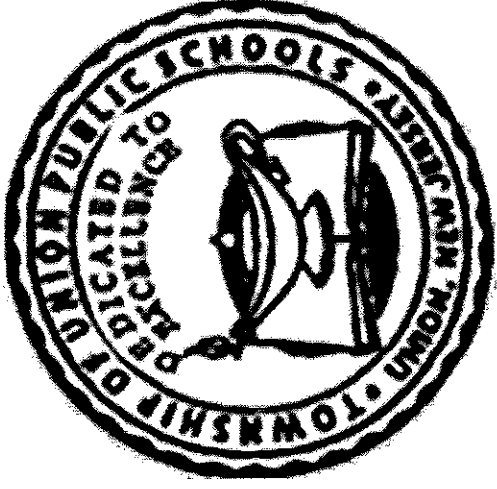


# TOWNSHIP OF UNION PUBLIC SCHOOLS



ELA Grade K

Curricular Frameworks Units 1 - 4

## Curriculum Guide

Updated July 16, 2019

### **Mission Statement**

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

### **Philosophy Statement**

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

## Course Description

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

## Curriculum Units/Pacing Guide

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

## Unit Standards Overview

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

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

# Curr. lar Units

## Kindergarten Unit 1

Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text(e.g., who, what, where, when, why, how).</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text(e.g., who, what, where, when, why, how).</p>	<ul style="list-style-type: none"> <li>• Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>• Answer when prompted and use key details from the text</li> <li>• Ask and answer questions about key details when prompting with who, what, where, when, why and how</li> <li>• Determine what key details are in a text</li> <li>• Understand what key details are</li> <li>• Ask and answer questions about key details, with support</li> </ul>
<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>		<ul style="list-style-type: none"> <li>• Provide a description of characters in a story using key details.</li> <li>• Provide a description of the setting of a story using key details.</li> <li>• Provide a description of the major events in a story using key details.</li> </ul>
<p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p>	<p>RL.K.5:</p> <ul style="list-style-type: none"> <li>• Recognize common types of texts(e.g., a story, an information book, a poem and other forms of text)</li> </ul> <p>RI.K.5:</p> <ul style="list-style-type: none"> <li>• Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)</li> <li>• Identify the author and illustrator of a story</li> <li>• Explain the role of the author and illustrator in creating the text</li> </ul>
<p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>		<ul style="list-style-type: none"> <li>• Identify key illustrations of a story</li> <li>• Make clear the relationship between the illustrations and the story or text</li> <li>• Describe how the illustrations explain the story or text, with support</li> </ul>
<p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>		<ul style="list-style-type: none"> <li>• Participate in group reading activities</li> <li>• Articulate the purpose of the group reading activities</li> <li>• Model and develop engaging reading habits that lead to reading texts independently</li> </ul>
<p>K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• Understand basic print features                             <ul style="list-style-type: none"> <li>- Books have a correct position</li> <li>- Print has specific directionality</li> <li>- Print has meaning and is made up of letters</li> </ul> </li> </ul>
<p>RF.K.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>		

**Kin. garten Unit 1**

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

**Kindergarten Unit 1**

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

**Kindergarten Unit 1:**

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

### District/School Texts

- Journeys Reading Series: Big Books, Leveled Readers and Weekly Selections

Literary Texts (Stories, Read Aloud, Poetry, Nursery Rhymes, etc.)

Suggested selections:

- What about Bear?
- Pouch
- Senses at the Seashore
- The Handiest Things in the World
- Shapes All Around
- I Love Bugs!

- A Journey in Songs and Rhymes
- What Makes a Family?
- Building with Dad
- How Do Dinosaurs Go to School?
- Friends at School
- Please, Puppy, Please!
- I Have a Pet!
- Pizza at Sally's
- Everybody Works
- The Handiest Things in the Word
- The Little Red Hen
- My Five Senses
- Listen. Listen
- Amelia's Show and Tell Fiesta
- Mice Squeak, We Speak

### District/School Supplementary Resources

- iReady
- Journeys
- [www.starfall.com](http://www.starfall.com)
- [www.abcya.com](http://www.abcya.com)
- [www.funbrain.com](http://www.funbrain.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.education.com/games/kindergarten/ela/reading](http://www.education.com/games/kindergarten/ela/reading)
- [www.pbskids.org](http://www.pbskids.org)
- [www.jumpstart.com](http://www.jumpstart.com)

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

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

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

### District/School Writing Tasks

#### Primary Focus

- Narrative writing
- Example:  
All About Me
- Informative/explanatory writing
- Example:

Draw a picture and write a caption

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

#### Websites:

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

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

<http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/>

#### Secondary Focus

- Conventions
- Elaboration
- Guided Writing
- Shared Writing

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

#### Websites:

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

<http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/>

#### Routine Writing

- Letter Formation
- Names
- Write about reading

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

#### Websites:

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

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

<http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/>

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

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

CRP3: Attend to personal health and financial well-being.

- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

**21st Century Skills**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

*Refer to the 21st Century Life and Skills*

**21st Century Themes and Skills**

**21st Century Themes**

- Global Awareness
- Environmental Literacy
- Health Literacy
- Civic Literacy
- Financial, Economic, Business, and Entrepreneurial Literacy

**21st Century Skills**

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/ assignments/etc.*

*Refer to the NJ Student Learning Standards*

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**

<ul style="list-style-type: none"><li>• <i>Creativity and Innovation (E)</i></li><li>• <i>Critical Thinking and Problem Solving (T) (A)</i></li><li>• <i>Communication (E)</i></li><li>• <i>Collaboration (E) (T)</i></li></ul>	
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**Kindergarten Unit 2**

**Unit 2 Reading Standards**

**Unit 2 Reading Critical Knowledge and Skills**

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

**Kindergarten Unit 2:**

**District/School Formative Assessment Plan**

- Unit Tests
- Quizzes
- Respond to Reading
- Observation Checklists
- Benchmarks
- Performance Tasks
- iReady Growth Monitoring
- iReady Profile Report

**District/School Summative Assessment Plan**

- End of Unit Tests
- iReady Diagnostics

**District/School Texts**

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

**District/School Supplementary Resources**

- iReady
- Journeys
- Websites

Suggested Selections:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• How Do Dinosaurs Go To School?</li> <li>• Clang! Clang! Beep! Beep! Listen To The City</li> <li>• Please Take Me For A Walk</li> <li>• Whose Shoes? A Shoe For Every Job*</li> <li>• What Can You Do With A Palette?</li> <li>• Roadwork *</li> <li>• My Garden</li> <li>• A Grand Old Tree*</li> <li>• An Orange In January*</li> </ul> | <ul style="list-style-type: none"> <li>• Move!</li> <li>• Jonathan and His Mommy</li> <li>• What Do Wheels Do All Day? *</li> <li>• Good Morning, Digger</li> <li>• Mouse Shapes</li> <li>• David's Drawings</li> <li>• Snow**</li> <li>• Storm is Coming!*</li> <li>• What Do You Do With a Tail Like This?</li> <li>• A Zebra's World</li> <li>• Turtle Splash!</li> <li>• A Home for a Tiger, Home for a Bear</li> <li>• What a Beautiful Sky!</li> <li>• How Many Stars in the Sky?</li> <li>• What is Science?</li> <li>• Dear Mr. Blueberry</li> <li>• Penguins *</li> <li>• Polar Animals *</li> <li>• What Will the Weather Be? *</li> <li>• Where Snowflakes Fall *</li> </ul> |
|---|---|

- [www.starfall.com](http://www.starfall.com)
- [www.abcvya.com](http://www.abcvya.com)
- [www.funbrain.com](http://www.funbrain.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.education.com/games/kindergarten/ela/reading](http://www.education.com/games/kindergarten/ela/reading)
- [www.pbsskids.org](http://www.pbsskids.org)
- [www.jumpstart.com](http://www.jumpstart.com)

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

- <http://www.njamistadcurriculum.net/>
- <https://ni.gov/education/holocaust/curriculum/>

District School Writing Tasks

**Primary Focus**

- Narrative writing  
Example:  
My Family Celebrates
- Informative/explanatory writing  
Example:  
What do you do in the snow?

See District A Writing Guide for Kindergarten for samples and suggestions

**Websites:**

- <https://www.pinterest.com/explore/kindergarten-writers-workshop/>
- <http://mrswillskindergarten.com/writers-workshop-week-2/>
- <http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/>

**Secondary Focus**

- Conventions
- Elaboration
- Guided Writing
- Shared Writing
- Proper sentence writing

See District A Writing Guide for Kindergarten for samples and suggestions

**Websites:**

- <https://www.pinterest.com/explore/kindergarten-writers-workshop/>
- <http://mrswillskindergarten.com/writers-workshop-week-2/>
- <http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/>

**Routine Writing**

- Letter Formation
- Names
- Write sight words
- Write about reading
- Journal writing

See District A Writing Guide for Kindergarten for samples and suggestions

**Websites:**

- <https://www.pinterest.com/explore/kindergarten-writers-workshop/>
- <http://mrswillskindergarten.com/writers-workshop-week-2/>
- <http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/>

**Unit 2 Assessment Plan**

**Formative Assessment**  
When possible, provide links to specific samples/ documents/ assignments/etc.

- Unit Tests
- Quizzes
- Respond to Reading
- Observation Checklists
- Benchmarks
- Performance Tasks
- iReady Growth Monitoring
- iReady Profile Report

**Summative Assessment**  
When possible, provide links to specific samples/ documents/ assignments/etc.

- End of Unit Tests
- iReady Diagnostics

**Unit 2 Suggested Modifications/Accommodations/Extension Activities**

**English Language Learners (ELL)**  
When possible, provide links to specific samples/ documents/ assignments/etc.

Examples of Strategies and Practices that Support English Language Learners:

**Special Education / 504**  
When possible, provide links to specific samples/ documents/ assignments/etc.

Examples of Strategies and Practices that Support Students with Disabilities:

**Gifted and Talented**  
When possible, provide links to specific samples/ documents/ assignments/etc.

Examples of Strategies and Practices that Support Gifted and Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting

<p><b>*All W... A Can Do Descriptors can be found at:</b>  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills</li> </ul> <p>with students who have more advanced English language skills</p> <ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>
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**Unit 2 Connections**

<p style="text-align: center;"><b>NJSLS - Technology</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Technology Standards</a></p> <p><b>Technology Standards: Technology standards are embedded throughout all curricular units.</b></p> <p><b>8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p style="text-align: center;"><b>Career Readiness Practices</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Career Readiness Practices</a></p> <p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3</b></p> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>• CRP1: Act as a responsible and contributing citizen and employee.</li> <li>• CRP2: Apply appropriate academic and technical skills.</li> <li>• CRP3: Attend to personal health and financial well-being.</li> <li>• CRP4: Communicate clearly and effectively and with reason.</li> <li>• CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6: Demonstrate creativity and innovation.</li> </ul>
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CRP7: Employ valid and reliable research strategies.

- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

**21st Century Skills**

*When possible, provide links to specific samples/documents/assignments/etc.*

Refer to the 21st Century Life and Skills

**21st Century Themes and Skills**

**21st Century Themes**

- Global Awareness
- Environmental Literacy
- Health Literacy
- Civic Literacy
- Financial, Economic, Business, and Entrepreneurial Literacy

**21st Century Skills**

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

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/assignments/etc.*

Refer to the NJ Student Learning Standards

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**

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

Unit 1 Kindergarten

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

**Unit Kindergarten**

	<ul style="list-style-type: none"> <li>Use writing partners and teacher conferences to strengthen writing</li> </ul>
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> <li>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)</li> </ul>
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> <li>Understand their job and how they will contribute to the project from beginning to end</li> </ul>
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support</li> </ul>

**Unit 3 Speaking and Listening Standards**

**Unit 3 Speaking and Listening Critical Knowledge and Skills**

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> <li>Participate in a variety of rich structured conversations about grade appropriate topics and texts</li> <li>Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)</li> </ul>
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> <li>Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>Practice asking questions for clarification</li> </ul>
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>Use strategies for asking questions that are on a topic</li> <li>Use strategies for understanding and answering questions asked of them</li> </ul>
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>Describe familiar people</li> <li>Tell about familiar places</li> <li>Describe memorable events</li> <li>Explain familiar events</li> <li>Report facts and details about an experience</li> </ul>
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>Construct drawings or gather other visual media when describing</li> <li>Present information to others using appropriate visual displays to add detail</li> </ul>
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> <li>Express thoughts and feelings and ideas</li> <li>Speak audibly to naturally express ideas</li> </ul>

**Unit 3 Language Standards**

**Unit 3 Language Critical Knowledge and Skills**

**Unit Kindergarten**

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

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

iReady Profile Report

**District/School Texts**

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

Suggested Selections:

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

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

**District/School Supplementary Resources**

- iReady
- Journeys Websites
- [www.starfall.com](http://www.starfall.com)
- [www.abcvya.com](http://www.abcvya.com)

[www.funbrain.com](http://www.funbrain.com)

[www.brainpop.com](http://www.brainpop.com)

[www.education.com/games/kindergarten/ela/reading](http://www.education.com/games/kindergarten/ela/reading)

[www.pbskids.org](http://www.pbskids.org)

[www.jumpstart.com](http://www.jumpstart.com)

<https://www.getepic.com/educators>

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

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

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

**District/School Writing Tasks**

**Primary Focus**

- Opinion Writing

Example:

My Favorite Season is \_\_\_\_\_ because \_\_\_\_\_.

**Secondary Focus**

- Conventions
- Elaboration
- Guided Writing
- Shared Writing

**Routine Writing**

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

<ul style="list-style-type: none"> <li>Shared Research Writing Example: Animal Research Report</li> </ul> <p>See District <i>A Writing Guide for Kindergarten</i> for samples and suggestions</p> <p><b>Websites:</b>  <a href="http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html">http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html</a>  <a href="https://www.englishworksheetsland.com/kindergarten/6shared.html">https://www.englishworksheetsland.com/kindergarten/6shared.html</a>  <a href="https://www.englishworksheetsland.com/kindergarten/1opinion.html">https://www.englishworksheetsland.com/kindergarten/1opinion.html</a>  <a href="https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed">https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed</a>  <a href="https://www.pinterest.com/explore/kindergarten-writers-workshop/">https://www.pinterest.com/explore/kindergarten-writers-workshop/</a>  <a href="http://mrswillskindergarten.com/writers-workshop-week-2/">http://mrswillskindergarten.com/writers-workshop-week-2/</a>  <a href="http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/">http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</a></p>	<ul style="list-style-type: none"> <li>Standard English Grammar and Mechanics when Writing or Speaking</li> </ul> <p>See District <i>A Writing Guide for Kindergarten</i> for samples and suggestions</p> <p><b>Websites:</b>  <a href="http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html">http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html</a>  <a href="https://www.englishworksheetsland.com/kindergarten/6shared.html">https://www.englishworksheetsland.com/kindergarten/6shared.html</a>  <a href="https://www.englishworksheetsland.com/kindergarten/1opinion.html">https://www.englishworksheetsland.com/kindergarten/1opinion.html</a>  <a href="https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed">https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed</a>  <a href="https://www.pinterest.com/explore/kindergarten-writers-workshop/">https://www.pinterest.com/explore/kindergarten-writers-workshop/</a>  <a href="http://mrswillskindergarten.com/writers-workshop-week-2/">http://mrswillskindergarten.com/writers-workshop-week-2/</a>  <a href="http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/">http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</a></p>	<ul style="list-style-type: none"> <li>Sentence Writing</li> </ul> <p>See District <i>A Writing Guide for Kindergarten</i> for samples and suggestions</p> <p><b>Websites:</b>  <a href="http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html">http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html</a>  <a href="https://www.englishworksheetsland.com/kindergarten/6shared.html">https://www.englishworksheetsland.com/kindergarten/6shared.html</a>  <a href="https://www.englishworksheetsland.com/kindergarten/1opinion.html">https://www.englishworksheetsland.com/kindergarten/1opinion.html</a>  <a href="https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed">https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed</a>  <a href="https://www.pinterest.com/explore/kindergarten-writers-workshop/">https://www.pinterest.com/explore/kindergarten-writers-workshop/</a>  <a href="http://mrswillskindergarten.com/writers-workshop-week-2/">http://mrswillskindergarten.com/writers-workshop-week-2/</a>  <a href="http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/">http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</a></p>
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<b>Unit 3 Suggested Modifications/Accommodations/Extension Activities</b>		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/documents/assignments/etc.</i>

<p><b>Exam_ of Strategies and Practices that Support English Language Learners:</b>  <b>*All WIDA Can Do Descriptors can be found at:</b>  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b>  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p><b>Examples of Strategies and Practices that Support Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>
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**Unit 3 Connections**

<p align="center"><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the <u>NJ Technology Standards</u></p>	<p align="center"><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the <u>NJ Career Readiness Practices</u></p>
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**Technology Standards: Technology standards are embedded throughout all curricular units.**

**Career Ready Practices and Standard 9.1, 9.2, and 9.3**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Career Ready Practices:**
- CRP1: Act as a responsible and contributing citizen and employee.
  - CRP2: Apply appropriate academic and technical skills.
  - CRP3: Attend to personal health and financial well-being.
  - CRP4: Communicate clearly and effectively and with reason.
  - CRP5: Consider the environmental, social and economic impacts of decisions.



● CRP6: Demonstrate creativity and innovation.

● CRP7: Employ valid and reliable research strategies.

● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

● CRP9: Model integrity, ethical leadership and effective management.

● CRP10: Plan education and career paths aligned to personal goals.

● CRP11: Use technology to enhance productivity.

● CRP12: Work productively in teams while using global competence.

**21st Century Skills**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

*Refer to the 21st Century Life and Skills*

**21st Century Themes and Skills**

**21st Century Themes**

- Global Awareness
- Environmental Literacy
- Health Literacy
- Civic Literacy
- Financial, Economic, Business, and Entrepreneurial Literacy

**21st Century Skills**

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

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*

*Refer to the NJ Student Learning Standards*

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**



Unit 4 Kindergarten

Unit 4 Reading Standards

Unit 4 Reading Critical Knowledge and Skills

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

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

<p><b>Unit 4 Writing Standards</b></p>	<p><b>Unit 4 Writing Critical Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Express opinion or likes and dislikes about a topic or book</li> <li>State an opinion or preference</li> <li>Dictate thinking and/or illustrate ideas and write ideas</li> <li>Choose self-selected topics</li> <li>Begin to develop ability to support opinion or preference with a reason</li> <li>Tell, draw and write a story about something that happened</li> <li>Show what happens first</li> <li>Put the pages in order</li> <li>Tell what happens last</li> <li>Add details to written stories</li> <li>Turn and talk to reflect on writing</li> <li>Use writing partners and teacher conferences to strengthen writing</li> <li>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)</li> <li>Understand their job and how they will contribute to the project from beginning to end</li> <li>Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support</li> </ul>
<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<p>W.K.1. Participate in a variety of rich structured conversations about grade appropriate topics and texts</p> <ul style="list-style-type: none"> <li>Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>Engage in collaborative conversations, developing skills in active listening and group</li> </ul>
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W.K.3. Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support</p>
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<p>W.K.5. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
<p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>W.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p><b>Unit 4 Speaking and Listening Standards</b></p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B. Continue a conversation through multiple exchanges.</p>
<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Participate in a variety of rich structured conversations about grade appropriate topics and texts</li> <li>Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>Engage in collaborative conversations, developing skills in active listening and group</li> </ul>

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

Unit Kindergarten

- L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

- Demonstrate convention in one's own writing: end punctuation
- Demonstrate convention: produce phonemes in one's own writing
- Demonstrate convention: show understanding of basic phonics when writing

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

- Identify new meanings for familiar words
- Apply new meanings to familiar words accurately
- Use frequently occurring affixes as clues to define unknown words

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

- Explore word relationships and nuances in word meanings
- Connect--words to real-life situations
- Explore variations of verbs

Kindergarten Unit 4:

District/School Formative Assessment Plan

- Unit Tests
- Quizzes
- Respond to Reading
- Observation Checklists
- Benchmarks
- Performance Tasks
- iReady Growth Monitoring
- iReady Profile Report

District/School Summative Assessment Plan

- End of Unit Tests
- iReady Diagnostics

District/School Texts

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

Suggested Selections:

- Curious George Makes Pancakes
- Kitten's Full Moon
- Someone Bigger
- One of Three
- The Little Engine That Could
- You Can Do It, Curious George!
- Baby Brains
- Look At Us
- Peter's Chair
- Hen Hears Gossip
- Bread Comes to Life
- What's the Big Idea, Molly?
- All Kinds of Families!
- Panda Kindergarten

District/School Supplementary Resources

- iReady
- Journeys
- Websites
- [www.starfall.com](http://www.starfall.com)
- [www.abcya.com](http://www.abcya.com)
- [www.funbrain.com](http://www.funbrain.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.education.com/games/kindergarten/ela/reading](http://www.education.com/games/kindergarten/ela/reading)

- Pet Show!
- Miss Bindergarten Celebrates the Last Day of Kindergarten

[www.pbkids.org](http://www.pbkids.org)

[www.jumpstart.com](http://www.jumpstart.com)

<https://www.getepic.com/educators>

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

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

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

District/School Writing Tasks

Primary Focus

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

Secondary Focus

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

Routine Writing

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

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

Websites:

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

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

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- <https://www.englishworksheetsland.com/kindergarten/sshared.html>

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Unit 4 Kindergarten

<p><a href="https://www.englishworksheetsland.com/kindergarten/6shared.html">https://www.englishworksheetsland.com/kindergarten/6shared.html</a></p> <p><a href="https://www.englishworksheetsland.com/kindergarten/1opinion.html">https://www.englishworksheetsland.com/kindergarten/1opinion.html</a></p> <p><a href="https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed">https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed</a></p> <p><a href="https://www.pinterest.com/explore/kindergarten-writers-workshop/">https://www.pinterest.com/explore/kindergarten-writers-workshop/</a></p> <p><a href="http://mrswillskindergarten.com/writers-workshop-week-2/">http://mrswillskindergarten.com/writers-workshop-week-2/</a></p> <p><a href="http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/">http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</a></p>	<p><a href="https://www.englishworksheetsland.com/kindergarten/1opinion.html">https://www.englishworksheetsland.com/kindergarten/1opinion.html</a></p> <p><a href="https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed">https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed</a></p> <p><a href="https://www.pinterest.com/explore/kindergarten-writers-workshop/">https://www.pinterest.com/explore/kindergarten-writers-workshop/</a></p> <p><a href="http://mrswillskindergarten.com/writers-workshop-week-2/">http://mrswillskindergarten.com/writers-workshop-week-2/</a></p> <p><a href="http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/">http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</a></p>	<p><a href="https://www.englishworksheetsland.com/kindergarten/6shared.html">https://www.englishworksheetsland.com/kindergarten/6shared.html</a></p> <p><a href="https://www.englishworksheetsland.com/kindergarten/1opinion.html">https://www.englishworksheetsland.com/kindergarten/1opinion.html</a></p> <p><a href="https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed">https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&amp;rs=typed</a></p> <p><a href="https://www.pinterest.com/explore/kindergarten-writers-workshop/">https://www.pinterest.com/explore/kindergarten-writers-workshop/</a></p> <p><a href="http://mrswillskindergarten.com/writers-workshop-week-2/">http://mrswillskindergarten.com/writers-workshop-week-2/</a></p> <p><a href="http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/">http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</a></p>
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Unit 4 Suggested Modifications/Accommodations/Extension Activities		
<p><b>English Language Learners (ELL)</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support Support English Language Learners: *All WIDA Can Do Descriptors can be found at: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>Special Education / 504</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p><b>Gifted and Talented</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

<b>Unit 4 Connections</b>	
<b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	<b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p><b>Technology Standards: Technology standards are embedded throughout all curricular units.</b></p> <p><b>8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3</b></p> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> <li>● CRP3: Attend to personal health and financial well-being.</li> <li>● CRP4: Communicate clearly and effectively and with reason.</li> <li>● CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6: Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9: Model integrity, ethical leadership and effective management.</li> <li>● CRP10: Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> <li>● CRP12: Work productively in teams while using global competence.</li> </ul>
<p style="text-align: center;"><b>21st Century Skills</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p>

**21st Century Themes and Skills**

**21st Century Themes**

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

**21st Century Skills**

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

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**

