

TOWNSHIP OF UNION PUBLIC SCHOOLS



ELA Grade K

Curricular Frameworks Units 1 - 4

Curriculum Guide

Updated July 16, 2019

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This guide has been created to assist district Kindergarten teachers in meeting the goals required to master the standards outlined in the Curricular Framework for English Language Arts (ELA). The framework is aligned to the New Jersey Student Learning Standards for English Language Arts (ELA) and reflect the skills and knowledge students need to succeed in college, career, and life.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Curricular Frameworks: Unit 1	45
Curricular Frameworks: Unit 2	45
Curricular Frameworks: Unit 3	45
Curricular Frameworks: Unit 4	45

Unit Standards Overview

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.K.1 RL.K.3 RI.K.1 RF.K.1A,D RL.K.5 RI.K.5 RF.K.2A RL.K.6RL.K.7 RI.K.10 RF.K.4A,B RL.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5	Primary Focus Standards: SL.K.1A SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1B,D,E L.K.5A L.K.6
	Text Type: <ul style="list-style-type: none"> Literary 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> Small & whole group discussion through guided oral discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar when writing or speaking
<u>Unit 2</u>	Primary Focus Standards: RL.K.1 RL.K.3 RI.K.1 RF.K.1B,C,D RL.K.10 RI.K.3 RF.K.2A,B,C RI.K.4 RF.K.3A,C RI.K.6 RF.K.4A,B RI.K.7 RI.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,D,E L.K.5B L.K.6
	Text Type: <ul style="list-style-type: none"> Informational 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar when writing or speaking
<u>Unit 3</u>	Primary Focus Standards: RL.K.1 RL.K.2 RI.K.1 RF.K.1B,D RL.K.4 RL.K.7 RI.K.2 RF.K.2A,B,C, RL.K.9 RI.K.3 D,E RL.K.10 RI.K.4 RF.K.3C,D RI.K.7 RF.K.4A,B RI.K.9 RI.K.10	Primary Focus Standards: W.K.1 W.K.2 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: <ul style="list-style-type: none"> Opinion writing Shared research writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking

Overview	Reading	Writing	Speaking and Listening	Language
Unit 4	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,D RL.K.2RL.K.4 RI.K.2 RF.K.2B,C,D,E RL.K.7 RL.K.9 RI.K.3 RF.K.3B,C,D RL.K.10 RI.K.4 RF.K.4A,B RI.K.7 RI.K.8 RI.K.9 RI.K.10	Primary Focus Standards: W.K.1 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: <ul style="list-style-type: none"> Opinion writing Narrative writing Shared research/writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Suggested Open Educational Resources	<ul style="list-style-type: none"> http://readingandwritingproject.org/ www.jenniferserravallo.com/blog http://www.wegivebooks.org/books http://www.nwp.org/cs/public/print/resource_topic/teaching_reading http://www.sightwords.com/ www.lindahoyt.com/tips.html http://www.readwritethink.org/ 	<ul style="list-style-type: none"> http://readingandwritingproject.org/ http://www.schrockguide.net/ - http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	<ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html 	<ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html http://www.seymoursimon.com/index.php/blog/

Curricular Units

Kindergarten Unit 1		
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.K.1. With prompting and support, ask and answer questions about key details in a text(e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text(e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text • Understand what key details are • Ask and answer questions about key details, with support
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		<ul style="list-style-type: none"> • Provide a description of characters in a story using key details. • Provide a description of the setting of a story using key details. • Provide a description of the major events in a story using key details.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	RI.K.5. Identify the front cover, back cover, and title page of a book.	RL.K.5: <ul style="list-style-type: none"> • Recognize common types of texts(e.g., a story, an information book, a poem and other forms of text)
		RI.K.5: <ul style="list-style-type: none"> • Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		<ul style="list-style-type: none"> • Identify the author and illustrator of a story • Explain the role of the author and illustrator in creating the text
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		<ul style="list-style-type: none"> • Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support
K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.A. Follow words from left to right, top to bottom, and page by page. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> • Understand basic print features <ul style="list-style-type: none"> – Books have a correct position – Print has specific directionality – Print has meaning and is made up of letters

Kindergarten Unit 1	
	<ul style="list-style-type: none"> Track text left to right, top to bottom and page by page Name all upper and lower case letters
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words.	<ul style="list-style-type: none"> Recognize the differences in syllables, sounds and phonemes (cat, bat,fat) Identify and produce rhyming words
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.	<ul style="list-style-type: none"> Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently understanding
Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none"> Draw tell, write about topics that is well known Name what is being written about Supply additional information about the topic
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<ul style="list-style-type: none"> Tell, draw and write a story about something that happened Show what happens first Put the pages in order Tell what happens last
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	<ul style="list-style-type: none"> Add details to written stories Turn and talk to reflect on writing Use writing partners and teacher conferences to strengthen writing
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<ul style="list-style-type: none"> Participate in a variety of rich structured conversations about grade appropriate topics and texts Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> Ask and answer questions about a text read aloud or information through other media to better student understanding Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> Use strategies for asking questions that are on a topic Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> Describe familiar people Tell about familiar places Describe memorable events

Kindergarten Unit 1	
	<ul style="list-style-type: none"> • Explain familiar events • Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>K.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<ul style="list-style-type: none"> • Utilize formal grammar and usage of spoken and written standard English • Use frequently occurring nouns and verbs correctly • Understand and use question words (e.g., who, what, where, when, why, how)appropriately • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Explore word relationships and nuances in word meaning • Categorize common objects • Sort common objects • Draw conclusions about the category representations
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> • Listen, share and read a variety of texts • Highlight • Use new words and phrases when writing, reading and responding to texts

Kindergarten Unit 1:	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Unit Tests • Quizzes • Respond to Reading • Observation Checklists • Benchmarks • Performance Tasks 	<ul style="list-style-type: none"> • End of Unit Tests • iReady Diagnostics

<ul style="list-style-type: none"> iReady Growth Monitoring iReady Profile Report 		
District/School Texts		District/School Supplementary Resources
<ul style="list-style-type: none"> Journeys Reading Series: Big Books, Leveled Readers and Weekly Selections <p>Literary Texts (Stories, Read Aloud, Poetry, Nursery Rhymes, etc.)</p> <p>Suggested selections:</p> <ul style="list-style-type: none"> What about Bear? Pouch Senses at the Seashore The Handiest Things in the World Shapes All Around I Love Bugs! 	<ul style="list-style-type: none"> A Journey in Songs and Rhymes What Makes a Family? Building with Dad How Do Dinosaurs Go to School? Friends at School Please, Puppy, Please! I Have a Pet! Pizza at Sally's Everybody Works The Handiest Things in the Word The Little Red Hen My Five Senses Listen. Listen Amelia's Show and Tell Fiesta Mice Squeak, We Speak 	<ul style="list-style-type: none"> iReady Journeys www.starfall.com www.abcya.com www.funbrain.com www.brainpop.com www.education.com/games/kindergarten/ela/reading www.pbskids.org www.jumpstart.com <p>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:</p> <p>http://www.njamistadcurriculum.net/</p> <p>https://nj.gov/education/holocaust/curriculum/</p>
District/School Writing Tasks		
<p>Primary Focus</p> <ul style="list-style-type: none"> Narrative writing Example: All About Me Informative/explanatory writing Example: Draw a picture and write a caption <p>See District A <i>Writing Guide for Kindergarten</i> for samples and suggestions</p> <p>Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> Conventions Elaboration Guided Writing Shared Writing <p>See District A <i>Writing Guide for Kindergarten</i> for samples and suggestions</p> <p>Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<p>Routine Writing</p> <ul style="list-style-type: none"> Letter Formation Names Write about reading <p>See District A <i>Writing Guide for Kindergarten</i> for samples and suggestions</p> <p>Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP1: Act as a responsible and contributing citizen and employee. • CRP2: Apply appropriate academic and technical skills.

	<ul style="list-style-type: none"> ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impacts of decisions. ● CRP6: Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP10: Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity. ● CRP12: Work productively in teams while using global competence.
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p><i>21st Century Skills</i></p>	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

Kindergarten Unit 2

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.K.1. With prompting and support, ask and answer questions about key details in a text(e.g., who, what, where, when, why, how).	RI.K.1.With prompting and support, ask and answer questions about key details in a text(e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompting and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text • Understand what key details are • Ask and answer questions about key details, with support
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	RI.K.3.With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> • Provide a description of characters in a story using key details. • Provide a description of the setting of a story using key details. • Provide a description of the major events in a story using key details.
	RI.K.4.With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content • Use strategies when faced with an unknown word
	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.	<ul style="list-style-type: none"> • Identify the author and illustrator of a story • Explain the role of the author and illustrator in creating the text
	RI.K.7.With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> • Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B.Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.C.Understand that words are separated by spaces in print. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> • Recognize that print has meaning and is made up of letters in a specific order • Recognize that spaces separate the words • Recognize specific words in a sentence or text • Name all upper and lower case letters

Kindergarten Unit 2:	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Unit Tests • Quizzes • Respond to Reading • Observation Checklists • Benchmarks • Performance Tasks • iReady Growth Monitoring • iReady Profile Report 	<ul style="list-style-type: none"> • End of Unit Tests • iReady Diagnostics
District/School Texts	District/School Supplementary Resources
<p>Suggested texts: Journeys Big Books, leveled readers, and weekly selections.</p> <p>Suggested Selections:</p> <ul style="list-style-type: none"> • How Do Dinosaurs Go To School? • Clang! Clang! Beep! Beep! Listen To The City • Please Take Me For A Walk • Whose Shoes? A Shoe For Every Job* • What Can You Do With A Paleta? • Roadwork * • My Garden • A Grand Old Tree* • An Orange In January* <ul style="list-style-type: none"> • Move! • Jonathan and His Mommy • What Do Wheels Do All Day? * • Good Morning, Digger • Mouse Shapes • David's Drawings • Snow* • Storm is Coming!* • What Do You Do With a Tail Like This? • A Zebra's World • Turtle Splash! • A Home for a Tiger, Home for a Bear • What a Beautiful Sky! • How Many Stars in the Sky? • What is Science? • Dear Mr. Blueberry • Penguins * • Polar Animals * • What Will the Weather Be? * • Where Snowflakes Fall * 	<ul style="list-style-type: none"> • iReady • Journeys • Websites <p>www.starfall.com</p> <p>www.abcya.com</p> <p>www.funbrain.com</p> <p>www.brainpop.com</p> <p>www.education.com/games/kindergarten/ela/reading</p> <p>www.pbskids.org</p> <p>www.jumpstart.com</p> <p>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:</p> <p>http://www.njamistadcurriculum.net/</p> <p>https://ni.gov/education/holocaust/curriculum/</p>
District/School Writing Tasks	

<p>Primary Focus</p> <ul style="list-style-type: none"> Narrative writing Example: My Family Celebrates Informative/explanatory writing Example: What do you do in the snow? <p>See District A Writing Guide for Kindergarten for samples and suggestions</p> <p>Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> Conventions Elaboration Guided Writing Shared Writing Proper sentence writing <p>See District A Writing Guide for Kindergarten for samples and suggestions</p> <p>Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<p>Routine Writing</p> <ul style="list-style-type: none"> Letter Formation Names Write sight words Write about reading Journal writing <p>See District A Writing Guide for Kindergarten for samples and suggestions</p> <p>Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>
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Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> Unit Tests Quizzes Respond to Reading Observation Checklists Benchmarks Performance Tasks iReady Growth Monitoring iReady Profile Report 	<ul style="list-style-type: none"> End of Unit Tests iReady Diagnostics

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p>	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p>	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> Adjusting the pace of lessons Curriculum compacting Inquiry-based instruction Independent study

<ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<ul style="list-style-type: none"> • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios
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Unit 2 Connections	
<p align="center">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP1: Act as a responsible and contributing citizen and employee. • CRP2: Apply appropriate academic and technical skills. • CRP3: Attend to personal health and financial well-being. • CRP4: Communicate clearly and effectively and with reason. • CRP5: Consider the environmental, social and economic impacts of decisions. • CRP6: Demonstrate creativity and innovation. • CRP7: Employ valid and reliable research strategies. • CRP8: Utilize critical thinking to make sense of problems and persevere in

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<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p><i>21st Century Skills</i></p> <ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

Unit 3 Kindergarten

Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text • Understand what key details are • Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: <ul style="list-style-type: none"> • Retell a familiar story, putting key details in a sequential order
		RI.K.2: <ul style="list-style-type: none"> • Identify the main topic of a text • Retell key details in a text • Name or illustrate some of the details about the topic
	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> • Provide a description of characters in a story using key details. • Provide a description of the setting of a story using key details. • Provide a description of the major events in a story using key details.
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content • Use strategies when faced with an unknown word
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> • Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.K.9: <ul style="list-style-type: none"> • Compare similarities and differences in character’s experiences within a story
		RI.K.9: <ul style="list-style-type: none"> • Discuss similarities and differences between two texts on the same topic
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Participate in group reading activities • Articulate the purpose of the group reading activities Model and develop engaging reading habits that lead

Unit 3 Kindergarten	
	to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> Recognize that print has meaning and is made up of letters in a specific order Recognize that spaces separate the words Recognize specific words in a sentence or text Name all upper and lower case letters
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> Identify and produce rhyming words Demonstrate knowledge of syllables in a word Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds Name the sound for each letter in a CVC word and then blend sounds to make a word Create new one-syllable words by adding or substituting phonemes
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.C. Read high-frequency and sight words with automaticity . RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).	<ul style="list-style-type: none"> Identify common high-frequency words by sight in isolation and also in a text Compare similarly spelled words by identifying letter sounds that differ
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills . RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.	<ul style="list-style-type: none"> Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on- level text fluently with understanding
Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<ul style="list-style-type: none"> Express opinion or likes and dislikes about a topic or book State an opinion or preference Dictate thinking and/or illustrate ideas and write ideas Choose & self-selected topics Begin to develop ability to support opinion or preference with a reason
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none"> Draw tell, write about topics that is well known Name what is being written about Supply additional information about the topic
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details) .	<ul style="list-style-type: none"> Add details to written stories Turn and talk to reflect on writing Use writing partners and teacher conferences to strengthen writing

Unit 3 Kindergarten	
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> Understand their job and how they will contribute to the project from beginning to end
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> Participate in a variety of rich structured conversations about grade appropriate topics and texts Follow agreed upon rules for listening to others and taking turns speaking about topics and texts Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> Ask and answer questions about a text read aloud or information through other media to better student understanding Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> Use strategies for asking questions that are on a topic Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> Describe familiar people Tell about familiar places Describe memorable events Explain familiar events Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> Construct drawings or gather other visual media when describing Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> Express thoughts and feelings and ideas Speak audibly to naturally express ideas
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.A. Print many upper- and lowercase letters.	<ul style="list-style-type: none"> Utilize formal grammar and usage of spoken and written standard English Distinguish between upper and lower case letters

Unit 3 Kindergarten	
<p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> • Print a variety upper- and lowercase letters • Use frequently occurring nouns and verbs correctly • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) • Understand and use question words (e.g., who, what, where, when, why, how) appropriately • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) • Produce and expand complete sentences in shared language activities
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> • Knows how to write a sentence • Demonstrate convention in one’s own writing: capitalization • Demonstrate convention in one’s own writing: end punctuation • Demonstrate convention: produce phonemes in one’s own writing • Demonstrate convention: show understanding of basic phonics when writing
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> • Identify new meanings for familiar words • Apply new meanings to familiar words accurately • Use frequently occurring affixes as clues to define unknown words
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> • Explore word relationships and nuances in word meanings • Connect words to real-life situations • Explore variations of verbs

Kindergarten Unit 3:	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Unit Tests • Quizzes • Respond to Reading • Observation Checklists • Benchmarks • Performance Tasks • iReady Growth Monitoring • iReady Profile Report 	<ul style="list-style-type: none"> • End of Unit Tests • iReady Diagnostics
District/School Texts	District/School Supplementary Resources
	<ul style="list-style-type: none"> • iReady

Suggested texts: Journeys Big books, leveled readers, and weekly selections.

Suggested Selections:

- Mama, Is It Summer Yet?
- Rain
- Waiting Out the Storm
- Zoo Borns!
- The Birthday Pet
- Bear Snores On
- When Daddy’s Truck Picks Me Up
- Ana Goes To Washington DC
- Bringing Down the Moon

- From Caterpillar to Butterfly
- It is the Wind
- One-Dog Canoe
- Atlantic
- Nicky and the Rainy Day
- Sheep Take a Hike
- Duck & Goose
- Curious George’s Dinosaur Discovery
- Simon and Molly Plus Hester
- Zin! Zin! A Violin
- A Tiger Grows Up
- Leo the Late Bloomer
- Oscar and the Frog
- Zinnia’s Flower Garden
- Red Eyes or Blue Feathers
- Chameleon, Chameleon
- Pie in the Sky
- Bread Comes to Life

- Journeys
 - Websites
 - www.starfall.com
 - www.abcya.com
 - www.funbrain.com
 - www.brainpop.com
 - www.education.com/games/kindergarten/ela/reading
 - www.pbskids.org
 - www.jumpstart.com
 - <https://www.getepic.com/educators>
- Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades:**
- <http://www.njamistadcurriculum.net/>
 - <https://nj.gov/education/holocaust/curriculum/>

District/School Writing Tasks

Primary Focus

- Opinion Writing
Example:
My Favorite Season is _____ because _____.
- Shared Research Writing
Example:
Animal Research Report

See District A *Writing Guide for Kindergarten* for samples and suggestions

Secondary Focus

- Conventions
- Elaboration
- Guided Writing
- Shared Writing
- Standard English Grammar and Mechanics when Writing or Speaking

See District A *Writing Guide for Kindergarten* for samples and suggestions

Routine Writing

- Letter Formation
- Names (First and Last Name)
- Write about reading
- Journals
- Sentence Writing

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<p>Websites: http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html</p> <p>https://www.englishworksheetsland.com/kindergarten/6shared.html</p> <p>https://www.englishworksheetsland.com/kindergarten/1opinion.html</p> <p>https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&rs=typed</p> <p>https://www.pinterest.com/explore/kindergarten-writers-workshop/</p> <p>http://mrswillskindergarten.com/writers-workshop-week-2/</p> <p>http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<p>Websites: http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html</p> <p>https://www.englishworksheetsland.com/kindergarten/6shared.html</p> <p>https://www.englishworksheetsland.com/kindergarten/1opinion.html</p> <p>https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&rs=typed</p> <p>https://www.pinterest.com/explore/kindergarten-writers-workshop/</p> <p>http://mrswillskindergarten.com/writers-workshop-week-2/</p> <p>http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<p>Websites: http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html</p> <p>https://www.englishworksheetsland.com/kindergarten/6shared.html</p> <p>https://www.englishworksheetsland.com/kindergarten/1opinion.html</p> <p>https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&rs=typed</p> <p>https://www.pinterest.com/explore/kindergarten-writers-workshop/</p> <p>http://mrswillskindergarten.com/writers-workshop-week-2/</p> <p>http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>
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<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p>	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations <ul style="list-style-type: none"> • Use of visual and multisensory formats </p>	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study

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Unit 4 Kindergarten

Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text • Understand what key details are • Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2:
		<ul style="list-style-type: none"> • Retell a familiar story, putting key details in a sequential order
	RI.K.2:	<ul style="list-style-type: none"> • Identify the main topic of a text • Retell key details in a text • Name or illustrate some of the details about the topic
	RI.K.3. With prompting and support, describe the connection between two individuals, events ideas or pieces of information in a text.	<ul style="list-style-type: none"> • Explain two individuals, events, ideas or information are linked together • Describe how the individuals or ideas are the same or different
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content • Use strategies when faced with an unknown word
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> • Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support
	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> • Develop ability to recognize the reasons an author gives to support points in the text
RL.K.9. With prompting and support, compare and contrast the adventures and	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.K.9: <ul style="list-style-type: none"> • Compare similarities and differences in character's experiences within a story

Unit 4 Kindergarten

<p>experiences of characters in familiar stories.</p>		<p>RI.K.9:</p> <ul style="list-style-type: none"> • Discuss similarities and differences between two texts on the same topic
<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> • Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>		<ul style="list-style-type: none"> • Name all upper and lower case letters • Recognize that print has meaning and is made up of letters in a specific order • Recognize that spaces separate the words • Recognize specific words in a sentence or text
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>		<ul style="list-style-type: none"> • Demonstrate knowledge of syllables in a word • Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) • Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds • Name the sound for each letter in a CVC word and then blend sounds to make a word • Create new one-syllable words by adding or substituting phonemes
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3.C. Read high-frequency and sight words with automaticity. RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>		<ul style="list-style-type: none"> • Apply understanding of long and short vowels in common spelling • Identify common high-frequency words by sight in isolation and also in a text • Compare similarly spelled words by identifying letter sounds that differ
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.</p>		<ul style="list-style-type: none"> • Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding • Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on- level text fluently with understanding

Unit 4 Kindergarten	
Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<ul style="list-style-type: none"> Express opinion or likes and dislikes about a topic or book State an opinion or preference Dictate thinking and/or illustrate ideas and write ideas Choose self-selected topics Begin to develop ability to support opinion or preference with a reason
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<ul style="list-style-type: none"> Tell, draw and write a story about something that happened Show what happens first Put the pages in order Tell what happens last
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	<ul style="list-style-type: none"> Add details to written stories Turn and talk to reflect on writing Use writing partners and teacher conferences to strengthen writing
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> Understand their job and how they will contribute to the project from beginning to end
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> Participate in a variety of rich structured conversations about grade appropriate topics and texts Follow agreed upon rules for listening to others and taking turns speaking about topics and texts Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> Ask and answer questions about a text read aloud or information through other media to

Unit 4 Kindergarten	
	<ul style="list-style-type: none"> better student understanding Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> Use strategies for asking questions that are on a topic Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> Describe familiar people Tell about familiar places Describe memorable events Explain familiar events Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> Construct drawings or gather other visual media when describing Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> Express thoughts and feelings and ideas Speak audibly to naturally express ideas
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> L.K.1.A. Print many upper- and lowercase letters. L.K.1.B. Use frequently occurring nouns and verbs. L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.K.1.F. Produce and expand complete sentences in shared language activities. 	<ul style="list-style-type: none"> Utilize formal grammar and usage of spoken and written standard English Distinguish between upper and lower case letters Print a variety upper- and lowercase letters Use frequently occurring nouns and verbs correctly Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) Understand and use question words (e.g., who, what, where, when, why, how) appropriately Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) Produce and expand complete sentences in shared language activities
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> L.K.2.A. Capitalize the first word in a sentence and the pronoun I L.K.2.B. Recognize and name end punctuation. L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<ul style="list-style-type: none"> Write a sentence Demonstrate convention in one's own writing: capitalization Demonstrate convention in one's own writing: end punctuation Demonstrate convention: produce phonemes in one's own writing Demonstrate convention: show understanding of basic phonics when writing
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	<ul style="list-style-type: none"> Identify new meanings for familiar words

Unit 4 Kindergarten	
kindergarten reading and content. L.K.4.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.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.	<ul style="list-style-type: none"> Apply new meanings to familiar words accurately Use frequently occurring affixes as clues to define unknown words
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<ul style="list-style-type: none"> Explore word relationships and nuances in word meanings Connect words to real-life situations Explore variations of verbs
Kindergarten Unit 4:	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> Unit Tests Quizzes Respond to Reading Observation Checklists Benchmarks Performance Tasks iReady Growth Monitoring iReady Profile Report 	<ul style="list-style-type: none"> End of Unit Tests iReady Diagnostics
District/School Texts	District/School Supplementary Resources
Suggested texts: Journeys Big books, leveled readers, and weekly selections. Suggested Selections: <ul style="list-style-type: none"> Curious George Makes Pancakes Kitten’s Full Moon Someone Bigger One of Three The Little Engine That Could You Can Do It, Curious George! Baby Brains Look At Us Pet Show! Miss Bindergarten Celebrates the Last Day of Kindergarten 	<ul style="list-style-type: none"> iReady Journeys Websites <p>www.starfall.com</p> <p>www.abcy.com</p> <p>www.funbrain.com</p> <p>www.brainpop.com</p> <p>www.education.com/games/kindergarten/ela/reading</p> <p>www.pbskids.org</p> <p>www.jumpstart.com</p> <p>https://www.getepic.com/educators</p>

Unit 4 Kindergarten

Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:

<http://www.njamistadcurriculum.net/>

<https://nj.gov/education/holocaust/curriculum/>

District/School Writing Tasks

Primary Focus

- Opinion Writing
Example:
The best pet is a _____ because _____.
- Narrative Writing
Example:
When I went to _____ I _____.
- Shared Research Writing
Example:
Vacation Time Writing Activity

See District A *Writing Guide for Kindergarten* for samples and suggestions

Websites:

<https://www.biglearners.com/common-core/worksheets/kindergarten/english/writing/w.k.8>
<http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html>

<https://www.englishworksheetsland.com/kindergarten/6shared.html>

<https://www.englishworksheetsland.com/kindergarten/1opinion.html>

<https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&rs=typed>

Secondary Focus

- Conventions
- Elaboration
- Guided Writing
- Shared Writing
- Standard English Grammar and Mechanics when Writing or Speaking

See District A *Writing Guide for Kindergarten* for samples and suggestions

Websites:

<https://www.biglearners.com/common-core/worksheets/kindergarten/english/writing/w.k.8>
<http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html>

<https://www.englishworksheetsland.com/kindergarten/6shared.html>

<https://www.englishworksheetsland.com/kindergarten/1opinion.html>

<https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&rs=typed>

<https://www.pinterest.com/explore/kindergarten-writers-workshop/>

<http://mrswillskindergarten.com/writers-workshop-week-2/>

Routine Writing

- Letter Formation
- Write about reading
- Journals
- Sentence Writing

See District A *Writing Guide for Kindergarten* for samples and suggestions

Websites:

<https://www.biglearners.com/common-core/worksheets/kindergarten/english/writing/w.k.8>
<http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html>

<https://www.englishworksheetsland.com/kindergarten/6shared.html>

<https://www.englishworksheetsland.com/kindergarten/1opinion.html>

<https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&rs=typed>

Unit 4 Kindergarten

<p>https://www.pinterest.com/explore/kindergarten-writers-workshop/</p> <p>http://mrswillskindergarten.com/writers-workshop-week-2/</p> <p>http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<p>http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<p>https://www.pinterest.com/explore/kindergarten-writers-workshop/</p> <p>http://mrswillskindergarten.com/writers-workshop-week-2/</p> <p>http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>
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Unit 4 Suggested Modifications/Accommodations/Extension Activities

<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 4 Connections

<p align="center">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
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<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impacts of decisions. ● CRP6: Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP10: Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity. ● CRP12: Work productively in teams while using global competence.
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*