, dictating, and writing while providing reasons.W.IW.K.2.A: Introduce a topic.
W.WP.K.4: With prompts and support from adults, 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.

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

Speaking and Listening

SL.PE.K.1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts.

- Follow agreed-upon discussion norms.
- Continue a conversation through multiple exchanges.

SL.II.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details.

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

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

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

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

Curricular Connections

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

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CR.1: Recognize that creativity can be used to solve problems.

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

8.2.2.ED.1: Communicate the function of a product and its value to solve a problem.

Interdisciplinary Connections:

NJSLS - Visual & Performing Arts 2020

1.5.2.Cr1a: Generate and conceptualize artistic ideas.

1.5.2.Re7a: Perceive and analyze artistic work.

1.5.2.Re8a: Interpret artwork by describing colors, shapes, and patterns.

1.5.2.Cn10a: Create artwork inspired by observations, experiences, and other works of art.

NJSLS - SCIENCE 2026

K-PS1-1: Plan and conduct investigations to describe and classify materials by observable properties.

NJSLS - SOCIAL STUDIES 2020

6.1.2.CivicsPD.1: Engage respectfully in discussions by listening, asking questions, and sharing ideas.

6.1.2.CivicsCM.2: Describe how persistence, creativity, and collaboration help people solve problems.

6.1.2.HistoryUP.2: Use biographies to learn about individuals who made important contributions.

Amistad Connections:

This unit provides an authentic connection to the **Amistad Commission** through the study of **Alma Thomas**, an African American artist and educator whose innovative use of color and pattern influenced American art. Students learn about her life, artistic contributions, perseverance, and lasting impact through two biographical texts.

Climate Change Connections:

This unit provides an authentic opportunity to introduce age-appropriate environmental stewardship. As students learn about the many ways trees support people, animals, and ecosystems, they develop an understanding of the importance of caring for trees and protecting natural resources. While climate change is not explicitly taught in the unit, discussions about conservation and responsible environmental practices provide a meaningful connection to New Jersey's climate change education requirements.

DEI Connections

This unit promotes an inclusive classroom by helping students appreciate that artists express themselves in unique ways. Through the study of artists from diverse backgrounds and discussions about different perspectives, students learn to value creativity, respect individual expression, and recognize that everyone contributes unique talents and ideas.

Learning Targets

Unit Essential Questions:

- How do trees help us and other living things?
- Why are trees important to people and animals?
- How do trees grow and change throughout their life cycle?
- How do authors help readers learn about nature?

Unit Enduring Understandings:

- Trees are essential living things that provide food, shelter, oxygen, and resources for people and animals.
- Trees grow and change throughout a life cycle.
- Informational texts help readers learn about the natural world through facts, text features, and illustrations.
- Readers use key details and an author's reasons to better understand informational texts.
- Writers use narratives to share ideas, experiences, and feelings from a character's perspective.

Learning Objectives

Students will be able to:

- Explain how artists use color to express ideas and emotions.
- Describe connections between individuals, events, and ideas in texts.
- Ask and answer questions about literary and informational texts.
- Identify the main topic and summarize informational texts.
- Retell stories using key details.
- Describe characters, events, and illustrations.
- Identify the roles of the author and illustrator.
- Write an opinion about a favorite artwork and support it with reasons.
- Participate in collaborative discussions.
- Recognize, write, and read letters **Pp, Cc, Oo, Kk, Nn, Rr, Dd, and Ee**.
- Blend, segment, and manipulate syllables and onset-rime.
- Read and write words using taught letter-sound correspondences.

Vocabulary

Unit Vocabulary

- thankful
- grow
- shelter
- wooden

Academic Vocabulary

- notice
- wonder
- summarize
- retell
- key details
- points

Key Vocabulary

- trunks
- bark
- roots
- branches
- leaves
- plant

	• reasons • characters • events • noun • plural noun • action verb • preposition • sentence • conversation • text features • title • headings • images	• limbs • soil • seed • shoot • life cycle • twigs • pollen • buries • sprout • waters • comfort • recreation • construction

Stage 2: Evidence of Student Learning

Formative Assessments:

- Teacher observations during whole-group and small-group instruction
- Classroom discussions and oral questioning
- Story retells and text summaries
- Identification of key details and author's reasons
- Vocabulary discussions and language activities
- Text feature identification activities
- Foundational Skills Weekly Assessments
- Integrated Literacy Module 1 Assessment
- Integrated Literacy Module 2 Assessment
- Integrated Literacy Module 3 activities
- Narrative writing conferences
- Class Forest collaborative project

Summative Assessments:

Foundational Skills Unit 3 Assessment
Integrated Literacy Unit 3 Assessment
End-of-Unit Narrative Writing

- Imagine you are a person or animal in the text.
- Write a story explaining how a tree helps you.
- Describe what happens and how you feel.

Published narrative writing piece
Class Forest project

Common Benchmark Assessments:

- I-Ready Inform
- iREady Literacy Tasks
- DIBELS

Core Instructional & Supplemental Materials

Core Texts

- *What Are Trees?*
- *A Tree Is Nice*
- *If I Were a Tree*
- *Parts of a Tree (Visual Text)*
- *It Starts With a Seed*
- *The Life Cycle of an Oak Tree*
- *Nell Plants a Tree*
- *Things from Trees (Visual Text)*
- *Be Thankful for Trees (Anchor Text)*

Instructional Resources

- Student Worktext
- Unit Media
- Connected (Decodable) Texts
- Duet Passages
- Alphabet Books
- Magnetic Readers
- Support & Extend Passages
- Process Writing materials
- Class Forest project materials
- Foundational Skills Assessments
- Integrated Literacy Assessments

Technology Resources

- Interactive whiteboard or document camera
- Student devices (Chromebooks or tablets)
- Curriculum Associates digital resources
- Digital read-alouds and multimedia about trees and plant life cycles
- Digital drawing and writing tools (e.g., Seesaw or Google Workspace)
- Interactive phonics and literacy practice using district-approved applications

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

Suggested Strategies and Practices that Support Students with Disabilities:

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

Suggested Strategies and Practices that Support English Language Learners:

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

Students At Risk of Failure:

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

Students with 504 Plans:

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

Specific Strategies and Practices that Support Gifted & Talented Students:

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

Unit 4

Stage 1: Desired Results

Unit 4: Let's Explore Neighborhoods

Unit Summary: In this six-week unit, students explore the people, places, and experiences that make neighborhoods unique. Through literary, informational, visual, and realistic fiction texts, students learn how neighbors work together to build strong communities, how community helpers contribute to daily life, and how people can make a positive difference in the places where they live. Students strengthen foundational literacy skills while developing comprehension, vocabulary, discussion, and opinion writing skills. The unit culminates with students writing an opinion explaining which neighborhood shop they would most like to visit and supporting their opinion with evidence from the text.

Learning Standards

NJSLS Grade Level Standards:

Language & Foundational Skills

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

- L.RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C: Understand that words are separated by spaces in print.
- L.RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet.

L.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds.

- L.RF.K.2.E: Isolate and pronounce initial, final, and medial sounds in spoken single-syllable words.
- L.RF.K.2.F: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- 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 long and short vowel sounds with common spellings 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.
- L.RF.K.3.E: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

L.RF.K.4: Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.

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

- L.WF.K.1.A: Match uppercase and lowercase letters.
- L.WF.K.1.B: Write uppercase and lowercase letters with reference to a model.
- L.WF.K.1.C: Write from left to right and include spaces between words.
- L.WF.K.1.E: Write a common grapheme for each phoneme.
- L.WF.K.1.F: Orally segment the phonemes in a single-syllable spoken word.

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

- L.WF.K.2.A: Represent phonemes from first to last in simple words.
- L.WF.K.2.B: Write or select a missing initial or final consonant in a CVC word.
- L.WF.K.2.C: Spelling VC and CVC words with short vowel sounds.

- L.WF.K.2.D: Writing frequently used words accurately.
- L.WF.K.2.E: Attempt phonetic spellings of unknown words.

L.WF.K.3: Demonstrate command of sentence composition.

- L.WF.K.3.B: Write simple sentences.
- 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.WF.K.3.E: Use manipulatives or digital tools to construct complete sentences.
- L.WF.K.3.G: Supply the "who," "is doing," and "what" in a subject-verb-object sentence frame.
- L.WF.K.3.J: With support, write statements in response to questions.

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

- L.KL.K.1.A: Use frequently occurring nouns and verbs.
- L.KL.K.1.B: Form regular plural nouns orally by adding *-s* or *-es*.
- L.KL.K.1.C: Understand and use question words.
- L.KL.K.1.D: Use frequently occurring prepositions.
- L.KL.K.1.E: Produce and expand complete sentences in shared language activities.

L.VL.K.2: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- L.VL.K.2.A: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VL.K.2.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.

- L.VI.K.3.A: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.VI.K.3.B: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.VI.K.3.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.VI.K.3.D: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Reading

RL.CR.K.1: With prompting and support, ask and answer questions about key details in a literary text.
RL.CI.K.2: With prompting and support, identify the central message and retell familiar literary texts, including key details.
RL.IT.K.3: With prompting and support, identify characters, settings, and major events in a story.
RL.PP.K.5: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.MF.K.6: With prompting and support, describe the relationship between illustrations and the story in which they appear.
RL.CT.K.8: With prompting and support, identify basic similarities and differences between two literary texts on the same topic.
RI.CR.K.1: With prompting and support, ask and answer questions about key details in an informational text.
RI.CI.K.2: With prompting and support, identify the main topic and key details of an informational text.
RI.IT.K.3: Describe connections among individuals, events, ideas, or information.
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 ideas or information.
RI.MF.K.6: With prompting and support, describe the relationship between illustrations and the text in which they appear.
RI.CT.K.8: With prompting and support, identify basic similarities and differences between two informational texts on the same topic.

Writing

W.OW.K.1: Write opinion pieces using drawing, dictating, and writing while providing reasons.W.IW.K.2.A: Introduce a topic.
W.WP.K.4: With prompts and support from adults, 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.
W.RW.K.7: With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening

SL.PE.K.1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts.

- SL.PE.K.1.A: Follow agreed-upon discussion norms.
- SL.PE.K.1.B: Continue a conversation through multiple exchanges.

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details.
SL.ES.K.3. Ask and answer questions to seek help, obtain information, or clarify something that is not understood.
SL.PI.K.4. Describe familiar people, places, things, and events and provide additional detail with support.
SL.UM.K.5. Add drawings or other visual displays to descriptions to provide additional detail.
SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Curricular Connections

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

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.CR.1: Recognize that creativity can be used to solve problems.
9.4.2.GCA.1: Explore how individuals contribute to their community.

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

8.2.2.ED.1: Communicate the function of a product and its value to solve a problem.

Interdisciplinary Connections:

NJSLS - Visual & Performing Arts 2020

1.5.2.Cr1a: Generate and conceptualize artistic ideas.
1.5.2.Re7a: Perceive and analyze artistic work.
1.5.2.Re8a: Interpret artwork by describing colors, shapes, and patterns.
1.5.2.Cn10a: Create artwork inspired by observations, experiences, and other works of art.

NJSLS - SCIENCE 2026

K-ESS3-3: Communicate solutions that reduce the impact of humans on the land, water, air, and other living things.

NJSLS - SOCIAL STUDIES 2020

6.1.2.CivicsPI.1: Describe ways individuals make contributions to a community.
6.1.2.CivicsCM.2: Use examples to describe how compassion, civility, responsibility, and cooperation strengthen communities.
6.1.2.GeoSV.1: Describe how people use the resources and features of their community.
6.1.2.GeoHE.1: Explain how community resources meet people's needs.

Amistad Connections:

This unit provides an authentic Amistad connection through literature that highlights diverse communities, civic participation, and cultural traditions. Texts such as **Empanadas for Everyone** and **Lolo's Sari-Sari Store** promote appreciation for diverse cultures and demonstrate how communities are strengthened through cooperation, generosity, and service.

AAPI Connections

This unit includes an authentic AAPI connection through **Lolo's Sari-Sari Store** by **Sophia N. Lee**, which introduces students to Filipino culture and the role of the traditional sari-sari store while emphasizing family, generosity, and community.

Climate Change Connections:

The unit provides an authentic opportunity to discuss community stewardship by encouraging students to care for neighborhood spaces, reduce litter, and take actions that improve the environment. These activities support age-appropriate environmental responsibility and align with New Jersey's climate change education goals.

DEI Connections

Students explore neighborhoods from a variety of cultural, geographic, and personal perspectives. Through texts featuring diverse families, community members, and individuals with different experiences, students develop empathy, appreciate the strengths of diverse communities, and recognize that everyone has a role in making a neighborhood welcoming and inclusive.

Learning Targets

Unit Essential Questions:

- What can people do to help their neighborhood?
- How do neighbors work together to build strong communities?
- Why are community helpers important?
- How do stories and informational texts help us learn about neighborhoods?

Unit Enduring Understandings:

- Neighborhoods are places where people live, work, learn, and play together.
- Communities are strengthened when people help and care for one another.
- Community helpers and local businesses provide important services that meet people's needs.
- Readers use text and illustrations together to better understand stories and informational texts.
- Writers share opinions and support them with reasons based on evidence from a text.
-

Learning Objectives

Students will be able to:

- Retell familiar stories, including key details.
- Describe the relationship between illustrations and the text in literary and informational texts.
- Ask and answer questions about literary and informational texts.
- Identify the main topic and key details of informational texts.
- Describe characters, settings, and major events.
- Describe connections among people, places, and events in informational texts.
- Identify reasons an author gives to support points in an informational text.
- Compare neighborhoods, characters, and community experiences across texts.
- Write an opinion about a neighborhood shop using evidence from a text.
- Plan, draft, revise, and publish an opinion piece.
- Recall information from texts and classroom discussions to support writing.
- Participate in collaborative discussions by following discussion norms, asking questions, and requesting clarification.
- Identify, blend, and segment phonemes.

- Decode and encode CVC words with short vowels **a**, **e**, **i**, **o**, and **u**.
- Read emergent-reader texts accurately and fluently.
- Capitalize the pronoun **I** and proper nouns, including the names of months.

Vocabulary

Unit Vocabulary
- neighborhood
- neighbor
- volunteer
- donate

Academic Vocabulary
- connection
- setting
- describe
- summarize
- key details
- retell
- character
- event

Key Vocabulary
- awnings
- alleyway
- fair
- litter
- mural
- swap
- unload
- steady
- shade
- variety
- stoop
- tour
- crosswalk
- city
- relaxed
- dough
- welcomed
- ingredients

Stage 2: Evidence of Student Learning

Formative Assessments:
- Teacher observations during whole-group and small-group instruction
- Classroom discussions and oral questioning
- Story retells
- Character, setting, and event identification activities
- Main topic and key detail activities
- Vocabulary and language activities
- Text feature and illustration analysis
- Foundational Skills Week 1–4 Assessments

- Integrated Literacy Module 1 Assessment
- Integrated Literacy Module 2 Assessment
- Opinion writing conferences
- Neighborhood Welcome Poster class project

Summative Assessments:

- Foundational Skills Unit 4 Assessment
- Integrated Literacy Unit 4 Assessment
- End-of-Unit Opinion Writing
    - Choose which shop in the story you would most like to visit.
    - Explain which part of the story helped you decide.
- Published opinion writing piece
- Neighborhood Welcome Poster class project

Common Benchmark Assessments:

- I-Ready Inform
- iREady Literacy Tasks
- DIBELS

Core Instructional & Supplemental Materials

Core Texts

- *Neighborhoods (Visual Text)*
- *Outside My Window by Linda Ashman*
- *Look Where We Live! by Scot Ritchie*
- *In the Neighborhood (Visual Text)*
- *People and Places in a Neighborhood*
- *Daniel's Good Day by Micha Archer*
- *Lolo's Sari-Sari Store by Sophia N. Lee*
- *A Neighborhood Tour*
- *My City Speaks by Darren Lebeuf*
- *Empanadas for Everyone by Jackie Azúa Kramer (Anchor Text)*

Instructional Resources

- Student Worktext
- Unit Media
- Connected (Decodable) Texts
- Magnetic Readers
- Support & Extend Passages
- Process Writing materials
- Neighborhood Welcome Poster project materials
- Foundational Skills Assessments
- Integrated Literacy Assessments

Technology Resources

- Interactive whiteboard or document camera
- Student devices (Chromebooks or tablets)
- Curriculum Associates digital resources
- Digital read-alouds and multimedia about neighborhoods and communities
- Digital drawing and writing tools (e.g., Seesaw or Google Workspace)
- Interactive phonics and literacy practice using district-approved applications

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

Suggested Strategies and Practices that Support Students with Disabilities:

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson

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

Suggested Strategies and Practices that Support English Language Learners:

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

Students At Risk of Failure:

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

Students with 504 Plans:

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

Specific Strategies and Practices that Support Gifted & Talented Students:

- Do Not Always Be Explicit, Allow For Discovery

- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

Unit 5

Stage 1: Desired Results

Unit 5: Once Upon a Rhyme

Unit Summary: In this six-week unit, students explore traditional nursery rhymes and examine how authors use familiar characters and events to create new stories. Through poetry, fiction, informational texts, and visual texts, students compare original rhymes with modern adaptations while strengthening comprehension, vocabulary, foundational reading skills, and narrative writing. Students learn that traditional rhymes are passed down over time and often inspire authors to create stories with familiar characters but different events or endings. The unit culminates with students writing a narrative that extends the story *After the Fall* by imagining what happens after Humpty Dumpty learns to fly.

Learning Standards

NJSLS Grade Level Standards:

Language & Foundational Skills

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

- L.RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C: Understand that words are separated by spaces in print.
- L.RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet.

L.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds.

- L.RF.K.2.A. Recognize and produce rhyming words.
- L.RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.
- L.RF.K.2.D. Orally repeat multi-syllable words and pronounce the separate syllables.
- L.RF.K.2.E: Isolate and pronounce initial, final, and medial sounds in spoken single-syllable words.
- L.RF.K.2.F: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- 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 long and short vowel sounds with common spellings 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.
- L.RF.K.3.E: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

L.RF.K.4: Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.

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

- L.WF.K.1.A: Match uppercase and lowercase letters.
- L.WF.K.1.B: Write uppercase and lowercase letters with reference to a model.
- L.WF.K.1.C: Write from left to right and include spaces between words.
- L.WF.K.1.E: Write a common grapheme for each phoneme.

- L.WF.K.1.F: Orally segment the phonemes in a single-syllable spoken word.

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

- L.WF.K.2.A: Represent phonemes from first to last in simple words.
- L.WF.K.2.B: Write or select a missing initial or final consonant in a CVC word.
- L.WF.K.2.C: Spelling VC and CVC words with short vowel sounds.
- L.WF.K.2.D: Writing frequently used words accurately.
- L.WF.K.2.E: Attempt phonetic spellings of unknown words.

L.WF.K.3: Demonstrate command of sentence composition.

- L.WF.K.3.B: Write simple sentences.
- 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.WF.K.3.E: Use manipulatives or digital tools to construct complete sentences.
- L.WF.K.3.G: Supply the "who," "is doing," and "what" in a subject-verb-object sentence frame.
- L.WF.K.3.J: With support, write statements in response to questions.

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

- L.KL.K.1.A: Use frequently occurring nouns and verbs.
- L.KL.K.1.B: Form regular plural nouns orally by adding *-s* or *-es*.
- L.KL.K.1.C: Understand and use question words.
- L.KL.K.1.D: Use frequently occurring prepositions.
- L.KL.K.1.E: Produce and expand complete sentences in shared language activities.

L.VL.K.2: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- L.VL.K.2.A: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VL.K.2.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.

- L.VI.K.3.A: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.VI.K.3.B: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.VI.K.3.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.VI.K.3.D: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Reading

RL.CR.K.1: With prompting and support, ask and answer questions about key details in a literary text.

RL.CI.K.2: With prompting and support, identify the central message and retell familiar literary texts, including key details.

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

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

RL.MF.K.6: With prompting and support, describe the relationship between illustrations and the story in which they appear.

RL.CT.K.8: With prompting and support, identify basic similarities and differences between two literary texts on the same topic.

RI.CR.K.1: With prompting and support, ask and answer questions about key details in an informational text.

RI.CI.K.2: With prompting and support, identify the main topic and key details of an informational 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 ideas or information.
RI.MF.K.6: With prompting and support, describe the relationship between illustrations and the text in which they appear.

Writing

W.NW.K3: Write opinion pieces using drawing, dictating, and writing while providing reasons.W.IW.K.2.A: Introduce a topic.
W.WP.K.4: With prompts and support from adults, 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.
W.RW.K.7: With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening

SL.PE.K.1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts.

- SL.PE.K.1.A: Follow agreed-upon discussion norms.
- SL.PE.K.1.B: Continue a conversation through multiple exchanges.

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details.
SL.ES.K.3. Ask and answer questions to seek help, obtain information, or clarify something that is not understood.
SL.PI.K.4. Describe familiar people, places, things, and events and provide additional detail with support.
SL.UM.K.5. Add drawings or other visual displays to descriptions to provide additional detail.
SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Curricular Connections

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

9.4.2.CR.1: Recognize that creativity can be used to solve problems.

Interdisciplinary Connections:

NJSLS - Visual & Performing Arts 2020

1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections

NJSLS - SOCIAL STUDIES 2020

6.1.2.HistoryUP.2: Use evidence to demonstrate how historical sources, artifacts, and literature can be used to learn about the past.

DEI Connections

This unit promotes an inclusive classroom by exposing students to traditional rhymes and stories from different cultures and perspectives. Through comparing classic nursery rhymes with modern adaptations, students recognize that stories can be retold in new ways while maintaining familiar characters and themes. Collaborative discussions and the class project encourage students to listen to others' ideas, appreciate multiple perspectives, and value creativity and imagination

Learning Targets

Unit Essential Questions:

- How do traditional rhymes lead to new stories?
- How do authors change traditional rhymes to create new stories?
- How are original nursery rhymes and their adaptations alike and different?
- How can we use our imagination to continue a story?

Unit Enduring Understandings:

- Traditional rhymes are stories and poems that have been shared across generations.
- Authors use traditional rhymes as inspiration for creating new stories with familiar characters and different events.
- Readers compare characters, settings, events, and endings to better understand texts.
- Stories can be extended by imagining new events while remaining true to the original characters.
- Writers use narratives to tell complete stories with a beginning, middle, and end.

Learning Objectives

Students will be able to:

- Ask and answer questions about literary and informational texts.
- Summarize and retell traditional rhymes and story adaptations using key details.
- Identify characters, settings, and major events in stories.
- Compare and contrast characters' adventures and experiences across traditional rhymes and modern adaptations.
- Identify the characteristics of poetry, including rhyming words, lines, and stanzas.
- Distinguish between literary genres, including poetry and fiction.
- Determine the meanings of unfamiliar and multiple-meaning words using context.
- Use complete sentences and appropriate grammar when speaking and writing.
- Use prepositions appropriately in speaking and writing.
- Capitalize the beginning of sentences and use correct end punctuation.
- Recall information from texts to support writing.
- Write a narrative that extends *After the Fall* by imagining two events that occur after Humpty Dumpty learns to fly.
- Blend, isolate, segment, identify, add, and substitute phonemes.
- Decode and encode words with **digraph -ck**, **final -ss, -ll, -ff, -zz**, and **long vowel patterns a_e, i_e, and o_e**.
- Read decodable and connected texts accurately and fluently.

Vocabulary

Unit Vocabulary	Academic Vocabulary	Academic Vocabulary	Key Vocabulary
• imagine • traditional • adapt	• summarize • key details • rhyming words • traditional rhymes • visualize	• multiple-meaning words • narrative writing • ending event • reaction	• clever • fleece • twilight • mittens • waterspout

	• poem • line • stanza • characters • events • compare • contrast • retell	• sentence • noun • verb • preposition • period • question mark • exclamation point • end punctuation	• creep • embarrassed • scaled • fiddle • gaze • frightened • odd • accident

Stage 2: Evidence of Student Learning

Formative Assessments:

- Teacher observations during whole-group and small-group instruction
- Classroom discussions and oral questioning
- Story retells and summaries
- Character, setting, and event identification
- Compare and contrast activities
- Poetry feature identification (rhyming words, lines, stanzas)
- Vocabulary and multiple-meaning word activities
- Foundational Skills Week 1 Assessment
- Foundational Skills Week 2 Assessment
- Foundational Skills Week 3 Assessment
- Foundational Skills Week 4 Assessment
- Integrated Literacy Module 1 Assessment
- Integrated Literacy Module 2 Assessment
- Narrative writing conferences
- **Class Project:** *Retell and Remix a Rhyme* (The Three Little Kittens)

Summative Assessments:

- Foundational Skills Unit 5 Assessment
- Integrated Literacy Unit 5 Assessment
- **End-of-Unit Narrative Writing:** Imagine what happens after Humpty Dumpty learns to fly and describe two events that could happen next.
- Published narrative writing piece
- Completed **Retell and Remix a Rhyme** class project and presentation

Common Benchmark Assessments:

- I-Ready Inform
- iReady Literacy Tasks

- DIBELS

Core Instructional & Supplemental Materials

Core Texts

- *Characters from Rhymes (Visual Text)*
- *What Are Traditional Rhymes? (Informational Text)*
- *"Mary Had a Little Lamb"*
- *"El Coquí"*
- *"Three Little Kittens"*
- *"Itsy Bitsy Spider"*
- *The Itsy Bitsy Spider by Iza Trapani*
- *The Eensy Weensy Spider Freaks Out by Troy Cummings*
- *"Hey Diddle Diddle"*
- *Cindy Moo by Lori Mortensen*
- *"Little Miss Muffet"*
- *Brave Miss Muffet by Dori Graham*
- *"Humpty Dumpty Sat on a Wall"*
- *After the Fall by Dan Santat (Anchor Text*

Instructional Resources

- Student Worktext
- Unit Media
- Connected (Decodable) Texts
- Magnetic Readers
- Support & Extend Passages
- Process Writing materials
- **Retell and Remix a Rhyme** project materials
- Foundational Skills Assessments
- Integrated Literacy Assessments

Technology Resources

- Interactive whiteboard or document camera
- Student devices (Chromebooks or tablets)
- Curriculum Associates digital resources
- Digital read-alouds of nursery rhymes and anchor texts
- Digital drawing and writing tools (e.g., Seesaw or Google Workspace)
- Interactive phonics and literacy practice using district-approved applications

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

Suggested Strategies and Practices that Support Students with Disabilities:

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

Suggested Strategies and Practices that Support English Language Learners:

- Visuals
- Gesturing

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

Students At Risk of Failure:

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

Students with 504 Plans:

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

Specific Strategies and Practices that Support Gifted & Talented Students:

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

Unit 6

Stage 1: Desired Results

Unit 6: The Wonders of Weather

Unit Summary: In this six-week unit, students explore weather, seasons, and how weather affects people, plants, and animals through a variety of informational texts. They develop reading, writing, speaking, and foundational literacy skills while learning about weather patterns, weather safety, and seasonal changes. The unit culminates with students writing an explanatory piece about how weather affects living things and creating a collaborative Weather Report project.

Learning Standards

NJSLS Grade Level Standards:

Language & Foundational Skills

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

- L.RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C: Understand that words are separated by spaces in print.
- L.RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet.

L.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds.

- L.RF.K.2.A. Recognize and produce rhyming words.
- L.RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.
- L.RF.K.2.D. Orally repeat multi-syllable words and pronounce the separate syllables.
- L.RF.K.2.E: Isolate and pronounce initial, final, and medial sounds in spoken single-syllable words.
- L.RF.K.2.F: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- 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 long and short vowel sounds with common spellings 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.
- L.RF.K.3.E: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

L.RF.K.4: Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.

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

- L.WF.K.1.A: Match uppercase and lowercase letters.
- L.WF.K.1.B: Write uppercase and lowercase letters with reference to a model.
- L.WF.K.1.C: Write from left to right and include spaces between words.
- L.WF.K.1.E: Write a common grapheme for each phoneme.
- L.WF.K.1.F: Orally segment the phonemes in a single-syllable spoken word.

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

- L.WF.K.2.A: Represent phonemes from first to last in simple words.
- L.WF.K.2.B: Write or select a missing initial or final consonant in a CVC word.
- L.WF.K.2.C: Spelling VC and CVC words with short vowel sounds.
- L.WF.K.2.D: Writing frequently used words accurately.
- L.WF.K.2.E: Attempt phonetic spellings of unknown words.

L.WF.K.3: Demonstrate command of sentence composition.

- L.WF.K.3.B: Write simple sentences.
- 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.WF.K.3.E: Use manipulatives or digital tools to construct complete sentences.
- L.WF.K.3.G: Supply the "who," "is doing," and "what" in a subject-verb-object sentence frame.
- L.WF.K.3.J: With support, write statements in response to questions.

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

- L.KL.K.1.A: Use frequently occurring nouns and verbs.
- L.KL.K.1.B: Form regular plural nouns orally by adding *-s* or *-es*.
- L.KL.K.1.C: Understand and use question words.
- L.KL.K.1.D: Use frequently occurring prepositions.
- L.KL.K.1.E: Produce and expand complete sentences in shared language activities.

L.VL.K.2: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- L.VL.K.2.A: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VL.K.2.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.

- L.VI.K.3.A: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.VI.K.3.B: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.VI.K.3.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.VI.K.3.D: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Reading

RL.CR.K.1: With prompting and support, ask and answer questions about key details in a literary text.
RL.CI.K.2: With prompting and support, identify the central message and retell familiar literary texts, including key details.
RL.IT.K.3: With prompting and support, identify characters, settings, and major events in a story.
RL.TS.K4: 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.
RL.CT.K.8: With prompting and support, identify basic similarities and differences between two literary texts on the same topic.
RI.CR.K.1: With prompting and support, ask and answer questions about key details in an informational text.
RI.CI.K.2: With prompting and support, identify the main topic and key details of an informational text.
RI.IT.K3: 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 ideas or information.
RI.MF.K.6: With prompting and support, describe the relationship between illustrations and the text in which they appear.
RI.AA.K.7: With prompting and support, identify the reasons an author gives to support points in a text.
RI.CT.K.8: With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

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.)

- W.IW.K.2.A: 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.WP.K.4: With prompts and support from adults, recognize that writing carries a message and should make sense to others.
W.WR.K.5: With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
W.SE.K.6: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.RW.K.7: With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening

SL.PE.K.1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts.

- SL.PE.K.1.A: Follow agreed-upon discussion norms.
- SL.PE.K.1.B: Continue a conversation through multiple exchanges.

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details.
SL.ES.K.3. Ask and answer questions to seek help, obtain information, or clarify something that is not understood.
SL.PI.K.4. Describe familiar people, places, things, and events and provide additional detail with support.
SL.UM.K.5. Add drawings or other visual displays to descriptions to provide additional detail.
SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Curricular Connections

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

9.4.2.CR.1: Recognize that creativity can be used to solve problems.
9.4.2.TL.3: Use a variety of digital tools with guidance to gather information and solve problems.

Interdisciplinary Connections:

NJSLS - SCIENCE 2026

K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

NJSLS - SOCIAL STUDIES 2020

6.1.2.GeoSV.1: Describe how different seasons, weather conditions, and other physical characteristics affect people's lives in a place or region.
6.1.2GeoHE.1: Explain how seasonal weather changes affect people, places, and the environment.

Climate Change:

- 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). (Opportunity to integrate climate change education.)
- 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.)
- 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.)

Connection: Students investigate weather patterns, seasons, storms, and weather safety through informational texts and explanatory writing. Teachers may extend these lessons by discussing weather observations, seasonal changes, and environmental patterns using age-appropriate examples.

Learning Targets

Unit Essential Questions:

- How does weather affect living things?
- Why is it important to understand different types of weather?
- How can weather help us make safe choices?
- How do informational texts help us learn about weather?

Unit Enduring Understandings:

- Weather changes over time and affects people, plants, and animals.
- Different types of weather require people to make choices to stay safe.
- Informational texts help readers learn about the natural world using facts, text features, and illustrations.
- Readers use key details and an author's reasons to better understand informational texts.
- Writers use facts and details to explain ideas clearly.

Learning Objectives

Students will be able to:

- Ask and answer questions about literary and informational texts.
- Identify the main topic and key details in informational texts.
- Describe connections between weather, seasons, and living things.
- Identify reasons an author gives to support points in a text.
- Compare information presented in multiple weather texts.
- Describe how illustrations and text features support understanding.
- Retell stories using key details.
- Explain how different types of weather affect people, plants, and animals.
- Describe ways people prepare for and stay safe during severe weather.
- Conduct shared research about weather.
- Write an informative piece explaining two ways weather affects living things using facts from texts.
- Participate in collaborative discussions and presentations.
- Decode and encode words with vowel teams and long vowel spelling patterns taught in the unit.
- Read decodable and connected texts accurately and fluently.

Vocabulary			
Unit Vocabulary • weather • season • forecast • storm	**Academic Vocabulary** • main topic • key details • summarize • informational text • author • illustrator • text features	**Academic Vocabulary** • reasons • evidence • compare • contrast • explain • research • observe • describe	**Key Vocabulary** • sunshine • cloudy • rainy • snowy • windy • temperature • hurricane • tornado • thunderstorm • lightning • flood • drought • forecast • meteorologist • climate • predict • safety • shelter • evaporate • precipitation

Stage 2: Evidence of Student Learning

Formative Assessments:

- Teacher observations
- Classroom discussions and oral questioning
- Story retells and informational text summaries
- Main topic and key detail activities
- Author's reasons activities
- Vocabulary and language activities
- Text feature analysis
- Foundational Skills Weekly Assessments
- Integrated Literacy Module Assessments
- Shared research activities
- Informative writing conferences

- Weather Report planning activities

Summative Assessments:

- Foundational Skills Unit 6 Assessment
- Integrated Literacy Unit 6 Assessment
- **End-of-Unit Informative Writing:** Explain two ways weather affects people, plants, or animals using facts from the unit texts.
- Published informative writing piece
- **Weather Report** collaborative research project and presentation

Common Benchmark Assessments:

- I-Ready Inform
- iReady Literacy Tasks
- DIBELS

Core Instructional & Supplemental Materials

Core Texts

- *What Is Weather?*
- *Wild Weather*
- *Clouds*
- *Weather Forecasts*
- *When the Storm Comes*
- *Lupita's Hurricane Palomitas*
- *Seasons*
- *How Weather Affects Living Things*
- *Weather Report (Visual Text)*
- *Anchor Texts and accompanying informational selections from the Unit 6 Worktext*

Instructional Resources

- Student Worktext
- Unit Media
- Connected (Decodable) Texts
- Magnetic Readers
- Support & Extend Passages
- Process Writing materials
- Weather Report project materials
- Foundational Skills Assessments
- Integrated Literacy Assessments

Technology Resources

- Interactive whiteboard or document camera
- Student devices (Chromebooks or tablets)
- Curriculum Associates digital resources
- Digital weather maps, forecasts, and multimedia
- Digital drawing and writing tools (e.g., Seesaw or Google Workspace)
- Interactive phonics and literacy practice using district-approved applications

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

Suggested Strategies and Practices that Support Students with Disabilities:

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

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

Suggested Strategies and Practices that Support English Language Learners:

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

Students At Risk of Failure:

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

Students with 504 Plans:

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

Specific Strategies and Practices that Support Gifted & Talented Students:

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations

- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions