

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: Reading</b>	<b>Grade Level(s): Kindergarten</b>
<b>Department: Humanities</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: September 2021</b>	<b>Revision Date(s): August 2019; August 2021</b>

**Course Description**

The instruction of English Language Arts is an ongoing, spiraling process. Units within the Grade K ELA curriculum are designed with this in mind. Skills and strategies will be developed and reinforced through differentiated instruction and focus on developing phonological awareness, decoding words, fluent reading, vocabulary development, and comprehension while reading a variety of text genres. Students will be exposed to increasingly complex and varied texts over the course of the school year. This curriculum follows a Reader’s Workshop approach, including instructional contexts such as: Interactive Read Aloud, Mini-Lesson, Guided Reading, and Independent Reading. Standards are clustered according to their relevance to the genre. These are noted as *primary reading standards* within each unit. Other standards and skills are referenced as *secondary*. These skills will be touched upon within the unit, but may not receive a stronger instructional focus until later in the school year, or were addressed in previous units. Speaking and listening standards and skills are addressed through large and small group discussion as well as presentations. These activities will be designed to enhance student understanding and explanation of the texts. Language/vocabulary skills will be taught in context throughout the year.

### Mission Statement

*The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.*

### Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
<p><b>^=Amistad Law</b></p> <p><b>O=Diversity &amp; Inclusion Law</b></p> <p><b>&lt;&gt;=Holocaust</b></p> <p><b>=LGBT and Disabilities Law</b></p> <p><b>*=AAPI (Asian American and Pacific Islanders)</b></p> <p><b>\$=Financial Literacy</b></p> <p><b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</b></p>

**Pacing Guide**

**Course Title: Language Arts**

**Prerequisite(s): None**

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<b>Unit 1:</b>	Trimester 1 / 60 days / September - December	<p><b>Power Standards:</b>            RL.K.1, RL.K.2, RF.K.1, RF.K.3, RF.K.4</p> <ul style="list-style-type: none"> <li>● RF.K.1.d</li> <li>● RF.K.3.a, b</li> <li>● RF.K.L.1.a</li> </ul> <p><b>Secondary Standards:</b>            RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RF.K.1.A-D, RF.K.2.A-E, RF.K.3.A-D, RF.K.4.A-B, W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8. SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1.A-F, L.K.2.A-D, L.K.4.A-B, L.K.5.A-D, L.K.6</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify letters, produce letter sounds orally, summarize a story, and recognize text features.</li> <li>● Ask and answer questions about key details in a text.</li> <li>● Demonstrate an understanding of letters, letter sounds, and letter formation.</li> <li>● Identify characters, setting, and major events in a story.</li> <li>● Know and apply grade-level phonics and word analysis skills in</li> </ul>	<p><b>Reading MiniLesson:</b></p> <ul style="list-style-type: none"> <li>● Learn to monitor appropriate voice level</li> <li>● Learn how to problem solve independently</li> <li>● Take care of books in the classroom library</li> <li>● Learn how to choose a book for independent reading</li> <li>● Learn the routines for partner reading</li> <li>● Identify the title on the front cover of a book and use it to think about what the book might be about</li> <li>● Understand the literary terms “author” and “illustrator” and be able to identify who wrote and illustrated the book</li> </ul> <p><b>Interactive Read-Aloud:</b></p> <ul style="list-style-type: none"> <li>● Ask questions to deepen understanding of a text</li> <li>● Tell what happened in a text after hearing it read</li> </ul>

			<p>encoding and decoding words.</p> <ul style="list-style-type: none"> <li>● Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</li> <li>● Recognize common types of texts.</li> <li>● Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>● Actively engage in group reading activities with purpose and understanding.</li> <li>● Recognize and produce rhyming words.</li> <li>● Use a combination of drawing, dictating, and writing to narrate a single event or several loosely</li> </ul>	<ul style="list-style-type: none"> <li>● Infer simple messages in a work of fiction</li> <li>● Recall important details about setting after a story is read</li> <li>● Follow the events in simple narratives</li> <li>● Predict what will happen next in a story</li> <li>● Notice when a character changes or learns a lesson</li> <li>● Use new vocabulary in discussion of a text</li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>● Read left to right across one line of print</li> <li>● Match word-by-word over one line of print</li> <li>● Use known words to self-monitor and self-correct</li> <li>● Recognize a few high frequency words quickly and easily</li> <li>● Understand the meaning of a few words that are new but easy to understand in the context of the text and with picture support</li> </ul> <p><b>Writing About Reading:</b></p> <ul style="list-style-type: none"> <li>● Understand that a label provides important information</li> <li>● Add words to pictures</li> </ul>
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			<p>linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <ul style="list-style-type: none"> <li>● Recognize and name all upper and lowercase letters</li> <li>● Demonstrate letter-sound correspondences by producing many sounds for each consonant</li> <li>● Associate the long and short sounds with spellings for vowels</li> <li>● Print many upper and lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>● Write with a specific purpose in mind</li> <li>● Make lists in the appropriate form with one item under another</li> <li>● Draw a picture or a series of pictures and tell or write about them</li> <li>● Include important information in the communication</li> </ul> <p><b>Foundations:</b></p> <ul style="list-style-type: none"> <li>● Produce letter-keyword-sound for consonants and vowels (Unit 1)</li> <li>● Form all lowercase letters (Unit 1)</li> <li>● Recognize sounds for consonants and short vowels (Unit 1)</li> <li>● Produce rhyming words (Unit 1)</li> </ul>
<b>Unit 2:</b>	Trimester 2 / 60 days / December - March	<p><b>Power Standards:</b> RF.K.1, RF.K.2, RF.K.3, RF.K.4, W.K.3.</p> <ul style="list-style-type: none"> <li>● RF.K.1.b, d</li> <li>● RF.K.2.d, e</li> <li>● RF.K.3.a, b, c, d</li> <li>● L.K.1.a</li> <li>● L.K.2.c, d</li> </ul> <p><b>Secondary Standards:</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify characters, the setting, and major events in a story.</li> <li>● Know and apply phonics and word analysis skills to decode and encode words.</li> <li>● Develop writing skills to include letter formation,</li> </ul>	<p><b>Reading MiniLesson:</b></p> <ul style="list-style-type: none"> <li>● Notice and understand the characteristics of fiction as a genre</li> <li>● Notice and understand the characteristics of nonfiction as a genre</li> <li>● Notice and understand the characteristics of animal tales</li> <li>● Notice that animal</li> </ul>

		<p>RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, W.K.1, W.K.2, W.K.5, W.K.6, W.K.7, W.K.8. SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1.A-F, L.K.2.A-D, L.K.4.A-B, L.K.5.A-D, L.K.6</p>	<p>simple sentences, narrative and informative writing pieces.</p> <ul style="list-style-type: none"> <li>● With prompting and support, retell familiar stories, including key details</li> <li>● Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>● With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>● 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/.)</li> <li>● With prompting and support, identify the</li> </ul>	<p>characters that act like people are a distinguishing characteristic of animal tales</p> <ul style="list-style-type: none"> <li>● Infer the author’s message in a fiction and nonfiction text</li> <li>● Understand that a writer has a purpose in writing about a topic</li> </ul> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>● Understand the purpose of some organizational tools: e.g., title, table of contents</li> <li>● Make connections across fiction texts that are read aloud</li> <li>● Check understanding of the plot of the story and ask questions if meaning is lost</li> <li>● Tell the important information in a text after hearing it read</li> <li>● Notice and understand texts that take the form of poem, nursery rhymes, rhymes, and songs</li> <li>● Understand that some nonfiction books are like a story (narrative structure)</li> <li>● Understand that some nonfiction books tell information and are not like a story (non narrative</li> </ul>
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			<p>reasons an author gives to support points in a text.</p> <ul style="list-style-type: none"> <li>● Read high-frequency and sight words with automaticity</li> <li>● 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.</li> <li>● Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>● Recognize and name all upper and lowercase letters</li> <li>● Isolate and pronounce initial, medial, and final sounds in CVC words</li> <li>● Add or substitute individual sounds to make new words</li> <li>● Demonstrate letter-sound correspondences by producing many sounds for each consonant</li> </ul>	<p>structure)</p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>● Use recognition of high frequency words to self-monitor and self-correct</li> <li>● Read some words with easy spelling patterns with the support of pictures and language (VC, CVC, CVCE)</li> <li>● Talk about important information after reading a text</li> <li>● Use return sweep to read the second, third, or fourth line of print on a page</li> <li>● Notice and use punctuation marks (period, comma, quotation marks, exclamation mark, question mark) in most texts</li> <li>● Read mostly without pointing but with correct voice-print match</li> <li>● Understand that a text is fiction and that a story has a beginning, middle, several episodes, and an end</li> </ul> <p><b>Writing About Reading:</b></p> <ul style="list-style-type: none"> <li>● Write a nonfiction or fiction narrative that is ordered chronologically</li> <li>● Put together the related details on a topic in a text</li> </ul>
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			<ul style="list-style-type: none"> <li>● Associate the long and short sounds with spellings for vowels</li> <li>● Read high-frequency and sight words with automaticity</li> <li>● Distinguish between similarly spelled words by identifying the sounds that differ</li> <li>● Print many upper and lowercase letters</li> <li>● Write a letter or letters for most consonant and short vowel sounds</li> <li>● Spell simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Present ideas in logical sequence</li> <li>● Understand that the writer is using language to communicate meaning</li> <li>● Use vocabulary appropriate for the topic</li> <li>● Write letters to represent meaning and put them together in some words with standard spelling and some temporary spelling with recognizable letter-sound representations</li> </ul> <p><b>Foundations:</b></p> <ul style="list-style-type: none"> <li>● Blend, segment, and manipulate sounds (Unit 2, 3)</li> <li>● Blend and read 3-sound short vowel words (Unit 2)</li> <li>● Form uppercase letters (Unit 2)</li> <li>● Blend sounds in nonsense CVC words (Unit 3)</li> <li>● Segment and spell 3-sound short vowel words (Unit 3)</li> <li>● Distinguish long and short vowel sounds (Unit 3)</li> <li>● Introduce trick words (Unit 3)</li> </ul>
<b>Unit 3:</b>	Trimester 3 / 60 Days / March - June	<b>Power Standards:</b> RI.K.3, RF.K.2.A-E, RF.K.3 A-D, W.K.1	<b>Students will be able to:</b>	<b>Reading MiniLesson:</b> <ul style="list-style-type: none"> <li>● Infer or identify a character's feelings by using the</li> </ul>



		<ul style="list-style-type: none"> <li>● RF.K.1.b, d</li> <li>● RF.K.2.d, e</li> <li>● RF.K.3.a, b, c, d</li> <li>● L.K.1.a</li> <li>● L.K.2.c, d</li> </ul> <p><b>Secondary Standards:</b>  RL.K.1, RL.K.2, RL.K.3,  RL.K.4, RL.K.5, RL.K.6,  RL.K.7, RL.K.9,  RL.K.10, RI.K.1, RI.K.2,  RI.K.4, RI.K.5, RI.K.6,  RI.K.7, RI.K.8, RI.K.9,  RI.K.10, RF.K.1.A-D,  RF.K.4.A-B, W.K.2, W.K.3,  W.K.5, W.K.6, W.K.7,  W.K.8. SL.K.1, SL.K.2,  SL.K.3, SL.K.4, SL.K.5,  SL.K.6, L.K.1.A-F,  L.K.2.A-D, L.K.4.A-B,  L.K.5.A-D, L.K.6</p>	<ul style="list-style-type: none"> <li>● Ask and answer questions about unknown words in a text.</li> <li>● Recognize and differentiate between common types of texts.</li> <li>● Develop writing skills to include letter formation, simple sentences, and narrative, informative, and opinion writing pieces.</li> <li>● Read high-frequency and sight words with automaticity.</li> <li>● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li>● With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or</li> </ul>	<p>pictures</p> <ul style="list-style-type: none"> <li>● Notice characters and their behavior (e.g., funny, bad, silly, nice, friendly)</li> <li>● Notice how and why a character changes from the beginning to the end of a story</li> <li>● Read fluently with phrasing so that the reading sounds like talking</li> <li>● Express opinions in writing about favorite authors and provide evidence for thinking</li> <li>● Understand there are different ways to write about nonfiction books</li> </ul> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>● Gain new information from both pictures and print</li> <li>● Notice when a writer is telling information in order (a sequence)</li> <li>● Infer the writer’s attitude toward a topic (how the writer “feels”)</li> <li>● Connect the information in nonfiction books to curriculum areas studied at school</li> <li>● Recognize some authors by the topics they choose or</li> </ul>
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			<p>procedures).</p> <ul style="list-style-type: none"> <li>● With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● 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...).</li> <li>● Read grade level text for purpose and understanding.</li> <li>● Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> <li>● With guidance and support from adults,</li> </ul>	<p>the style of their illustrations</p> <ul style="list-style-type: none"> <li>● Use some academic language to talk about nonfiction genres: e.g., nonfiction, personal memory story</li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>● Use return sweep to read several lines of print after the first line</li> <li>● Consistently cross-check one kind of information against another to monitor and self-correct reading (i.e., cross-checking meaning with visual information)</li> <li>● Use understanding of dialogue to self-monitor and self-correct</li> <li>● Recognize more than 25 high frequency words quickly and easily</li> <li>● Read simple words that assign dialogue: e.g., “said,” “asked”</li> <li>● Understand words with an apostrophe indicate possession</li> <li>● Read mostly without pointing but with correct voice-print match</li> <li>● Slow down to problem solve words and resume reading</li> </ul>
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			<p>strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details)</p> <ul style="list-style-type: none"> <li>● Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>● Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>● Recognize and name all upper and lowercase letters</li> <li>● Isolate and pronounce initial, medial, and final sounds in CVC words</li> <li>● Add or substitute individual sounds to make new words</li> <li>● Demonstrate letter-sound correspondences by producing many sounds for each consonant</li> <li>● Associate the long and short sounds with spellings for vowels</li> </ul>	<p>with momentum</p> <ul style="list-style-type: none"> <li>● Talk about the important information after reading</li> </ul> <p><b>Writing About Reading:</b></p> <ul style="list-style-type: none"> <li>● Spell approximately 25 high frequency words conventionally</li> <li>● Use words and drawings to compose and revise writing</li> <li>● Use periods, exclamation marks, and question marks as end marks</li> <li>● Learn new words from reading and listening and try them out in writing</li> <li>● Express opinions about a theme or topic</li> <li>● Use spaces between words to help readers understand the writing</li> <li>● Create illustrations and writing that work together to express the meaning</li> </ul> <p><b>Foundations:</b></p> <ul style="list-style-type: none"> <li>● Segment phonemes (Unit 4)</li> <li>● Produce consonant digraph keywords and sounds: wh, ch, sh, th, ck (Unit 4)</li> <li>● Decode and spell 3-sound words with digraphs (Unit 4)</li> <li>● Spell words with -ck at the end (Unit 4)</li> <li>● Apply sentence structure</li> </ul>
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			<ul style="list-style-type: none"><li>● Read high-frequency and sight words with automaticity</li><li>● Distinguish between similarly spelled words by identifying the sounds that differ</li><li>● Print many upper and lowercase letters</li><li>● Write a letter or letters for most consonant and short vowel sounds</li><li>● Spell simple words phonetically, drawing on knowledge of sound-letter relationships</li></ul>	(Unit 5)
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## Instructional Unit Map

**Course Title:** Language Arts

Unit Title	Unit 1		Length of Unit:	1 Trimester (60 days)
<p><b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i></p>	<p><b>Power Standards:</b></p> <p>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).</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words</p>	<p><b>Learning Goals</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify letters, produce letter sounds orally, summarize a story, and recognize text features.</li> <li>● Ask and answer questions about key details in a text.</li> <li>● Demonstrate an understanding of letters, letter sounds, and letter formation.</li> <li>● Identify characters, setting, and major events in a story.</li> <li>● Know and apply grade-level phonics and word analysis skills in encoding and decoding words.</li> <li>● Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</li> <li>● Recognize common types of texts.</li> <li>● Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> </ul>	

	<p>are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read high-frequency and sight words with automaticity.</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4 Read emergent text with one-to-one correspondence to</p>		<ul style="list-style-type: none"> <li>● Actively engage in group reading activities with purpose and understanding.</li> <li>● Recognize and produce rhyming words.</li> <li>● 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.</li> <li>● Recognize and name all upper and lowercase letters.</li> <li>● Demonstrate letter-sound correspondences by producing many sounds for each consonant.</li> <li>● Associate the long and short sounds with spellings for vowels.</li> <li>● Print many upper and lowercase letters.</li> </ul>
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	<p>develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding</p> <p><b>RF.K.L.1.a</b> Print many upper- and lowercase letters.</p> <p><b>Secondary Standards:</b></p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>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.</p> <p>RL.K.7 With prompting and support, describe the</p>		
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	<p>relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		
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	<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>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).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two</p>		
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	<p>texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce</p>		
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	<p>rhyming words.</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used</p>		
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	<p>sounds of each consonant.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read high-frequency and sight words with automaticity.</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding</p> <p>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</p>		
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	<p>state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>W.K.6 With guidance and</p>		
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	<p>support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers</p> <p>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).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics</p>		
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	<p>and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p> <p>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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>		
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	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard</p>		
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	<p>English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <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>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>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>		
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	<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
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<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● Why is it important to learn letters and letter sounds?</li> <li>● Why do authors include details in a text?</li> <li>● How do authors use a combination of letters, words, and sentences to communicate a message?</li> <li>● How does retelling help you to better understand a story?</li> <li>● How do we use words to tell a story?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>● Thumbs up/thumbs down</li> <li>● Interactive questioning</li> <li>● Teacher observation</li> <li>● Choral and individual responses to questioning</li> <li>● Center work</li> <li>● Homework</li> <li>● Checklists</li> <li>● Hand signals</li> <li>● Think/Pair/Share</li> <li>● Student Conferencing</li> <li>● Self Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Letter/Letter Sound assessment</li> <li>● Sight Word assessment</li> <li>● Name writing assessment</li> <li>● Letter Writing assessment</li> <li>● Running Records</li> <li>● Comprehension assessment</li> <li>● Foundations Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>● Author’s Chair</li> <li>● Letter Collage</li> <li>● Sight Word Collage</li> <li>● Listening Center</li> <li>● Presentation</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Letter/letter sound baseline</li> <li>● Name writing baseline</li> <li>● ESI Screen Score</li> </ul>		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Explicit, whole-group reading mini lessons (FPC)</li> <li>● Name Writing Games/Activities</li> <li>● Alphabet activities</li> <li>● Beginning sound activities</li> </ul>		

	<ul style="list-style-type: none"> <li>● Daily Foundations Lessons</li> <li>● Turn and Talk</li> <li>● Interactive Questioning</li> <li>● Story Discussions</li> <li>● Labeling Activities/Worksheets</li> <li>● Journals</li> <li>● Literacy Center Work</li> <li>● Guided Reading</li> <li>● Interactive Read Alouds</li> <li>● Reading MiniLessons</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Labeling in English and Spanish</li> <li>● Use of Google Translate</li> <li>● Provide modeling</li> <li>● Differentiated grouping</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Allow child to redo/retake</li> </ul>	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Provide modeling</li> <li>● Small group instruction</li> <li>● Single step instructions</li> <li>● Provide extra time</li> <li>● Peer buddy</li> <li>● Differentiated grouping</li> <li>● Allow child to redo work</li> <li>● Alternative assignments</li> <li>● Enhanced directions</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for choice in student grouping</li> <li>● Provide more detailed instructions</li> <li>● Small group instruction</li> <li>● Additional time on tests/assignments</li> <li>● Provide visuals</li> <li>● Provide modeling</li> <li>● Peer buddy</li> <li>● Response to intervention</li> <li>● Leveled Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Flexible grouping</li> <li>● Independent reading</li> <li>● Learning Centers</li> <li>● Tiered homework assignments</li> <li>● Response to intervention</li> <li>● Leveled Seesaw assignments</li> </ul>

	<ul style="list-style-type: none"> <li>● Word wall with visuals</li> <li>● Response to intervention</li> <li>● Modified Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Shortened/simplified assignments</li> <li>● Less homework</li> <li>● Response to intervention</li> <li>● Modified Seesaw assignments</li> </ul>		
<b>Differentiated Instructional Methods:</b> <ul style="list-style-type: none"> <li>● <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></li> </ul>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Guided Reading: Fountas and Pinnell Leveled Texts</li> <li>● Interactive Read Alouds: exposure to a variety of texts and authors</li> <li>● Writing: journals</li> <li>● Library area: leveled books &amp; resources available for student exploration</li> <li>● Foundations alphabet letters, posters, letter titles, sound cards display</li> <li>● Promethean board for student &amp; teacher discussions and interactive activities</li> <li>● 1-1 Chrome books for each student</li> <li>● Word Wall - contained all learned sight words</li> </ul>		<ul style="list-style-type: none"> <li>● Daily center activities</li> <li>● Journaling</li> <li>● Daily Foundations lessons</li> <li>● Author's chair/peer sharing</li> <li>● IRA Discussions</li> <li>● Reading Mini Lessons</li> <li>● Guided Reading Lessons</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<ul style="list-style-type: none"> <li>● Tier Two- summary, label, author, illustrator, letters, words, sentences, sounds, main idea, details, spacing, book, library, routines</li> <li>● Tier Three- fiction, nonfiction, characters, setting, title, nouns, front cover, back cover, title page, uppercase letters, lowercase letters, period, exclamation point, question mark, return sweep, leveled text</li> </ul>			

## Integration of Technology

[SAMR](#)

### Substitution (substituting what we used to do):

- Listening center. Students listen to a story, using active listening skills.
- View videos on jr.brainpop.com
  - Kindergarten
  - Capital & Lowercase
  - School
  - Nouns
  - Choosing a book
  - Library
  - Rhyming Words
  - Main Idea
  - Make predictions
  - Writing about yourself
  - Writing with the senses
  - Listening and speaking
  - Character
  - Plot
  - Setting
- Interactive Letter/Sound, Sight Word, Rhyming, Syllable, Reading, and Writing Youtube videos by:
  - Jack Hartman
  - Dr. Jean
  - Harry Kindergarten
  - Miss Molly
  - Heidi Songs
  - Have Fun Teaching

### Augmentation:

- Students will take a quiz following the jr.brainpop.com videos.
- Students will use chromebook activities to learn letter formation, letters, and letter sounds.

	<ul style="list-style-type: none"> <li>● Students complete individualized Seesaw activities assigned directly by teacher</li> <li>● Utilize boom cards for interactive skill practice</li> </ul> <p><b>Modification:</b></p> <ul style="list-style-type: none"> <li>● Reading Eggs program. Students are baselined and work on ELA skills on their own individualized level.</li> <li>● Leveled Seesaw assignments</li> </ul> <p><b>Redefinition:</b></p> <ul style="list-style-type: none"> <li>● Students can type their names on a word processing document.</li> <li>● Students can type the alphabet on a word processing document.</li> <li>● Students can type sight words on a word processing document</li> </ul>	
<p><b>Interdisciplinary Connections</b>  <a href="#">NJ Student Learning Standards</a></p>	<p><b>Social Studies</b></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. <b>AO*</b></p> <p><b>Technology</b></p> <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p><b>Themes</b></p>	<p><b>Skills</b></p>
<p><b>Global Awareness</b></p> <p>1. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open</p>		<ul style="list-style-type: none"> <li>● Creativity and innovation</li> <li>● Critical thinking and problem solving</li> <li>● Communication and collaboration</li> <li>● Information literacy</li> </ul>

	<p>dialogue in personal, work and community contexts. <b>AO*</b></p> <p>2. Understanding other nations and cultures, including the use of non-English languages. <b>AO*</b></p>	<ul style="list-style-type: none"> <li>● Flexibility and adaptability</li> <li>● Initiative and self direction</li> <li>● Productivity and accountability</li> <li>● Leadership and responsibility</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● The Reading Minilessons Book</li> <li>● Interactive Read Aloud Kit <ul style="list-style-type: none"> <li>○ Read aloud stories - reference FPC and Crosswalk <b>AO*</b></li> </ul> </li> <li>● Leveled Guided Reading Books <b>AO*</b></li> <li>● Literacy Continuum</li> <li>● Foundations Teacher’s Manual Second Edition <ul style="list-style-type: none"> <li>○ Foundations Online Resources</li> <li>○ Alphabet pocket chart</li> <li>○ Magnetic Letter boards</li> <li>○ Large Sound Cards</li> </ul> </li> </ul>	

Instructional Unit Map			
Course Title: Language Arts			
Unit Title	Unit 2	Start Date	December
		Length of Unit	60 Days



<p><b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i></p>	<p><b>Power Standards:</b></p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words.</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p><b>Learning Goals</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify characters, the setting, and major events in a story.</li> <li>● Know and apply phonics and word analysis skills to decode and encode words.</li> <li>● Develop writing skills to include letter formation, simple sentences, narrative and informative writing pieces.</li> <li>● With prompting and support, retell familiar stories, including key details</li> <li>● Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>● With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>● 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/.)</li> <li>● With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>● Read high-frequency and sight words with automaticity</li> <li>● 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.</li> <li>● Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>● Recognize and name all upper and lowercase letters</li> </ul>
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	<p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p>		<ul style="list-style-type: none"> <li>● Isolate and pronounce initial, medial, and final sounds in CVC words</li> <li>● Add or substitute individual sounds to make new words</li> <li>● Demonstrate letter-sound correspondences by producing many sounds for each consonant</li> <li>● Associate the long and short sounds with spellings for vowels</li> <li>● Read high-frequency and sight words with automaticity</li> <li>● Distinguish between similarly spelled words by identifying the sounds that differ</li> <li>● Print many upper and lowercase letters</li> <li>● Write a letter or letters for most consonant and short vowel sounds</li> <li>● Spell simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul>
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	<p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read high-frequency and sight words with automaticity.</p> <p>D. Distinguish between similarly spelled words by ident</p> <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p> <p>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</p>		
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	<p>reaction to what happened.</p> <p><b>L.K.1.a</b> Print many upper- and lowercase letters.</p> <p><b>L.K.2.c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><b>L.K.2.d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>Secondary Standards:</b></p> <p>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).</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>		
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	<p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>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.</p> <p>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).</p> <p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>		
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	<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6. Name the author and illustrator of a text and define the role of</p>		
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	<p>each in presenting the ideas or information in a text.</p> <p>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).</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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).</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>		
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	<p>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...).</p> <p>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.</p> <p>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).</p> <p>W.K.6 With guidance and support from adults,</p>		
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	<p>explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.8 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics</p>		
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	<p>and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p> <p>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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>		
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	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the</p>		
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	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <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>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>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown</p>		
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	<p>word.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and</p>		
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	responding to texts.		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How can we write factual information about a story?</li> <li>● How can we identify the characters, setting, and main events in a story?</li> <li>● How can we use phonics and phonemic awareness skills to read and write?</li> <li>● How can we use letter-sound correlation to encode and decode unknown words?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>● Thumbs up/thumbs down</li> <li>● Interactive questioning</li> <li>● Teacher observation</li> <li>● Choral and individual responses to questioning</li> <li>● Center work</li> <li>● Homework</li> <li>● Checklists</li> <li>● Hand signals</li> <li>● Think/Pair/Share</li> <li>● Student Conferencing</li> <li>● Self Assessment</li> <li>● Journaling</li> <li>● Book Responses</li> <li>● Guided Reading Lesson Observations and Notes</li> </ul>	<ul style="list-style-type: none"> <li>● Letter/Letter Sound assessment</li> <li>● Sight Word assessment</li> <li>● Name writing assessment</li> <li>● Letter Writing assessment</li> <li>● Running Records</li> <li>● Comprehension Assessment</li> <li>● Narrative Writing Assessment</li> <li>● Informative Writing Assessment</li> <li>● CVC Assessment</li> <li>● Simple Sentence Assessment</li> <li>● Foundations Unit Tests</li> </ul>	<ul style="list-style-type: none"> <li>● Author’s Chair</li> <li>● Sight Word Collage</li> <li>● Presentations</li> <li>● Peer Sharing</li> <li>● Listening Center Responses</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Letter/letter sound assessment</li> <li>● Name writing assessment</li> <li>● Letter writing assessment</li> </ul>		

	<ul style="list-style-type: none"> <li>● Running Records</li> <li>● Comprehension assessment</li> <li>● Journal Responses</li> <li>● Anecdotal notes</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Daily Foundations Lessons</li> <li>● Turn and Talk</li> <li>● Interactive Questioning</li> <li>● Story Discussions</li> <li>● Journals</li> <li>● Literacy Center Work</li> <li>● Guided Reading Lessons</li> <li>● Interactive Read Alouds</li> <li>● Reading MiniLessons</li> </ul>			
<b>Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction</b>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Labeling in English and Spanish</li> <li>● Use of Google Translate</li> <li>● Provide modeling</li> <li>● Differentiated grouping</li> <li>● Small group instruction</li> <li>● Single step directions</li> </ul>	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Labeling in English and Spanish</li> <li>● Use of Google Translate</li> <li>● Provide modeling</li> <li>● Differentiated grouping</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Allow child to redo/retake</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for choice in student grouping</li> <li>● Provide more detailed instructions</li> <li>● Small group instruction</li> <li>● Additional time on tests/assignments</li> <li>● Provide visuals</li> <li>● Provide modeling</li> <li>● Peer buddy</li> <li>● Leveled Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Flexible grouping</li> <li>● Independent reading</li> <li>● Learning Centers</li> <li>● Tiered homework assignments</li> <li>● Modified Seesaw assignments</li> </ul>

	<ul style="list-style-type: none"> <li>● Allow child to redo/retake</li> <li>● Word wall with visuals</li> <li>● Modified Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Word wall with visuals</li> <li>● Modified Seesaw assignments</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Guided Reading: Fountas and Pinnell Leveled Texts</li> <li>● Interactive Read Alouds: exposure to a variety of texts and authors</li> <li>● Writing: journals</li> <li>● Library area: leveled books &amp; resources available for student exploration</li> <li>● Foundations alphabet letters, posters, letter titles, sound cards display</li> <li>● Promethean board for student &amp; teacher discussions and interactive activities</li> <li>● 1-1 Chrome books for each student</li> <li>● Word Wall - contains all learned sight words</li> <li>● Anchor Charts</li> </ul>		<ul style="list-style-type: none"> <li>● Daily center activities</li> <li>● Journaling</li> <li>● Daily Foundations lessons</li> <li>● Author's chair/peer sharing</li> <li>● IRA Discussions</li> <li>● Reading Mini Lessons</li> <li>● Guided Reading Lessons</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<ul style="list-style-type: none"> <li>● Tier Two- communication, comprehension, verbalize, observation, summary, label, author, illustrator, letters, words, sentences, sounds, main idea, details, books, rhyme</li> <li>● Tier Three- fiction, nonfiction, characters, setting, title, nouns, adjectives, verbs, front cover, back cover, title page, uppercase letters, lowercase letters, CVC words, sight words, consonant, vowel, long vowel, short vowel, word wall, decode, reading strategies</li> </ul>			



## Integration of Technology

[SAMR](#)

### Substitution (substituting what we used to do):

- Listening center. Students listen to a story, using active listening skills.
- View videos on jr.brainpop.com
  - Writing with the Senses
  - Adjectives and Adverbs
  - Verb
  - Facts and Opinions
  - Reading non-fiction
  - Theme
  - Sequence
  - Compare and Contrast
  - Short Vowels
  - Long A
  - Long E
  - Long I
  - Long O
  - Long U
  - Tenses
  - Types of Sentences
  - Concept Maps
- Interactive Letter/Sound, Sight Word, Rhyming, Syllable, Reading, and Writing Youtube videos by:
  - Jack Hartman
  - Dr. Jean
  - Harry Kindergarten
  - Miss Molly
  - Heidi Songs
  - Have Fun Teaching

### Augmentation:

	<ul style="list-style-type: none"> <li>● Students will take a quiz following the jr.brainpop.com videos.</li> <li>● Students will use chromebook activities to learn letter formation, letters, and letter sounds.</li> <li>● Students complete individualized Seesaw activities assigned directly by teacher</li> <li>● Utilize boom cards for interactive skill practice</li> </ul> <p><b>Modification:</b></p> <ul style="list-style-type: none"> <li>● Reading Eggs program. Students are baselined and work on ELA skills on their own individualized level.</li> <li>● Leveled Seesaw assignments</li> </ul> <p><b>Redefinition:</b></p> <ul style="list-style-type: none"> <li>● Students can type sight words on a word processing document</li> <li>● Students can type sentences on a word processing document</li> </ul>	
<p><b>Interdisciplinary Connections</b>  <a href="#">NJ Student Learning Standards</a></p>	<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</li> <li>● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> </ul>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p><b>Themes</b></p>	<p><b>Skills</b></p>

	<p><b>Environmental Literacy</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems.</li> <li>2. Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).</li> <li>3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.</li> <li>4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).</li> </ol>	<ul style="list-style-type: none"> <li>● Responsibility and Accountability</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Strategic Thinking</li> <li>● Decision Making</li> <li>● Respect and Understanding</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● The Reading Minilessons Book</li> <li>● Interactive Read Aloud Kit <ul style="list-style-type: none"> <li>○ Read aloud stories - reference FPC and Crosswalk <b>AO*</b></li> </ul> </li> <li>● Leveled Guided Reading Books <b>AO*</b></li> <li>● Literacy Continuum</li> <li>● Foundations Teacher’s Manual Second Edition <ul style="list-style-type: none"> <li>○ Foundations Online Resources</li> <li>○ Alphabet pocket chart</li> <li>○ Magnetic Letter boards</li> <li>○ Large Sound Cards</li> </ul> </li> </ul>	

**Instructional Unit Map**

Course Title: Language Arts			
Unit Title	Unit 3	Start Date:	March
		Length of Unit:	1 Trimester (60 Days)
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards:</b> RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>RF.K.1.b</b> Recognize that spoken words are represented in written language by specific sequences of letters <b>RF.K.1.d</b> Recognize and name all upper- and lowercase letters of the alphabet.  RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words.	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Ask and answer questions about unknown words in a text.</li> <li>● Recognize and differentiate between common types of texts.</li> <li>● Develop writing skills to include letter formation, simple sentences, and narrative, informative, and opinion writing pieces.</li> <li>● Read high-frequency and sight words with automaticity.</li> <li>● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li>● With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>● With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● Use a combination of drawing, dictating, and writing to</li> </ul>

	<p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>B. Associate the long and</p>		<p>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...).</p> <ul style="list-style-type: none"> <li>● Read grade level text for purpose and understanding.</li> <li>● Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> <li>● With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details)</li> <li>● Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>● Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>● Recognize and name all upper and lowercase letters</li> <li>● Isolate and pronounce initial, medial, and final sounds in CVC words</li> <li>● Add or substitute individual sounds to make new words</li> <li>● Demonstrate letter-sound correspondences by producing many sounds for each consonant</li> <li>● Associate the long and short sounds with spellings for vowels</li> <li>● Read high-frequency and sight words with automaticity</li> <li>● Distinguish between similarly spelled words by identifying the sounds that differ</li> <li>● Print many upper and lowercase letters</li> </ul>
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	<p>short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read high-frequency and sight words with automaticity.</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>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...).</p> <p><b>L.K.1.a</b> Print many upper- and lowercase letters.</p> <p><b>L.K.2.c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>		<ul style="list-style-type: none"> <li>● Write a letter or letters for most consonant and short vowel sounds</li> <li>● Spell simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul>
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	<p><b>L.K.2.d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>Secondary Standards:</b></p> <p>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).</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6 With prompting and</p>		
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	<p>support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>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).</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>		
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	<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>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).</p> <p>RI.K.8 With prompting and support, identify the</p>		
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	<p>reasons an author gives to support points in a text.</p> <p>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).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase</p>		
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	<p>letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words.</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding</p>		
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	<p>words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read high-frequency and sight words with automaticity.</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding</p>		
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	<p>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...).</p> <p>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.</p> <p>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.</p> <p>W.K.5 With guidance and support from adults,</p>		
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	<p>strengthen writing through response and selfreflection using questions and suggestions from peers (e.g., adding details).</p> <p>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</p> <p>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).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about</p>		
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	<p>kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p> <p>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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with</p>		
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	<p>prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on,</p>		
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	<p>off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <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>A. Identify new meanings for familiar words and apply them accurately</p>		
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	<p>(e.g., knowing duck is a bird and learning the verb to duck).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk,</p>		
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	<p>march, strut, prance) by acting out the meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How can we use questioning to figure out unknown words in a story?</li> <li>● How can we differentiate between different genres of texts?</li> <li>● How can we express ourselves through narrative, informative, and opinion writing pieces?</li> <li>● How can we utilize the strategies we have learned to read a leveled text?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>● Thumbs up/thumbs down</li> <li>● Interactive questioning</li> <li>● Teacher observation</li> <li>● Choral and individual responses to questioning</li> <li>● Center work</li> <li>● Homework</li> <li>● Checklists</li> <li>● Hand signals</li> <li>● Think/Pair/Share</li> <li>● Student Conferencing</li> <li>● Self Assessment</li> <li>● Journaling</li> <li>● Book Responses</li> </ul>	<ul style="list-style-type: none"> <li>● Letter/Letter Sound assessment</li> <li>● Sight Word assessment</li> <li>● Name writing assessment</li> <li>● Letter Writing assessment</li> <li>● Running Records</li> <li>● Comprehension Assessment</li> <li>● Narrative Writing Assessment</li> <li>● Informative Writing Assessment</li> <li>● CVC Assessment</li> <li>● Simple Sentence Assessment</li> <li>● Foundations Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>● Author’s Chair</li> <li>● Sight Word Collage</li> <li>● Presentations</li> <li>● Peer Sharing</li> <li>● Listening Center Responses</li> </ul>

	<ul style="list-style-type: none"> <li>● Guided Reading Lesson Observations and Notes</li> </ul>			
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Letter/letter sound assessment</li> <li>● Name writing assessment</li> <li>● Letter writing assessment</li> <li>● Running Records</li> <li>● Comprehension assessment</li> <li>● Journal Responses</li> <li>● Anecdotal notes</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Daily Foundations Lessons</li> <li>● Turn and Talk</li> <li>● Interactive Questioning</li> <li>● Story Discussions</li> <li>● Journals</li> <li>● Literacy Center Work</li> <li>● Guided Reading Lessons</li> <li>● Interactive Read Alouds</li> <li>● Reading MiniLessons</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Labeling in English and Spanish</li> <li>● Use of Google Translate</li> <li>● Provide modeling</li> </ul>	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Labeling in English and Spanish</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for choice in student grouping</li> <li>● Provide more detailed instructions</li> <li>● Small group instruction</li> <li>● Additional time on tests/assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Flexible grouping</li> <li>● Independent reading</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiated grouping</li> <li>• Small group instruction</li> <li>• Single step directions</li> <li>• Allow child to redo/retake</li> <li>• Word wall with visuals</li> <li>• Modified Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Google Translate</li> <li>• Provide modeling</li> <li>• Differentiated grouping</li> <li>• Small group instruction</li> <li>• Single step directions</li> <li>• Allow child to redo/retake</li> <li>• Word wall with visuals</li> <li>• Highlighter writing</li> <li>• Modified Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visuals</li> <li>• Provide modeling</li> <li>• Peer buddy</li> <li>• Highlighter writing</li> <li>• Leveled Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Tiered homework assignments</li> <li>• Leveled Seesaw assignments</li> </ul>
<b>Differentiated Instructional Methods:</b>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)	

<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>● Guided Reading: Fountas and Pinnell Leveled Texts</li> <li>● Interactive Read Alouds: exposure to a variety of texts and authors</li> <li>● Writing: journals</li> <li>● Library area: leveled books &amp; resources available for student exploration</li> <li>● Foundations alphabet letters, posters, letter titles, sound cards display</li> <li>● Promethean board for student &amp; teacher discussions and interactive activities</li> <li>● 1-1 Chrome books for each student</li> <li>● Word Wall - contains all learned sight words</li> <li>● Anchor Charts</li> </ul>	<ul style="list-style-type: none"> <li>● Daily center activities</li> <li>● Journaling</li> <li>● Daily Foundations lessons</li> <li>● IRA Discussions</li> <li>● Reading Mini Lessons</li> <li>● Guided Reading Lessons</li> <li>● Author’s chair/peer sharing</li> <li>● Writing pieces</li> </ul>
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<ul style="list-style-type: none"> <li>● Tier Two- predictions, summary, label, author, illustrator, letters, words, sentences, sounds, main idea, details, letter writing, facts, opinion, text, club, genre, infer, behaviors, connections, conclusions</li> <li>● Tier Three- fiction, nonfiction, characters, setting, title, nouns, adjectives, verbs, front cover, back cover, title page, uppercase letters, lowercase letters, narrative writing, opinion writing, and informative writing, text-to-text, text-to-self, text-to-world, fluency</li> </ul>	
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<p><b>Substitution (substituting what we used to do):</b></p> <ul style="list-style-type: none"> <li>● Listening center. Students listen to a story, using active listening skills.</li> <li>● View videos on jr.brainpop.com <ul style="list-style-type: none"> <li>○ Types of sentences</li> <li>○ Setting</li> <li>○ Character</li> <li>○ Theme</li> <li>○ Cause and Effect</li> </ul> </li> </ul>	

- Make Inferences
- Ch Digraph
- Th, Sh, Wh Digraph
- Sending a Letter
- Short Story
- Writing a Paragraph
- How to Writing
- Interactive parts of speech, sight words, CVC words, rhyming words, and letters/sounds Youtube videos by:
  - Jack Hartman
  - Dr. Jean
  - Harry Kindergarten
  - Miss Molly
  - Heidi Songs
  - Have Fun Teaching

**Augmentation:**

- Students will take a quiz following the jr.brainpop.com videos.
- Students will use chromebook activities to learn letter formation, letters, and letter sounds.
- Students complete individualized Seesaw activities assigned directly by teacher
- Utilize boom cards for interactive skill practice

**Modification:**

- Reading Eggs program. Students are baselined and work on ELA skills on their own individualized level.
- Leveled Seesaw assignments

**Redefinition:**

- Students can type sight words on a word processing document
- Students can type sentences on a word processing document

<p><b>Interdisciplinary Connections</b>  <a href="#">NJ Student Learning Standards</a></p>	<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</li> <li>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. <b>0</b></li> <li>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> </ul>					
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<table border="1"> <thead> <tr> <th data-bbox="560 634 1220 708">Themes</th> <th data-bbox="1220 634 1925 708">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="560 708 1220 1375"> <p><b>Environmental Literacy</b></p> <ol style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems.</li> <li>Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).</li> <li>Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.</li> <li>Take individual and collective action towards addressing environmental</li> </ol> </td> <td data-bbox="1220 708 1925 1375"> <ul style="list-style-type: none"> <li>Responsibility and Accountability</li> <li>Critical Thinking</li> <li>Problem Solving</li> <li>Strategic Thinking</li> <li>Decision Making</li> <li>Respect and Understanding</li> </ul> </td> </tr> </tbody> </table>		Themes	Skills	<p><b>Environmental Literacy</b></p> <ol style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems.</li> <li>Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).</li> <li>Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.</li> <li>Take individual and collective action towards addressing environmental</li> </ol>	<ul style="list-style-type: none"> <li>Responsibility and Accountability</li> <li>Critical Thinking</li> <li>Problem Solving</li> <li>Strategic Thinking</li> <li>Decision Making</li> <li>Respect and Understanding</li> </ul>
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	<p>challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).</p>	
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● The Reading Minilessons Book</li> <li>● Interactive Read Aloud Kit <ul style="list-style-type: none"> <li>○ Read aloud stories - reference FPC and Crosswalk ^O*</li> </ul> </li> <li>● Leveled Guided Reading Books ^O*</li> <li>● Literacy Continuum</li> <li>● Foundations Teacher’s Manual Second Edition <ul style="list-style-type: none"> <li>○ Foundations Online Resources</li> <li>○ Alphabet pocket chart</li> <li>○ Magnetic Letter boards</li> <li>○ Large Sound Cards</li> </ul> </li> </ul>	