

Board Approved August 2017

DEPARTMENT English Language ArtsCOURSE Kindergarten

Week	Marking Period 1	Week	Marking Period 3
1	Start Smart	21	Unit 5: Wonders of Nature
2	Start Smart	22	Unit 6: Weather For All Seasons
3	Start Smart	23	Unit 6: Weather For All Seasons
4	Unit 1: Take A New Step	24	Unit 6: Weather For All Seasons
5	Unit 1: Take A New Step	25	Unit 6: Weather For All Seasons
6	Unit 1: Take A New Step	26	Unit 7: Animal Kingdom
7	Unit 1: Take A New Step	27	Unit 7: Animal Kingdom
8	Unit 2: Let's Explore	28	Unit 7: Animal Kingdom
9	Unit 2: Let's Explore	29	Unit 7: Animal Kingdom
10	Unit 2: Let's Explore	30	Unit 8: From Here to There
Week	Marking Period 2	Week	Marking Period 4
11	Unit 3: Going Places	31	Unit 8: From Here to There
12	Unit 3: Going Places	32	Unit 8: From Here to There
13	Unit 3: Going Places	33	Unit 9: How Things Change
14	Unit 4: Around the Neighborhood	34	Unit 9: How Things Change
15	Unit 4: Around the Neighborhood	35	Unit 9: How Things Change
16	Unit 4: Around the Neighborhood	36	Unit 9: How Things Change
17	Unit 4: Around the Neighborhood	37	Unit 10: Thinking Outside the Box
18	Unit 5: Wonders of Nature	38	Unit 10: Thinking Outside the Box
19	Unit 5: Wonders of Nature	39	Unit 10: Thinking Outside the Box
20	Unit 5: Wonders of Nature	40	Unit 10: Thinking Outside the Box

Time Frame	3 weeks
Topic	
Start Smart	
Essential Questions	
<ul style="list-style-type: none"> ● How is everyone special? ● Who is in your family? ● What can you do? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Each person is special. ● We value members of our family. ● We can do many things. 	
Alignment to NJSLs	
<u>English Language Arts</u>	
<i>Reading:</i>	
<input type="checkbox"/> RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
<input type="checkbox"/> RF.K.1. Demonstrate understanding of the organization and basic features of print.	
<input type="checkbox"/> A. Follow words from left to right, top to bottom, and page by page.	
<input type="checkbox"/> B. Recognize that spoken words are represented in written language by specific sequences of letters.	
<input type="checkbox"/> C. Understand that words are separated by spaces in print.	
<input type="checkbox"/> D. Recognize and name all upper- and lowercase letters of the alphabet.	
<input type="checkbox"/> RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<input type="checkbox"/> A. Recognize and produce rhyming words.	
<input type="checkbox"/> B. Count, pronounce, blend, and segment syllables in spoken words	
<input type="checkbox"/> RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
<input type="checkbox"/> C. Read high-frequency and sight words with automaticity.	
<input type="checkbox"/> RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.	
<input type="checkbox"/> A. Read emergent-readers with purpose and understanding.	
<input type="checkbox"/> RL.K.10. Actively engage in group reading activities with purpose and understanding.	
<i>Writing:</i>	
<input type="checkbox"/> 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.	
<i>Speaking and Listening:</i>	
<input type="checkbox"/> SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
<input type="checkbox"/> 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.	
<i>Language:</i>	
<input type="checkbox"/> L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<input type="checkbox"/> A. Capitalize the first word in a sentence and the pronoun I.	

Social Studies

- ❑ SOC.6.1.P.D.CS1 - [*Content Statement*] - Individuals and families have unique characteristics.
- ❑ SOC.6.1.P.D.1 - [*Cumulative Progress Indicator*] - Describe characteristics of oneself, one's family, and others.
- ❑ SOC.6.1.P.D.2 - [*Cumulative Progress Indicator*] - Demonstrate an understanding of family roles and traditions.

21st Century Life and Career Skills

- ❑ CAEP.9.2.4.A.2 - [*Standard*] - Identify various life roles and civic and work - related activities in the school, home, and community.

Key Concepts and Skills**Reading Literature Text**

Students will

- compare similarities and differences in character's experiences within a story
- 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.

Reading Foundation Skills

Students will

- understand basic print features: books have a correct position, print has specific directionality, print has meaning and is made up of letters in a specific order.
- track text left to right, top to bottom and page by page.
- recognize that spaces separate the words
- recognize specific words in a sentence or text
- name all upper and lower case letters.
- recognize the differences in syllables, sounds and phonemes (cat, bat, fat).
- identify and produce rhyming words.
- demonstrate knowledge of syllables in a word.
- identify common high-frequency words by sight in isolation and also in a text.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently and with understanding.

Writing

Students will

- draw, tell, and write about topics that are well known
- name what is being written about
- supply additional information about the topic

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts.
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.

Language

Students will

- demonstrate convention in one's own writing: capitalization.

Learning Activities**Reading Literature:**

- Make Text Connections: Connect to the Essential Question (review the selections, think aloud, prompt collaborative conversations)

Reading Foundation Skills:

- Concepts of Print (book handling,
- Word Work: Phonological awareness
 - Sentence Segmentation-sing “Jack and Jill”
 - Sentence Segmentation (word awareness): read the poems *Wee Willie Winkie*, *Twinkle, Twinkle, Little Star*, *1, 2, Buckle My Shoe*
 - Recognize Syllables-sing “Sing a Song of Sixpence”, read the poems *Pat-a-Cake*, *Hickory, Dickory, Dock*, *As I Was Going to St. Ives*.
 - Recognize Rhyme-read the poem *Little Miss Muffet*, *Humpty Dumpty*, *Mix a Pancake*, *Chook, Chook, Chook*, *1,2,3,4,5*,
 - Blend Syllables: read the poem “Hey, Diddle, Diddle
- Phonics
 - Letter recognition: Aa-Zz-sing “The Alphabet Song”-use Word-Building Cards-uppercase, lowercase
- High-Frequency Words-*I* and *can* (Read/Spell/Write Routine)
- Shared Read-model concepts about print, predict, read, reread: “I Am Special,”“Look at Me!” “Family Fun!”, “At School,” “What Can I Do?”

Speaking and Listening

- Build background knowledge: introduce and discuss the Essential Questions
- Listening Comprehension
 - Read the ABC Big Book: set a purpose for reading, identify genre characteristics, respond to reading, make connections
 - Identify genre, respond to reading, make connections to the following stories: “The Three Sisters,” “Teddy’s Week,” “Fun Together!”, “We Can Help”
- Category Words: Names, Numbers, Days of the Week
- Read the Interactive Read Aloud: connect to concept, identify genre characteristics, set a purpose for reading, model reading with expression, respond to reading, make connections, model retelling, ask comprehension questions: “The Ugly Duckling,”“Tikki Tikki Tembo,” “Kindergarteners Can!”
- Oral Vocabulary-Create a word web.

Writing:

- Write About the Text
 - Complete sentences using sentence frames.

Assessments

- Placement and Diagnostic Assessments may include...
 - Phonological Awareness Subtests
 - Listening Comprehension-Leveled Passages
 - Phonics/Word Study-Phonics Survey
 - High Frequency Words-Sight Word Fluency
 - Letter Recognition-Letter Naming Fluency

Time Frame

4 weeks

Topic**Unit 1 Big Idea: Take a New Step****Essential Questions**

What can we learn when we try new things?

- How can we get along with new friends?
- How do baby animals move?
- How can your senses help you learn?

Enduring Understandings

- You can get along with new friends while still keeping your old friends.
- Baby animals get up and go in different ways.
- You use your senses to explore and learn more about the world around you.

Alignment to NJSL**English Language Arts*****Reading:***

- 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).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- 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.
- 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).
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- 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.
- 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).
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. 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.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing:

- 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.
- 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).
- 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.
- 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).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 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 and texts under discussion).
- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - B. Use frequently occurring nouns and verbs.
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Social Studies

- SOC.6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom routines. (*Unit 1, Week 1*)
- SOC.6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. (*Unit 1, Week 1*)
- SOC.6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs. (*Unit 1, Week 1*)
- SOC.6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. (*Unit 1, Week 1*)

Technology

- TECH.8.1.2.A.CS2 - Select and use applications effectively and productively
- TECH.8.2.P.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
- TECH.8.1.P - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- TECH.8.1.P.C.1 - Collaborate with peers by participating in interactive digital games or activities
- TECH.8.1.P.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

Key Concepts and Skills**Reading Literature Text**

Students will

- 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.
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.
- 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.
- 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.
- recognize common types of texts (e.g., a story, an information book, a poem, and other forms of text).
- compare similarities and differences in character's experiences within a story.
- retell a familiar story, putting key details in a sequential order.

Reading Informational Text

Students will

- 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
- 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.
- ask and answer questions about key details with support.
- 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.
- discuss similarities and differences between two texts on the same topic.

Reading Foundation Skills

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters.
- track text left to right, top to bottom and page by page.
- identify and produce rhyming words.
- recognize the differences in syllables, sounds and phonemes (cat, bat, fat).
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- use specific strategies for decoding words, including letter sound correspondence.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- demonstrate knowledge of syllables in a word.
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- apply understanding of long and short vowels in common spelling.
- isolate and produce the initial, medial, and final sounds in three-phoneme word (CVC words).

Writing

Students will

- draw, tell, write about topics that are well known.
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- understand their job and how they will contribute to the project from the beginning to end.
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.
- 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).

Speaking and Listening

Students will

- 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.
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on a topic.
- use strategies for understanding and answering questions asked of them.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Language

Students will

- utilize formal grammar and usage of spoken and written standard English.
- use frequently occurring nouns and verbs correctly.
- explore word relationships and nuances in word meanings.
- categorize common objects.
- sort common objects.
- draw conclusions about the category representations.
- listen, share and read a variety of texts.
- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- connect words to real-life situations.
- demonstrate convention: produce phonemes in one’s own writing.
- demonstrate convention: show understanding of basic phonics when writing.
- produce and expand complete sentences in shared language activities.

Learning Activities

Reading Literature:

- Close Reading Literature Big Books- Analyze the text (author’s craft, use illustrations, author’s purpose):
What About a Bear?, Pouch!
- Listening Comprehension Stories-Identify and understand components of genre (fantasy, fable), practice reading strategies (ask and answer questions), make connections to the Essential Question: “The Lion and the Mouse,” “The Tortoise and the Hare,” “I Smell Springtime,” “Taste of Purple,” “Rain”
- Cite relevant evidence from text
- Recall and retell the text
- Sequencing, role playing
- Identify character, setting, and events

- Read classroom library trade books on topic

Reading Informational Text:

- Close Reading Literature Big Books-Identify genre (informational text), practice strategies (ask and answer questions), identify text features (photographs, labels), retell, make connections: “How to Be a Friend,” “Baby Animals on the Move!”, *Senses at the Seashore*
- Interactive Read-Aloud Cards- “A Feast of the Senses”
- Cite relevant evidence from text
- Interpret illustrations
- Make and confirm predictions
- Retelling Cards
- Make Text Connections: Close Reading Companion (Text to Media, Text to Poetry, Text to Fine Art)

Reading Foundation Skills:

- Shared Read-Model Book Handling, Model Concepts of Print, Make Predictions, Focus on Comprehension, Focus on Fluency, Make Connections: “I Can,” “Can I?,” “We Can,” “I Can, We Can,” “Sam Can See,” “I Can See”
- Phonics- /m/ m (initial/final), /a/ a (initial/medial), /s/ s (initial)
 - Letter Song videos-*My Map*
- Phonemic Awareness- phoneme isolation, blending, identity, categorization
- Phonological Awareness: Recognize Rhyme-Sing “Animals in Motion!”
- Fluency- Letter and Word Automaticity
- High Frequency Word Cards- the, we, see
- Letter recognition Aa-Zz
- Build your own word bank
- Photo Cards-Picture Sort
- Read decodable words in context

Writing:

- Write About the Text: Ideas
- Shared/Interactive/Independent Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- Personal Narrative, Picture Web
- Draw evidence from fiction/ nonfiction selections
- Compose informative/explanatory text
- Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
- Communicator/dry erase board for practice
- Writing Journals: Write the Room Journal, Poetry Journal
- Research and Inquiry Projects: Good Friend Poster, Animal Puppet, Senses Display.

Speaking and Listening:

- Build Background-Engage in collaborative discussions about how we can get along with friends, how baby animals move, ways we use our senses outdoors.
- Retell and discuss literature stories
- Rhymes, songs, poems and fingerplays
- Puppet
- Discussion/Modeling: conversations and questioning
- Turn and Talk

Language:

- Category Words-Feeling Words, Family Words, Sensory Words
- Grammar: Naming Words (Nouns)
- Develop oral vocabulary: Visual Vocabulary Cards
- Use context clues to understand unknown words
- Word Building Cards
- Handwriting- Mm, Aa, Ss
- Multisensory Activities: listening games; Telephone, “Who Stole the Cookie?,” mimicry; “Simon Says”
- Thematic Books: read-alouds, high frequency books

- Using manipulatives-pencils, crayons, markers

Assessments

- Daily Observations and Informal Assessments
- Progress Monitoring Weekly Assessments
- Observational Rubrics
- Oral Reading Fluency Assessments
- Running Records
- Unit Assessments

Time Frame

3 weeks

Topic

Unit 2 Big Idea: Let’s Explore

Essential Questions

What can you find out when you explore?

- How do tools help us to explore?
- What shapes do you see around you?
- What kind of bugs do you know about?

Enduring Understandings

- We use tools to make work easier and to explore the world around us.
- You can find shapes in nature and in things we use.
- There are many kinds of bugs.

Alignment to NJSL

English Language Arts

Reading:

- 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).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- 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.
- 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).
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a 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).

- 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).
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - 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.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing:

- 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.
- 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).
- 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.
- 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).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 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 and texts under discussion).
- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper- and lowercase letters
 - B. Use frequently occurring nouns and verbs.

- F. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science

- K-PS3-2 -Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. (Unit 2 Week 1)
- K-ESS2-2 - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (Unit 2 Week 3)
- K-ESS3-1 - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (Unit 2 Week 3)
- K-ESS3-3 - Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (Unit 2 Week 3)
- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. (Unit 2 Week 3)

Technology

- TECH.8.1.2.A.CS2 - Select and use applications effectively and productively
- TECH.8.2.P.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
- TECH.8.1.P - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- TECH.8.1.P.C.1 - Collaborate with peers by participating in interactive digital games or activities
- TECH.8.1.P.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

Key Concepts and Skills

Reading Literature Text

Students will

- 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.
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.
- 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.
- retell a familiar story, putting key details in a sequential order.

Reading Informational Text

- 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.
- 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.
- 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.
- 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.
- discuss similarities and differences between two texts on the same topic.
- explain two individuals, events, ideas or information are linked together.
- describe how the individuals or ideas are the same or different.

Reading Foundation Skills

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters.
- track text left to right, top to bottom and page to page.
- name all upper and lower case letters.
- recognize the differences in syllables, sounds and phonemes.
- isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)
- use specific strategies for decoding words, including letter sound correspondence.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- 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 with understanding.
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- demonstrate knowledge of syllables in a word.
- compare similarly spelled words by identifying letter sounds that differ.

Writing

Students will

- draw, tell, write about topics that are well known.
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- 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).
- understand their job and how they will contribute to the project from the beginning to end
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support

Speaking and Listening

Students will

- 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.
- use strategies for asking questions that are on a topic.
- use strategies for understanding and answering questions asked of them.
- describe familiar people.
- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- ask and answer questions about a text read aloud or information through other media to better student understanding
- practice asking questions for clarification
- express thoughts and feelings and ideas
- speak audibly to naturally express ideas

Language

Students will

- utilize formal grammar and usage of spoken and written standard English.
- use frequently occurring nouns and verbs correctly.
- distinguish between upper and lower case letters.
- print a variety of upper and lowercase letters.
- explore word relationships and nuances in word meanings.
- categorize common objects
- sort common objects.
- draw conclusions about the category representations.
- listen, share and read a variety of texts.
- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- connect words to real-life situations.
- explore variations of verbs.
- demonstrate convention: produce phonemes in one's own writing.
- produce and expand complete sentences in shared language activities.
- demonstrate convention: show understanding of basic phonics when writing.

Learning Activities

Reading Literature:

- Close Reading Literature Big Books: *Shapes All Around*, *I Love Bugs!*
- Listening Comprehension-Interactive Read-Aloud Cards- "Timimoto," "Kites in Flight," "From Caterpillar to Butterfly"
- Identify and understand components of different genres
- Cite relevant evidence from text
- Ask and answer questions about key details
- Recall and retell the text
- Sequencing, role playing
- Identify character, setting, and events
- Classroom library trade books on topic

Reading Informational Text:

- Close Reading-Listening Comprehension: Read-*The Handiest Things in the World*, "Discover with Tools," "Find the Shapes," "Bugs All Around," "Tap! Tap! Tap!"
- Ask and answer questions about key details
- Identify and understand components of different genres.
- Use text features (headings,captions, bold print) to aid in comprehension.

- Cite relevant evidence from text
- Discuss the connections in a text
- Interpret illustrations
- Make and confirm predictions
- Retell the text
- Close Reading Companion-Make Text Connections (Text to Poetry, Text to Fine Art, Text to Photograph)

Reading Foundation Skills:

- Shared Read-Model Book Handling and Concepts of Print: Read “Pam Can See,” “We Can See!,” “We Like Tam!,” “I Like Sam,” “Pat”
- Phonics- /p/ p (initial/final), /t/ t (initial/final), Review /m/, /a/, /s/, /p/, /t/ (Sound Spelling Cards)
- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation
- Fluency- Letter and Word Automaticity, Model Fluency
- High Frequency Word Cards- *a, like*, review all
- Letter recognition Aa-Zz
- Build your own word bank
- Photo Cards-Picture Sort
- Read decodable words in context

Language:

- Handwriting- Pp, Tt, review Mm, Aa, Ss
- Category Words- Colors, Shapes, Movement Words
- Grammar: Verbs
- Develop oral vocabulary: Visual Vocabulary Cards
- Use context clues to understand unknown words
- Word Building Cards

Speaking and Listening:

- Build Background-Engage in collaborative discussions about tools we use, shapes all around us, and the many kinds of bugs in this world.
- Letter Song videos- “Polly and Paul Play the Piano,” “My Two-Ton Turtle”
- Puppet
- Multisensory Activities: listening games; Telephone, “Who Stole the Cookie?,” mimicry; “Simon Says”
- Thematic Books: read-alouds, high frequency books

Writing:

- Write About the Text: Ideas
- Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- Personal Narrative, Picture Web
- Draw evidence from fiction/ nonfiction selections
- Compose informative/explanatory text
- Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
- Research and Inquiry Projects: Illustrated Tool Belt, Informational Shape Chart, Illustrated Bug Bulletin Board
- Communicator/dry erase board for practice
- Writing Journals-Write the Room Journal, Poetry Journal
- Using manipulatives-pencils, crayons, markers

Assessments

- Daily Observations and Informal Assessments
- Progress Monitoring Weekly Assessments
- Observational Rubrics
- Portfolio Assessments
- Oral Reading Fluency Assessments
- Unit Assessments

Time Frame	3 weeks
Topic	
Unit 3 Big Idea: Going Places	
Essential Questions	
What can you learn by going to different places?	
<ul style="list-style-type: none"> ● What rules do we follow in different places? ● What are the different sounds we hear? ● What places do you go to during the week? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● We all follow rules in different places. ● We hear many sounds in many different places. ● There are many different places you might go in your neighborhood. 	
Alignment to NJSLs	
<u>English Language Arts</u>	
<i>Reading:</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). <input type="checkbox"/> RL.K.3. With prompting and support, identify characters, settings, and major events in a story. <input type="checkbox"/> 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. <input type="checkbox"/> 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). <input type="checkbox"/> RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <input type="checkbox"/> RL.K.10. Actively engage in group reading activities with purpose and understanding. <input type="checkbox"/> 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). <input type="checkbox"/> RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. <input type="checkbox"/> 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). <input type="checkbox"/> 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). <input type="checkbox"/> RI.K.10. Actively engage in group reading activities with purpose and understanding. <input type="checkbox"/> RF.K.1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <input type="checkbox"/> A. Follow words from left to right, top to bottom, and page by page. <input type="checkbox"/> RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <input type="checkbox"/> A. Recognize and produce rhyming words. <input type="checkbox"/> B. Count, pronounce, blend, and segment syllables in spoken words. <input type="checkbox"/> C. Blend and segment onsets and rimes of single-syllable spoken words. 	

- 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.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing:

- 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.
- 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.
- 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).
- 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.
- 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).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 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 and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize the first word in a sentence and the pronoun I
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - C. Identify real-life connections between words and their use (e.g., note places at school that are

colorful).

- ❑ L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Social Studies

- ❑ SOC.6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs. (*Unit 3 Week 1*)
- ❑ SOC.6.1.P.B.CS1 - Everyone is part of a larger neighborhood and community. (*Unit 3, Week 1*)
- ❑ SOC.6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. (*Unit 3 Week 1*)
- ❑ SOC.6.1.P.B.CS1 - [*Content Statement*] - Everyone is part of a larger neighborhood and community. (*Unit 3 Week 1*)
- ❑ SOC.6.1.P.B.1 - Develop an awareness of the physical features of the neighborhood/community. (*Unit 3, Week 3*)
- ❑ SOC.6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful. (*Unit 3, Week 3*)

Technology

- ❑ TECH.8.1.2.A.CS2 - Select and use applications effectively and productively
- ❑ TECH.8.2.P.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
- ❑ TECH.8.1.P - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- ❑ TECH.8.1.P.C.1 - Collaborate with peers by participating in interactive digital games or activities
- ❑ TECH.8.1.P.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

Key Concepts and Skills

Reading Literature Text

Students will

- 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.
- provide a description of characters 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.
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.
- 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.
- participate in group group reading activities.
- articulate the purpose of the group reading activities.
- model and develop engaging reading habits that lead to reading texts independently.
- compare similarities and differences in character's experiences within a story.
- retell a familiar story, putting key details in a sequential order.

Reading Informational Text

- 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.
- participate in group group reading activities.
- articulate the purpose of the group reading activities.
- model and develop engaging reading habits that lead to reading texts independently.
- 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.
- develop ability to recognize the reasons an author gives to support points in the text.
- discuss similarities and differences between two texts on the same topic.

Reading Foundation Skills

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters.
- track text left to right, top to bottom and page to page.
- demonstrate knowledge of syllables in a word.
- recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- use specific strategies for decoding words, including letter sound correspondence.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.

Writing

Students will

- draw, tell, write about topics that are well known.
- name what is being written about.
- supply additional information about the topic.
- tell, draw and write a story about something that happened.
- show what happens first.
- put the pages in order.
- tell what happens last.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- understand their job and how they will contribute to the project from the beginning to end.
- 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).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.

Speaking and Listening

Students will

- 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.
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe familiar people.
- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.

- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Language

Students will

- listen, share and read a variety of texts.
- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- utilize formal grammar and usage of spoken and written standard English.
- use frequently occurring nouns and verbs correctly.
- explore word relationships and nuances in word meanings.
- connect words to real-life situations.
- demonstrate convention: produce phonemes in one's own writing.
- produce and expand complete sentences in shared language activities.
- demonstrate convention in one's own writing: capitalization.
- demonstrate convention in one's own writing: end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.

Learning Activities**Reading Literature:**

- Close Reading Literature Big Books-Listening Comprehension- *How Do Dinosaurs Go to School?*, *Clang! Clang! Beep Beep! Beep! Listen to the City*, *Please Take Me for a Walk*
- Listening Comprehension-Interactive Read Aloud Cards- "The Boy Who Cried Wolf," "The Turtle and the Flute,"
- Identify and understand components of different genres (fantasy
- Cite relevant evidence from text
- Ask and answer questions about key details
- Strategy: Visualize
- Recall and retell the text
- Sequencing, role playing
- Rhyming, letter and sound discrimination
- Identify character, setting, and events
- Classroom library trade books on topic

Reading Informational Text:

- Close Reading-Listening Comprehension-"Be Safe," "Field Trips," "A Neighborhood,"
- Cite relevant evidence from text
- Discuss the connections in a text
- Interpret illustrations
- Make and confirm predictions
- Retell the text
- Strategy: Visualize
- Close Reading Companion-Make Text Connections (Text to Photography, Text to Poetry, Text to Fine Art)

Reading Foundation Skills:

- Shared Read- Model Book Handling, Model Concepts of Print-"Can I Pat It?," "Tim Can Tip It," "Nat and Tip," "Tim and Nan," "We Go to See Nan," "Can We Go?"
- Phonics- /i/ i (medial), /n/ n (initial/final), /k/ c (initial) (Sound Spelling Cards)
- Letter Song videos- "Kim Hears an Insect," "Nellie's Nest," "Can Your Camel Do the Can-Can?"
- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation
- Fluency- Letter and Word Automaticity, Model Fluency
- High Frequency Word Cards- *to*, *and*, *go*
- Letter recognition Aa-Zz
- Build your own word bank

- Photo Cards
- Read decodable words in context

Language:

- Handwriting- Ii, Nn, Cc
- Category Words- Action Words, Sound Words, Sequence Words
- Grammar: Sentences
- Develop oral vocabulary: Visual Vocabulary Cards
- Use context clues to understand unknown words
- Word Building Cards

Speaking and Listening:

- Listening Comprehension Stories- The Boy Who Cried Wolf, The Turtle and the Flute, Field Trips
- Build Background-Engage in collaborative discussions about rules we follow in different places, sounds we hear, and places we go during the week.
- Retell and discuss literature stories
- Rhymes, songs, poems and fingerplays
- Puppet
- Discussion/Modeling: conversations and questioning
- Turn and Talk
- Multisensory Activities: listening games; Telephone, “Who Stole the Cookie?;” mimicry; “Simon Says”
- Thematic Books: read-alouds, high frequency books

Writing:

- Write About the Text: Ideas, Sentence Fluency
- Shared Writing/Independent Writing/Interactive Writing:
 - Write About the Literature Big Book
 - Write About the Reading/Writing Workshop Book
- Shared Writing: Personal Narrative, Complete Sentence, Opinion Sentence
- Draw evidence from fiction/ nonfiction selections
- Compose informative/explanatory text
- Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
- Research and Inquiry Projects: Informational Rules Book, Informational Sounds Chart, Informational Book
- Communicator/dry erase board for practice
- Writing Journals-Write the Room Journal, Poetry Journal
- Using manipulatives: pencils, markers, crayons

Assessments	
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- | | |
|-------------|--|
| Assessments | |
|-------------|--|
- Daily Observations and Informal Assessments
 - Progress Monitoring Weekly Assessments
 - Observational Rubrics
 - Portfolio Assessments
 - Oral Reading Fluency Assessments
 - Unit Assessments

Time Frame	4 weeks
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Topic

Unit 4 Big Idea: Around the Neighborhood

Essential Questions**What do you know about the people and the places in your neighborhood?**

- What do people use to do their jobs?
- Who are your neighbors?
- How can people help to make your community better?

Enduring Understandings

- Different people work in your community and they all use special things to do their job.
- There are many different kinds of people that live in your neighborhood.
- People help their communities in many different ways.

Alignment to NJSLs**English Language Arts*****Reading:***

- 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).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- 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).
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. 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.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing:

- ❑ 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.
- ❑ 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).
- ❑ 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.
- ❑ 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).
- ❑ W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- ❑ 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 and texts under discussion).
 - ❑ B. Continue a conversation through multiple exchanges.
- ❑ 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.
- ❑ SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- ❑ SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- ❑ SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- ❑ SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- ❑ L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - ❑ F. Produce and expand complete sentences in shared language activities.
- ❑ L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - ❑ A. Capitalize the first word in a sentence and the pronoun I
 - ❑ B. Recognize and name end punctuation.
 - ❑ C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - ❑ D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- ❑ L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - ❑ A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - ❑ C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- ❑ L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Social Studies

- ❑ SOC.6.1.P.B.2 - Identify, discuss, and role-play the duties of a range of community workers. (*Unit 4 Week 1 and Week 3*)
- ❑ SOC.6.1.P.D.CS2 - There are many different cultures within the classroom and community. (*Unit 4 Week 2*)
- ❑ SOC.6.1.P.D.3 - Express individuality and cultural diversity (e.g., through dramatic play) (*Unit 4 Week 2*)
- ❑ SOC.6.1.P.D.4 - Learn about and respect other cultures within the classroom and community. (*Unit 4 Week 2*)
- ❑ SOC.6.1.4.D.CS5 - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. (*Unit 4 Week 2*)
- ❑ SOC.6.1.4.D.CS6 - American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. (*Unit 4 Week 2*)

- ❑ SOC.6.1.4.D.13 - [*Cumulative Progress Indicator*] - Describe how culture is expressed through and influenced by the behavior of people. (*Unit 4 Week 2*)

21st Century Life and Career Skills

- ❑ CAEP.9.2.4.A.1 - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. (*Unit 4 Weeks 1 and 3*)
- ❑ CAEP.9.2.4.A.2 - Identify various life roles and civic and work - related activities in the school, home, and community. (*Unit 4 Weeks 1 and 3*)
- ❑ CRP.K-12.CRP1.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. (*Unit 4 Week 1 and 3-21st Century Careers*)

Technology

- ❑ TECH.8.1.2.A.CS2 - Select and use applications effectively and productively
- ❑ TECH.8.2.P.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
- ❑ TECH.8.1.P - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- ❑ TECH.8.1.P.C.1 - Collaborate with peers by participating in interactive digital games or activities
- ❑ TECH.8.1.P.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

Key Concepts and Skills

Reading Literature Text

Students will

- 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.
- provide a description of characters 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.
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.
- 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.
- 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.
- 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.
- compare similarities and differences in character's experiences within a story.
- retell a familiar story, putting key details in a sequential order.

Reading Informational Text

- 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.
- identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc).

- 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.
- participate in group group reading activities.
- articulate the purpose of the group reading activities.
- model and develop engaging reading habits that lead to reading texts independently.
- identify the main topic of a text
- retell key details in a text.
- name or illustrate some of the details about a topic.
- develop ability to recognize the reasons an author gives to support points in the text.
- discuss similarities and differences between two texts on the same topic.

Reading Foundation Skills

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters.
- track text left to right, top to bottom and page to page.
- demonstrate knowledge of syllables in a word.
- recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- use specific strategies for decoding words, including letter sound correspondence.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.

Writing

Students will

- draw, tell, write about topics that are well known.
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- understand their job and how they will contribute to the project from the beginning to end.
- 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).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.

Speaking and Listening

Students will

- 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.
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe familiar people.
- tell about familiar places.
- describe memorable events.

- explain familiar events.
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Language

Students will

- listen, share and read a variety of texts.
- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- categorize common objects.
- sort common objects.
- draw conclusions about the category representations.
- utilize formal grammar and usage of spoken and written standard English.
- use frequently occurring nouns and verbs correctly.
- explore word relationships and nuances in word meanings.
- connect words to real-life situations.
- demonstrate convention: produce phonemes in one's own writing.
- produce and expand complete sentences in shared language activities.
- demonstrate convention in one's own writing: capitalization.
- demonstrate convention in one's own writing: end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.

Learning Activities**Reading Literature:**

- Close Reading Literature Big Books-Listening Comprehension- *Whose Shoes? A Shoe for Every Job, What Can You Do with a Paleta?*, "A World Festival," *Roadwork*
- Listening Comprehension-Interactive Read Aloud Cards- "Little Juan and the Cooking Pot," "The Bundle of Sticks"
- Identify and understand components of different genres
- Cite relevant evidence from text
- Ask and answer questions about key details
- Recall and retell the text
- Sequencing, role playing
- Identify character, setting, and events
- Classroom library trade books on topic

Reading Informational Text:

- Close Reading-Listening Comprehension- "A Community Garden," "Workers and Their Tools"
- Listening Comprehension-Interactive Read Aloud Cards- "Cultural Festivals"
- Cite relevant evidence from text
- Interpret illustrations
- Make and confirm predictions
- Retell the text-Retelling Cards
- Close Reading Companion-Make Text Connections (Text to Photograph, Text to Poetry)

Reading Foundation Skills:

- Phonics- /o/ o (medial), /d/d (initial/final), review /i/, /n/, /k/, /o/, /d/ (Sound Spelling Cards)
- Letter Song videos- "If You Take an Octopus to Dinner," "Did You See a Dolphin?"
- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation
- Shared Read-Model Book Handling, Model Concepts of Print "Tom on Top!," "I Can, You Can!," "Sid,"
- Fluency- Letter and Word Automaticity, Model Fluency
- High Frequency Word Cards- *you, do*, review

- Letter recognition Aa-Zz
- Build your own word bank
- Photo Cards
- Read decodable words in context
- Rhymes, songs, poems and fingerplays

Language:

- Category Words-Job Words, Food Words, Position Words
- Handwriting- Oo, Dd, Ii, Nn, Cc
- Grammar: Adjectives
- Develop oral vocabulary: Visual Vocabulary Cards
- Use context clues to understand unknown words
- Word Building Cards

Speaking and Listening:

- Build Background-Engage in collaborative discussions about what people use to do their jobs, cultures in their neighborhood, and ways to help out in a community.
- Rhymes, songs, poems and fingerplays
- Sound Spelling Cards
- Puppet
- Discussion/Modeling: conversations and questioning
- Turn and Talk
- Multisensory Activities: Listening games: Telephone, “Who Stole the Cookie?,” mimicry; “Simon Says”
- Thematic Books: read-alouds, high frequency books

Writing:

- Write About the Text: Ideas, Word Choice
- Shared Writing: Descriptive Sentences, Expository Sentences
- Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- Draw evidence from fiction/ nonfiction selections
- Compose informative/explanatory text
- Research and Inquiry Projects: Informational Job Boards, Informative Our Neighbors Display, Illustrated Community Plan
- Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
- Communicator/dry erase board for practice
- Writing Journals-Write the Room Journal, Poetry Journal
- Using Manipulatives: pencils, markers, crayons

Assessments

- Daily Observations and Informal Assessments
- Progress Monitoring Weekly Assessments
- Observational Rubrics
- Portfolio Assessments
- Oral Reading Fluency Assessments
- Unit Assessments

Time Frame

4 weeks

Topic

Unit 5 Big Idea: Wonders of Nature

Essential Questions**What kinds of things can you find growing in nature?**

- What do living things need to grow?
- How do living things change as they grow?
- What kinds of things grow on a farm?

Enduring Understandings

- Plants require things so they can grow.
- Trees change as they grow.
- There are many kinds of foods grown on farms that are fresh and delicious.

Alignment to NJSLs**English Language Arts*****Reading:***

- 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).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- 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.
- 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).
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- 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.
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. 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/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major

- vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension **skills**.

Writing:

- 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...).
- 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.
- 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).
- 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.
- 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).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 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 and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - B. Use frequently occurring nouns and verbs.
 - D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize the first word in a sentence and the pronoun I
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science

- ❑ K-ESS2-2 - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (Unit 5 Weeks 1, 2,3)
- ❑ K-ESS3-1 - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (Unit 5 Weeks 1,2,3)
- ❑ K-ESS3-3 - Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (Unit 5 Weeks 1,2,3)
- ❑ K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. (Unit 5 Weeks 1,2,3)

Technology

- ❑ TECH.8.1.2.A.CS2 - Select and use applications effectively and productively
- ❑ TECH.8.2.P.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
- ❑ TECH.8.1.P - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- ❑ TECH.8.1.P.C.1 - Collaborate with peers by participating in interactive digital games or activities
- ❑ TECH.8.1.P.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

Key Concepts and Skills**Reading Literature Text**

Students will

- 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.
- provide a description of characters 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.
- recognize common types of texts (e.g., a story, an information book, a poem and other forms of text).
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.
- 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.
- participate in group group reading activities.
- articulate the purpose of the group reading activities.
- model and develop engaging reading habits that lead to reading texts independently.
- 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.
- retell a familiar story, putting key details in a sequential order.

Reading Informational Text

- 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.
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.
- participate in group group reading activities.
- articulate the purpose of the group reading activities.
- model and develop engaging reading habits that lead to reading texts independently.

- identify the main topic of a text
- retell key details in a text.
- name or illustrate some of the details about a topic.
- discuss similarities and differences between two texts on the same topic.

Reading Foundation Skills

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters.
- track text left to right, top to bottom and page to page.
- demonstrate knowledge of syllables in a word.
- recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- use specific strategies for decoding words, including letter sound correspondence.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
- 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.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.

Writing

Students will

- tell, draw, and write a story about something that happened.
- show what happens first.
- put the pages in order.
- tell what happens last.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- 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.
- understand their job and how they will contribute to the project from the beginning to end.
- 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).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.

Speaking and Listening

Students will

- 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).
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe familiar people.

- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Language

Students will

- listen, share and read a variety of texts.
- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- categorize common objects.
- sort common objects.
- draw conclusions about the category representations.
- 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.
- explore word relationships and nuances in word meanings.
- connect words to real-life situations.
- demonstrate convention: produce phonemes in one's own writing.
- produce and expand complete sentences in shared language activities.
- demonstrate convention in one's own writing: capitalization.
- demonstrate convention: show understanding of basic phonics when writing.

Learning Activities**Reading Literature:**

- Close Reading Literature Big Books-Listening Comprehension- *My Garden*
- Read poetry: "Tommy," "Maytime Magic," "The Seed," "Garden"
- Listening Comprehension-Interactive Read-Aloud Cards: "The Pine Tree"
- Identify and understand components of different genres
- Cite relevant evidence from text
- Ask and answer questions about key details
- Recall and retell the text
- Strategy: Reread
- Sequencing, role playing
- Identify character, setting, and events
- Classroom library trade books on topic

Reading Informational Text:

- Close Reading Literature Big Books-Listening Comprehension-*A Grand Old Tree*, "From a Seed to a Tree," *An Orange in January*, "Farmers' Market"
- Listening Comprehension-Interactive Read-Aloud Cards: "Growing Plants," "Farms Around the World"
- Cite relevant evidence from text
- Strategy: Reread
- Skill: Main Topic and Key Details
- Interpret illustrations
- Make and confirm predictions
- Retell the text
- Close Reading Companion-Make Text Connections (Text to Poetry, Text to Photograph, Text to Fine Art)

Reading Foundation Skills:

- Phonics- /e/ e (medial), /h/ h (initial), /f/ f (initial/final), /r/ r (initial/final) (Sound Spelling Cards)

- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation, addition
- Letter Song videos- “A Hippo in the House,” “Scrambled Eggs Fried Eggs,” “A Rose,” “Let’s Build a Fire”
- Shared Read- “Hop Can Hop!,” “Ed and Ned,” “Ron with Red”
- Fluency- Letter and Word Automaticity, Model Fluency
- High Frequency Word Cards- *my, are, with, he*
- Letter recognition Aa-Zz
- Build your own word bank
- Photo Cards
- Read decodable words in context
- Rhymes, songs, poems and fingerplays

Language:

- Handwriting- Hh, Ee, Ff, Rr
- Category Words- Size Words, Tree Parts, Food Words
- Grammar: Pronouns
- Develop oral vocabulary: Visual Vocabulary Cards
- Use context clues to understand unknown words
- Word Building Cards

Speaking and Listening:

- Build Background-Engage in collaborative discussions about what living things need to grow, how trees change as they grow, and the kinds of things that grow on a farm.
- Rhymes, songs, poems and fingerplays
- Puppet
- Discussion/Modeling: conversations and questioning
- Turn and Talk
- Multisensory Activities: listening games; Telephone, “Who Stole the Cookie?,” mimicry; “Simon Says”
- Thematic Books: read-alouds, high frequency books

Writing:

- Write About the Text: Organization, Ideas,
- Shared Writing: Poems, Opinions About a Book, Story Sentences
- Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- Draw evidence from fiction/ nonfiction selections
- Research and Inquiry Projects: Informative Plant Poster, Informative Tree Life Cycle Display, Illustrated Fruit Basket
- Compose informative/explanatory text
- Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
- Communicator/dry erase board for practice
- Writing Journals-Write the Room Journal, Poetry Journal
- Using Manipulatives: pencils, markers, crayons

Assessments

- Daily Observations and Informal Assessments
- Progress Monitoring Weekly Assessments
- Observational Rubrics
- Portfolio Assessments
- Oral Reading Fluency Assessments
- Unit Assessments

Time Frame

4 weeks

Topic

Unit 6 Big Idea: Weather for all Seasons

Essential Questions

How do weather and seasons affect us?

- How are the seasons different?
- What happens in different kinds of weather?
- How can you stay safe in bad weather?

Enduring Understandings

- Seasons change throughout the year.
- Weather changes each day and throughout the year and affects people and places.
- There are ways to stay safe in bad weather.

Alignment to NJSL

English Language Arts***Reading:***

- 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).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- 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.
- 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).
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a 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).
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. 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/.)

- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing:

- 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...).
- 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.
- 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.
- 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).
- 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.
- 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).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 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 and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science

- K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (Unit 6 Week 1)
- K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. (Unit 6 Week 1)
- ETS1-A Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (Unit 6 Week 1)
- K-PS3-1 - Make observations to determine the effect of sunlight on Earth's surface. (Unit 6 Weeks 1,2,3)
- K-ESS3-2 - Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (Unit 6 Weeks 1,2,3)
- K-ESS2-1 - Use and share observations of local weather conditions to describe patterns over time. (Unit 6 Weeks 1,2,3)

Technology

- TECH.8.1.2.A.CS2 - Select and use applications effectively and productively
- TECH.8.2.P.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
- TECH.8.1.P - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- TECH.8.1.P.C.1 - Collaborate with peers by participating in interactive digital games or activities
- TECH.8.1.P.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

Key Concepts and Skills**Reading Literature Text**

Students will

- 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.
- 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.
- 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.
- 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.
- retell a familiar story, putting key details in a sequential order.
- compare similarities and differences between two texts on the same topic
- recognize common types of texts (e.g., a story, an information book, a poem and other forms of text).
- identify the author and illustrator of a story.

- explain the role of the author and illustrator in creating the text.

Reading Informational Text

- 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.
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- 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.
- discuss similarities and differences between two texts on the same topic.

Reading Foundation Skills

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters in a specific order.
- recognize that spaces separate the words.
- demonstrate knowledge of syllables in a word.
- recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- 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.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- track text left to right, top to bottom and page to page.
- use specific strategies for decoding words, including letter sound correspondence.

Writing

Students will

- tell, draw, and write a story about something that happened.
- show what happens first.
- put the pages in order.
- tell what happens last.
- draw, tell, and write about topics that are well known.
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- 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.
- understand their job and how they will contribute to the project from the beginning to end.

- 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).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.

Speaking and Listening

Students will

- 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).
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe familiar people.
- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Language

Students will

- listen, share and read a variety of texts.
- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- utilize formal grammar and usage of spoken and written standard English.
- 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.
- connect words to real-life situations.
- demonstrate convention: produce phonemes in one’s own writing.
- demonstrate convention in one’s own writing: end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.
- categorize common objects.
- sort common objects.
- draw conclusions about the category representations.
- explore word relationships and nuances in word meanings.

Learning Activities

Reading Literature:

- Close Reading Literature Big Books-Listening Comprehension- *Mama, Is It Summer Yet?*, *Rain*, *Waiting Out the Storm*
- Read poetry: “New Snow,” “Rain Song,” “Covers,” “Honey, I Love”
- Listening Comprehension-Interactive Read Aloud Cards- “The Frog and the Locust”
- Identify and understand components of different genres
- Cite relevant evidence from text
- Ask and answer questions about key details
- Strategy: Visualize

- Recall and retell the text
- Sequencing, role playing
- Rhyming, letter and sound discrimination
- Identify character, setting, and events
- Classroom library trade books on topic

Reading Informational Text:

- Close Reading-Listening Comprehension- “Cloud Watch,” “Be Safe in Bad Weather”
- Cite relevant evidence from text
- Discuss the connections in a text
- Interpret illustrations
- Make and confirm predictions
- Retell the text
- Close Reading Companion-Make Text Connections (Text to Fine Art, Text to Photograph)

Reading Foundation Skills:

- Shared Read-Model Book Handling, Model Concepts of Print- “Is It Hot?,” “Kim and Nan,” “Mack and Ben”
- Phonics- /l/ l (initial), /b/ b (initial/final), /k/ c, ck (initial/final), review /h/, /e/, /f/ (Sound Spelling Cards)
- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation, addition
- Letter Song videos- “Play Ball!,” “I Licked a Lemon,” “Koala”
- Fluency- Letter and Word Automaticity, Model Fluency
- High Frequency Word Cards- *is, little, she, was*, review all
- Letter recognition Aa-Zz
- Build your own word bank
- Read decodable words in context
- Rhymes, songs, poems and fingerplays

Language:

- Handwriting- Ll, Bb, Kk, Hh, Ee, Ff, Rr
- Category Words- Seasonal Words, Weather Words, Question Words
- Grammar: Proper Nouns, Nouns
- Develop oral vocabulary: Visual Vocabulary Cards
- Use context clues to understand unknown words
- Word Building Cards

Speaking and Listening:

- Listening Comprehension Stories- A Tour of the Seasons, The Frog and the Locust, Rainbow Crow
- Build Background: Engage in collaborative discussions about how the seasons are different, different kinds of weather, and how to stay safe in bad weather.
- Retell and discuss literature stories
- Rhymes, songs, poems and fingerplays
- Puppet
- Discussion/Modeling: conversations and questioning
- Turn and Talk
- Multisensory Activities: listening games; Telephone, “Who Stole the Cookie?,” mimicry; “Simon Says”
- Thematic Books: read-alouds, high frequency books

Writing:

- Write About the Text: Voice
- Shared Writing: Opinions Sentences, Personal Narratives, Weather Report
- Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- Draw evidence from fiction/ nonfiction selections
- Research and Inquiry Projects: Informative Seasons Chart, Informative Wind Chart, Informative Rules Book
- Compose informative/explanatory text
- Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
- Communicator/dry erase board for practice

- Writing Journals-Write the Room Journal, Poetry Journal
- Using Manipulatives: pencils, markers, crayons

Assessments

- Daily Observations and Informal Assessments
- Progress Monitoring Weekly Assessments
- Observational Rubrics
- Portfolio Assessments
- Oral Reading Fluency Assessments
- Unit Assessments

Time Frame

4 weeks

Topic

Unit 7 Big Idea: The Animal Kingdom

Essential Questions

What are different kinds of animals?

- How are some animals alike and how are they different?
- How do you take care of different kinds of pets?
- Where do animals live?

Enduring Understandings

- Different animals have different appearances and behaviors.
- Pet owners have a responsibility to take care of their pet and teach them to behave.
- Habitats are places that give animals the food, water, and other things they need to live and grow.

Alignment to NJSL

English Language Arts

Reading:

- 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).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- 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.
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or

pieces of information in a text.

- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- 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.
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - 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/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing:

- 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...)
- 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.
- 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.
- 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).
- 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.
- 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).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 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 and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- 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.

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - B. Use frequently occurring nouns and verbs..
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science

- K-ESS2-2 - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (Unit 7 Weeks 1,2,3)
- K-ESS3-1 - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (Unit 7 Weeks 1,2,3)
- K-ESS3-3 - Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (Unit 7 Weeks 1,2,3)
- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. (Unit 7 Week 1,2,3)

Technology

- TECH.8.1.2.A.CS2 - Select and use applications effectively and productively
- TECH.8.2.P.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
- TECH.8.1.P - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- TECH.8.1.P.C.1 - Collaborate with peers by participating in interactive digital games or activities
- TECH.8.1.P.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

Key Concepts and Skills

Reading Literature Text

Students will

- 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.
- participate in group group reading activities.

- articulate the purpose of the group reading activities.
- model and develop engaging reading habits that lead to reading texts independently.
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- 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.
- retell a familiar story, putting key details in a sequential order.
- compare similarities and differences between two texts on the same topic
- recognize common types of texts (e.g., a story, an information book, a poem and other forms of text).
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.
- 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.

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- ask and prompt who, what, where, when, why, and how regarding details of a text.
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- use strategies when faced with an unknown word.
- participate in group group reading activities.
- articulate the purpose of the group reading activities.
- model and develop engaging reading habits that lead to reading texts independently.
- discuss similarities and differences between two texts on the same topic.
- identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc).
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.

Reading Foundation Skills

Students will

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- 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.
- compare similarly spelled words by identifying letter sounds that differ.
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- demonstrate convention: produce phonemes in one’s own writing.

- demonstrate convention in one's own writing: end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.
- produce and expand complete sentences in shared language activities.
- categorize common objects.
- sort common objects.
- draw conclusions about the category representations.
- explore word relationships and nuances in word meanings

Learning Activities

Reading Literature:

- Close Reading Literature Big Books- *The Birthday Pet, Bear Snores On*
- Read poetry: "Mischievous Goat," "Kitty Caught a Caterpillar"
- Identify and understand components of different genres
- Cite relevant evidence from text
- Ask and answer questions about key details
- Recall and retell the text
- Sequencing, role playing
- Identify character, setting, and events
- Classroom library trade books on topic

Reading Informational Text:

- Close Reading Literature Big Books-*ZooBorns!*, "Animal Homes"
- Listening Comprehension-Interactive Read-Aloud Cards: "Baby Farm Animals,"
- Cite relevant evidence from text
- Interpret illustrations
- Make and confirm predictions
- Retell the text
- Close Reading Companion-Make Text Connections (Text to Fine Art, Text to Photograph)

Reading Foundation Skills:

- Phonics- /u/ u (initial/medial), /g/ g (initial/final), /w/ w (initial), /x/ x (final), /v/ v (initial) (Sound Spelling Cards)
- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation, addition, substitution
- Letter Song videos- "My Umbrella," "Get a Guitar," "What Can You See Out Your Window?," "Freddy the Fox," "It's A Volcano"
- Shared Read-Model Book Handling, Model Concepts of Print: "A Pup and a Cub," "I Hug Gus," "A Vet in a Van"
- Fluency- Letter and Word Automaticity, Model Fluency
- High Frequency Word Cards- for, have, of, they, said, want
- Handwriting- Uu, Gg, Ww, Xx, Vv
- Letter recognition Aa-Zz
- Build your own word bank
- Read decodable words in context

Language:

- Category Words- Animal Parts, Pet Words, Animal Homes
- Grammar: Verbs
- Develop oral vocabulary: Visual Vocabulary Cards
- Use context clues to understand unknown words
- Word Building Cards

Speaking and Listening:

- Listening Comprehension Stories- Baby Animals, The Family Pet, Anansi: An African Tale
- Build Background-Engage in collaborative discussions about how animals are alike and different,
- Retell and discuss literature stories

- Rhymes, songs, poems and fingerplays
- Puppet
- Discussion/Modeling: conversations and questioning
- Turn and Talk
- Multisensory Activities: listening games; Telephone, “Who Stole the Cookie?;” mimicry; “Simon Says”
- Thematic Books: read-alouds, high frequency books

Writing:

- Write About the Text: Word Choice, Action Words
- Shared Writing: Write an Animal Card, Write Questions and Answers
- Draw evidence from fiction/ nonfiction selections
- Compose informative/explanatory text
- Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- Research and Inquiry Projects: Informative Animal Features Report, Informative Pet Poster, Informative Habitat Diorama
- Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
- Communicator/dry erase board for practice
- Writing Journal
- Write the Room Journal
- Poetry Journal
- Manipulatives: pencils, markers, crayons

Assessments

- Daily Observations and Informal Assessments
- Progress Monitoring Weekly Assessments
- Observational Rubrics
- Portfolio Assessments
- Oral Reading Fluency Assessments
- Unit Assessments

Time Frame

3 weeks

Topic

Unit 8 Big Idea: From Here to There

Essential Questions

Where can you go that is near and far?

- What can help you go from here to there?
- What do you know about our country?
- What do you see in the sky?

Enduring Understandings

- People use things to move from one place to another.
- Different symbols, like our flag, stand for the United States of America.
- You see different things in the sky during the day and night.

Alignment to NJSL

English Language Arts***Reading:***

- 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).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- 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.
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- 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.
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - D. 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.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - 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/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing:

- 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.
- 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.

- 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).
- 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.
- 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).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 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 and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize the first word in a sentence and the pronoun I.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).**
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Social Studies

- SOC.6.1.4.D.CS9 -Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. (*Unit 8 Week 2*)
- SOC.6.1.4.D.17 - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. (*Unit 8 Week 2*)

Technology

- TECH.8.1.2.A.CS2 - Select and use applications effectively and productively

- ❑ TECH.8.2.P.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
- ❑ TECH.8.1.P - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- ❑ TECH.8.1.P.C.1 - Collaborate with peers by participating in interactive digital games or activities
- ❑ TECH.8.1.P.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

Key Concepts and Skills

Reading Literature Text

Students will

- 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.
- 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.
- retell a familiar story, putting key details in a sequential order.
- compare similarities and differences between two texts on the same topic.
- recognize common types of texts (e.g., a story, an information book, a poem and other forms of text).
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.
- 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.

Reading Informational Text

- 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.
- 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.
- 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.
- 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.
- discuss similarities and differences between two texts on the same topic.
- identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc).
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.
- develop the ability to recognize the reasons an author gives to support points in the text.

Reading Foundation Skills

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters in a specific order.

- recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- recognize specific words in a sentence or text.
- name all upper and lower case letters.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- 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.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- track text left to right, top to bottom and page to page.
- use specific strategies for decoding words, including letter sound correspondence.

Writing

Students will

- tell, draw, and write a story about something that happened.
- show what happens first.
- put the pages in order.
- tell what happens last.
- draw, tell, and write about topics that are well known.
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- understand their job and how they will contribute to the project from the beginning to end.
- 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).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.

Speaking and Listening

Students will

- 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).
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe familiar people.
- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Language

Students will

- listen, share and read a variety of texts.
- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- utilize formal grammar and usage of spoken and written standard English.
- use frequently occurring nouns and verbs correctly.
- connect words to real-life situations.
- demonstrate convention: produce phonemes in one's own writing.
- demonstrate convention in one's own writing: end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.
- produce and expand complete sentences in shared language activities.
- print a variety of upper and lowercase letters.
- distinguish between upper and lowercase letters.
- use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking.
- categorize common objects.
- sort common objects.
- draw conclusions about the category representations.
- explore word relationships and nuances in word meanings.
- relate nouns and verbs to their antonyms.

Learning Activities**Reading Literature:**

- Close Reading Literature Big Books-Listening Comprehension- *When Daddy's Truck Picks Me Up, , Bringing Down the Moon*
- Listening Comprehension Stories-Interactive Read-Aloud Cards-"The King of the Winds"
- Identify and understand components of different genres
- Cite relevant evidence from text
- Ask and answer questions about key details
- Recall and retell the text
- Sequencing, role playing
- Rhyming, letter and sound discrimination
- Identify character, setting, and events
- Classroom library trade books on topic

Reading Informational Text:

- Close Reading Literature Big Books-Listening Comprehension- "From Here to There," *Ana Goes to Washington D.C.*, "See Our Country," "Day and Night Sky"
- Strategies: Make, Confirm, Revise Predictions, Reread
- Text Features-Headings, Captions
- Listening Comprehension-Interactive Read-Aloud Cards- "The Best of the West," "A View from the Moon"
- Cite relevant evidence from text
- Interpret illustrations
- Make and confirm predictions
- Retell the text
- Close Reading Companion-Make Text Connections (Text to Photography, Text to Poetry)

Reading Foundation Skills:

- Phonics- /j/ j (initial), /kw/ qu (initial), /y/ y (initial), /z/ z (initial), review /u/, /g/, /w/, /x/, /v/ (Sound Spelling Cards)
- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation, addition, substitution

- Letter Song videos- “Everybody Jump,” “The Queen is Taking a Walk,” “If You Have a Yo-Yo,” “The Zipper Got Stuck”
- Shared Read-Model Book Handling, Model Concepts of Print “Dad Got a Job,” “Pack a Bag,” “Up! Up! Up!”
- Fluency- Letter and Word Automaticity, Model Fluency, Prosody
- High Frequency Word Cards- *here, me, this, what*, review all
- Letter recognition Aa-Zz
- Build your own word bank
- Read decodable words in context

Language:

- Handwriting- Jj, Qq, Yy, Zz, review Uu, Gg, Ww, Xx, Vv
- Category Words- Vehicles, Ordinal Numbers, Opposites
- Grammar: Sentences with Prepositions
- Develop oral vocabulary: Visual Vocabulary Cards
- Use context clues to understand unknown words
- Word Building Cards

Speaking and Listening:

- Build Background-Engage in collaborative discussions about different types of vehicles that can be used for transportation, different symbols that represent the USA, and objects in the sky.
- Retell and discuss literature stories
- Puppet
- Discussion/Modeling: conversations and questioning
- Turn and Talk
- Multisensory Activities: listening games; Telephone, “Who Stole the Cookie?,” mimicry; “Simon Says”
- Thematic Books: read-alouds, high frequency books

Writing:

- Write About the Text: Sentence Fluency
- Shared Writing: Write a Personal Narrative, Write a Travel Poster, Write a Counting Book
- Draw evidence from fiction/ nonfiction selections
- Compose informative/explanatory text
- Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- Research and Inquiry Projects: Informative “How We Go” Poster, Informational Travel Book, Illustrated Sky Display
- Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
- Communicator/dry erase board for practice
- Writing Journals: Write the Room Journal, Poetry Journal
- Use Manipulatives: pencils, markers, crayons

Assessments

- Daily Observations and Informal Assessments
- Progress Monitoring Weekly Assessments
- Observational Rubrics
- Portfolio Assessments
- Oral Reading Fluency Assessments
- Unit Assessments

Time Frame

4 weeks

Topic

Unit 9 Big Idea: Things Change

Essential Questions

How do things change?

- How can you help out at home?
- What do good citizens do?
- How can things in nature be used to make new things?

Enduring Understandings

- You can help out at home by doing jobs or chores.
- You can be a good citizen by doing your best to follow rules, show respect, and help others.
- You can use many things in nature to make new things.

Alignment to NJSL

English Language Arts***Reading:***

- 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).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- 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.
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- 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.
- 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).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - D. 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.
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing:

- 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.
- 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.
- 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).
- 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.
- 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).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 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 and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize the first word in a sentence and the pronoun I.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Social Studies

- SOC.6.1.P.B.2 - Identify, discuss, and role-play the duties of a range of community workers. (*Unit 9 Weeks 1 and 2*)
- SOC.6.1.4.A.CS1 - Rules and laws are developed to protect people's rights and the security and welfare of society. (*Unit 9 Weeks 1 and 2*)
- SOC.6.3.4.A.1 - Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). (*Unit 9 Weeks 1 and 2*)
- SOC.6.1.4.A.1 - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. (*Unit 9 Week 1 and 2*)
- SOC.6.1.4.B.8 -- Compare ways people choose to use and distribute natural resources. (*Unit 9, Weeks 2 and 3*)

Science

- K-ESS2-2 - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (*Unit 9 Week 3*)
- K-ESS3-1 - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (*Unit 9 Week 3*)
- K-ESS3-3 - Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (*Unit 9 Week 3*)
- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. (*Unit 9 Week 3*)

21st Century Life and Careers

- CRP.K-12.CRP5.1 - Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. (*Unit 9 Weeks 2 and 3*)

Technology

- TECH.8.1.2.A.CS2 - Select and use applications effectively and productively
- TECH.8.2.P.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
- TECH.8.1.P - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- TECH.8.1.P.C.1 - Collaborate with peers by participating in interactive digital games or activities
- TECH.8.1.P.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

Key Concepts and Skills

Reading Literature Text

Students will

- 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.
- 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.
- retell a familiar story, putting key details in a sequential order.
- compare similarities and differences between two texts on the same topic.
- 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.
- recognize common types of texts (e.g., a story, an information book, a poem and other forms of text).
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.

Reading Informational Text

- 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.
- 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.
- 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.
- discuss similarities and differences between two texts on the same topic.
- 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.
- identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc).
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.
- develop the ability to recognize the reasons an author gives to support points in the text.

Reading Foundation Skills

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters in a specific order.
- recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- recognize specific words in a sentence or text.
- name all upper and lower case letters.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- 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.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- track text left to right, top to bottom and page to page.

- use specific strategies for decoding words, including letter sound correspondence.

Writing

Students will

- tell, draw, and write a story about something that happened.
- show what happens first.
- put the pages in order.
- tell what happens last.
- draw, tell, and write about topics that are well known.
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- understand their job and how they will contribute to the project from the beginning to end.
- 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).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.

Speaking and Listening

Students will

- 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).
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe familiar people.
- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Language

Students will

- listen, share and read a variety of texts.
- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- utilize formal grammar and usage of spoken and written standard English.
- use frequently occurring nouns and verbs correctly.
- connect words to real-life situations.
- demonstrate convention: produce phonemes in one’s own writing.
- demonstrate convention in one’s own writing: end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.
- produce and expand complete sentences in shared language activities.
- print a variety of upper and lowercase letters.
- distinguish between upper and lowercase letters.
- use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

- show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking.
- understand and use question words (e.g., who, what, where, when, why, how) appropriately.
- identify new meanings for familiar words.
- apply new meanings to familiar words accurately.
- use frequently occurring affixes as clues to define unknown words.
- categorize common objects.
- sort common objects.
- draw conclusions about the category representations.
- explore word relationships and nuances in word meanings.
- relate nouns and verbs to their antonyms.

Learning Activities

Reading Literature:

- Close Reading Literature Big Books-Listening Comprehension-*Peter's Chair*, "The Clean Up," *Hen Hear Gossip*, *Bread Comes to Life*
- Listening Comprehension-Interactive Read-Aloud Cards- "The Little Red Hen," "Spider Woman Teaches the Navajo"
- Identify and understand components of different genres
- Cite relevant evidence from text
- Ask and answer questions about key details
- Strategy: Reread
- Text Feature-Chart
- Recall and retell the text
- Sequencing, role playing
- Identify character, setting, and events
- Classroom library trade books on topic

Reading Informational Text:

- Close Reading Literature Big Books-Listening Comprehension- "Team Up to Clean Up"
- Listening Comprehension-Interactive Read-Aloud Cards- "Helping Out at Home,"
- Cite relevant evidence from text
- Text Feature: Directions
- Interpret illustrations
- Make and confirm predictions
- Retell the text
- Close Reading Companion-Make Text Connections (Text to Song, Text to Fine Art, Text to Photograph)

Reading Foundation Skills:

- Phonics- /a/ a_e, /i/ i_e, /o/ o_e (Sound Spelling Cards)
- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation, addition, substitution
- Shared Read-Model Book Handling, Model Concepts of Print- "Jake and Dale Help," "We Can Play," "Look, A Home!"
- Fluency- Letter and Word Automaticity, Model Fluency, Prosody
- High Frequency Word Cards- *help, too, has, play, where, look*
- Letter Song videos- "Riding on a Train," "High Five," "A Goat in a Boat"
- Letter recognition Aa-Zz
- Build your own word bank
- Read decodable words in context

Language:

- Handwriting- Aa, Ii, Oo
- Category Words- Household Furniture, Farm Animals, Foods Made from Grain
- Grammar: Adjectives

- Develop oral vocabulary: Visual Vocabulary Cards
- Use context clues to understand unknown words
- Word Building Cards

Speaking and Listening:

- Build Background-Engage in collaborative discussions about chores that children do to help out at home, ways to be good citizens and show respect, and how things in nature can be used to make new things.
- Retell and discuss literature stories
- Rhymes, songs, poems and fingerplays
- Puppet
- Discussion/Modeling: conversations and questioning
- Turn and Talk
- Multisensory Activities: listening games; Telephone, “Who Stole the Cookie?;” mimicry; “Simon Says”
- Thematic Books: read-alouds, high frequency books
- Visuals: wall cards, pictures, posters, signs

Writing:

- Write About the Text: Sentence Fluency
- Shared Writing: Write an Opinion about a Book, Write a Story, Write a Recipe
- Draw evidence from fiction/ nonfiction selections
- Compose informative/explanatory text
- Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- Research and Inquiry Projects: Author Study Bulletin Board, Informational Citizenship Poster, Illustrated Fabric Wall
- Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
- Communicator/dry erase board for practice
- Writing Journal: Write the Room Journal, Poetry Journal
- Use Manipulatives: pencils, markers, crayons

Assessments

- Daily Observations and Informal Assessments
- Progress Monitoring Weekly Assessments
- Observational Rubrics
- Portfolio Assessments
- Oral Reading Fluency Assessments
- Unit Assessments

Time Frame

4 weeks

Topic

Unit 10 Big Idea: Thinking Outside the Box

Essential Questions

How can new ideas help us?

- What can happen when we work together?
- In what ways are things alike? How are they different?
- What ideas can you suggest to protect the environment?

Enduring Understandings

- People can work together to make good decisions and solve problems.
- People can sort things into many different and alike groups.
- You will learn about ways to care for the world around us.

Alignment to NJSL**English Language Arts*****Reading:***

- 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).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- 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.
- 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).
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- 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.
- 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).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension **skills**.

Writing:

- 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.
- 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.
- 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).
- 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.
- 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).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- 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 and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize the first word in a sentence and the pronoun I.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. Identify real-life connections between words and their use (e.g., note places at school that are

colorful).

- ❑ L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Social Studies

- ❑ SOC.6.1.P.B.2 - Identify, discuss, and role-play the duties of a range of community workers. (*Unit 10 Week 1*)
- ❑ SOC.6.1.4.A.CS1 - Rules and laws are developed to protect people's rights and the security and welfare of society. (*Unit 10 Week 1*)
- ❑ SOC.6.3.4.A.1 - Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). (*Unit 10 Week 1*)
- ❑ SOC.6.1.4.A.1 - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. (*Unit 9 Week 1 and 2*)
- ❑ SOC.6.1.P.D.CS1 - Individuals and families have unique characteristics. (*Unit 10 Week 2*)
- ❑ SOC.6.1.P.D.1 - Describe characteristics of oneself, one's family, and others. (*Unit 10 Week 2*)
- ❑ SOC.6.1.P.D.2 - Demonstrate an understanding of family roles and traditions. (*Unit 10 Week 2*)

Technology

- ❑ TECH.8.1.2.A.CS2 - Select and use applications effectively and productively
- ❑ TECH.8.2.P.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
- ❑ TECH.8.1.P - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- ❑ TECH.8.1.P.C.1 - Collaborate with peers by participating in interactive digital games or activities
- ❑ TECH.8.1.P.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

Key Concepts and Skills

Reading Literature Text

Students will

- 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.
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- determine what key details are in a text.
- understand what key details are.
- ask and answer questions about key details, with support.
- 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.
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- apply new meanings to familiar words accurately.
- use frequently occurring affixes as clues to define unknown words.
- categorize common objects.
- sort common objects.
- draw conclusions about the category representations.
- explore word relationships and nuances in word meanings.
- relate nouns and verbs to their antonyms.

Learning Activities**Reading Literature:**

- Close Reading Literature Big Books-Listening Comprehension- *What's the Big Idea, Molly?, All Kinds of Families!*
- Listening Comprehension-Interactive Read-Aloud Cards-"The Elves and the Shoemakers"
- Identify and understand components of different genres

- Cite relevant evidence from text
- Ask and answer questions about key details
- Strategy: Make, Confirm, Revise Predictions
- Recall and retell the text
- Sequencing, role playing
- Identify character, setting, and events
- Classroom library trade books on topic

Reading Informational Text:

- Close Reading Literature Big Books-Listening Comprehension-“Good for You,” *Panda Kindergarten*, “Save Big Blue!”
- Listening Comprehension-Interactive Read-Aloud Cards-”The Perfect Color,” “Protect the Environment
- Cite relevant evidence from text
- Ask and answer questions about key details
- Strategy: Reread
- Text Features: Labels, Captions
- Interpret illustrations
- Make and confirm predictions
- Retell the text
- Close Reading Companion-Make Text Connections (Text to Photograph, Text to Poem)

Reading Foundation Skills:

- Phonics- /u/ u_e, /e/ ee, e_e, review /a/ a_e, /i/ i_e, /o/ o_e (Sound Spelling Cards)
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- Fluency- Letter and Word Automaticity, Model Fluency, Prosody
- Letter Song videos- “The Shapes Threw a Party”
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- High Frequency Word Cards- *good, who, come, does*, review all
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- Letter recognition Aa-Zz
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- Category Words- Question Words, Opposites, Baby Animals
- Grammar: Pronouns
- Develop oral vocabulary: Visual Vocabulary Cards
- Use context clues to understand unknown words
- Word Building Cards
- Discussion/Modeling: conversations and questioning
- Turn and Talk

Speaking and Listening:

- Build Background-Engage in collaborative discussions about why it is important to listen to other people's' opinions when you work together, ways to sort similar things, such as size, shape, or color, and how they can help care for the earth.
- Retell and discuss literature stories
- Rhymes, songs, poems and fingerplays
- Sound Spelling Cards
- Puppet
- Multisensory Activities: listening games; Telephone, “Who Stole the Cookie?;” mimicry; “Simon Says”
- Thematic Books: read-alouds, high frequency books

Writing:

- Write About the Text: Word Choice, Voice, Sentence Fluency
- Shared Writing: Write a Story with Dialogue, Write an Opinion Poster, Write a Thank-you Note

- Draw evidence from fiction/ nonfiction selections
- Compose informative/explanatory text
- Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- Research and Inquiry Projects: Problem-Solving Poster, Informational Sorting Chart, Informational Earth Display
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