

Introduction:

Students in Kindergarten ELA will complete seven units that focus on these critical areas: reading and comprehending fiction and non-fiction texts, a study of phonics skills, word study, vocabulary, grammar. In kindergarten, students begin to establish their identities as readers while they build the foundational skills for reading. The kindergarten writing units begins with helping children approximate writing by drawing and labeling first in all-about books and then in stories. The writing units invite Kindergartners to write, draw and label, produce read-able words, how-to books, petitions and persuasive letters. All ELA units follow the NJ Student Learning Objectives and meet Kindergarten expectations. Student progress will be measured in a variety of methods.

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**Beach Haven School District
English Language Arts Curriculum
Pacing Guide**

Content Area: English Language Arts

Course Title: English Language Arts

Grade Level: K

Instructional Materials: "Reading Workshop," "Writing Workshop,"
"Foundations"

<p>UNIT 1: Reading: We are Readers-Book 1, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Launching the Writing Workshop (Book 1), Narrative, Shared Writing, Interactive Writing Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>25 Days-ongoing</p>
<p>UNIT 2: Reading: Emergent Reading: Looking Closely at Familiar Texts (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Show and Tell: From Labels to Pattern Books, Shared Writing, Interactive Writing Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>30 Days-ongoing</p>
<p>UNIT 3: Reading: Super Powers: Reading with Print Strategies and Sight Word Power (Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Writing for Readers (Book 2), Shared Writing, Interactive Writing Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>30 Days-ongoing</p>

<p>UNIT 4: Reading: Bigger Books, Bigger Reading Muscles (Book 3), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: How-to-Books: Writing to Teach Others (Book 3), Shared Writing, Interactive Writing Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>30 days-ongoing</p>
<p>UNIT 5: Reading: Becoming Avid Readers (Book 4) , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Persuasive Writing of All Kinds (Book 4), Shared Writing, Interactive Writing Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>25 Days-ongoing</p>
<p>UNIT 6: Reading: Growing Expertise in Little Books (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Crafting Stories Using All We Know About Narrative Writing (If.. Then..), Shared Writing, Interactive Writing Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>20 Days-ongoing</p>
<p>Unit 7: Reading: Giving the Gifts of Reading/Self-Designed Unit, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: All About Books/Self-Designed Unit, Shared Writing, Interactive Writing Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>20 Days-ongoing</p>

UNIT 1 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 1

Target Course / Grade Level: Integrated English Language Arts / Kindergarten

Unit 1 Summary:

Reading: We are Readers-Book 1, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Launching the Writing Workshop, Narrative, Shared Writing, Interactive Writing

Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
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- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted & Talented:

- Higher level questioning
- Reader Response extension
- Peer mentoring
- "Book Club"
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Unit 1: Learning Targets

Content Statements / Unit Objectives:

Phonics:

- Letter formation
- letter identification
- letter sounds
- vowels vs. consonants
- CVC words
- Sight words
- sentence conventions
- retelling & comprehensions of stories

Reading:

- Students will learn to use and appreciate books through shared and independent reading activities.
- Students will be introduced to the parts of a book and various concepts of print (spacing, words, letters, directionality, cover, back cover, title, title page, author, illustrator)
- Students will practice pre-reading strategies (picture walk, predictions, etc.) and will respond to fiction and nonfiction texts by retelling and discussing story elements.
- Students will begin to develop phonological and phonemic awareness by becoming good listeners by discerning and blending sounds and syllables.
- Students will engage in rhyming activities.
- Students will be introduced to letter sounds.
- Students will learn the difference between pictures and words, words and letters, etc.
- Students will practice identifying lowercase and uppercase letters.
- Students will practice identifying high-frequency vocabulary and names.

Writing:

- Students will begin to use writing as a means for communication by creating drawings and by using sight words and initial letters to label pictures.
- Students will practice forming words by creating letter strings and by using invented spelling.
- Students will develop fine motor control as they use correct pencil grip to form lines, shapes and letters.
- Students will learn how to write their names.

Speaking and Listening:

- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will practice using appropriate school language and dialogue to communicate personal needs, feelings and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading activities.
- Students will practice conversational skills and good manners (raising hand, waiting to respond, speaking one at a time, responding to classmates, asking permission)

Language:

- Students will develop oral vocabulary through games, songs, conversation, and shared reading activities.
- Students will develop an understanding of word relationships by sorting and categorizing words and pictures.
- Students will capitalize the first letter of names.

Standard #	New Jersey Student Learning Standards for Mastery
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Reading:

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing:

W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

Phonics:

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

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

Speaking & Listening:

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

Language:

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.AP.4: Break down a task into a sequence of steps.

Interdisciplinary Connections

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

<i>Unit 1 Essential Questions:</i>	<i>Unit 1 Enduring Understandings:</i>
<p>Reading:</p> <ul style="list-style-type: none"> ● What does a reading workshop look and sound like? ● Why is it important to read and enjoy books? ● How do readers share what they've read with others? <p>Writing:</p> <ul style="list-style-type: none"> ● What does a writing workshop look, sound, and feel like? ● How do authors communicate their ideas to an audience? ● Why do authors write? ● Why is it important to revise and edit our writing? <p>Phonics:</p> <ul style="list-style-type: none"> ● How can I use letter sounds to read and write words? ● How do letter sounds help me read words I do not know? ● How do letter patterns help me learn to read words I do not know? 	<p>Reading:</p> <ul style="list-style-type: none"> ● Reading workshop is a safe and fun place to read and explore books ● Books are filled with information and stories that we can read in different ways. ● Books are meant to be shared in various ways, which help us enjoy and understand our books better. <p>Writing:</p> <ul style="list-style-type: none"> ● Writing Workshop is a place to gather and record our life stories ● Writers communicate their ideas through a combination of pictures, labels, and words ● Writers write for multiple purposes ● Writers look back and read their writing to decide how they can make their writing better. <p>Phonics:</p> <ul style="list-style-type: none"> ● Understanding letter sounds can apply to reading and writing fluently ● Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

Unit 1 Learning Objectives

Reading:

In the area of reading, the student will:

- Establish habits and routines of reader's workshop
- Read and reread emergent storybooks
- Read and interpret nonfiction text

Writing:

In the area of writing, the student will:

- Students will use a combination of drawing and writing to narrate a single event or several loosely-linked events
- Students will use a combination of drawing and writing to create books that teach about a high-interest topic
- Students will apply habits of confidence and stamina during writing workshop
- Students will engage in revision with the support of a partner
- Students will publish their work for an audience

Phonics:

In the area of Phonics Students Will:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the, was, of*
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Name the author and illustrator of a story and define their roles
- Explain narrative story structure including character, setting and main events
- Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence
- Retell key details of narrative and informational text, using pictures or prompts as a guide
- Identify characters, settings and main events in a story, with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text

- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete sentences in shared language activities

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

- Harry the Dirty Dog* by Gene Zion
- Jamaica's Find by Juanita Havill
- Martina the Beautiful Cockroach by Carmen Agra Deedy
- Koala Lou by Mem Fox
- With Love, Little Red Hen by Alma Flor Ada
- Strega Nona by Tomie dePaola
- Bunny Cakes by Rosemary Wells
- Where the Wild Things Are* by Maurice Sendak

Assessments/Evidence of Learning

<p style="text-align: center;">Formative Assessments</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader’s Notebooks ● Writer’s Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	<p style="text-align: center;">Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

UNIT 2 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 2

Target Course / Grade Level: Integrated English Language Arts / Kindergarten

Unit 2 Summary:

Reading: Emergent Reading: Looking Closely at Familiar Texts (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Show and Tell: From Labels to Pattern Books, Shared Writing, Interactive Writing

Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
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- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
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- Leveled Guided Reading Books
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- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted & Talented:

- Higher level questioning
- Reader Response extension
- Peer mentoring
- "Book Club"
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Unit 2 Learning Targets

Content Statements / Unit Objectives:

Phonics:

- Letter formation
- letter identification
- letter sounds
- vowels vs. consonants
- CVC words
- Sight words
- sentence conventions
- retelling & comprehensions of stories

Reading:

- Students will use and appreciate books through shared, independent, and guided reading activities.
- Students will practice identifying the parts of a book and various concepts of print (spacing, capital letters, punctuation, words, letters, directionality, cover, back cover, title, title page, author, illustrator, captions)
- Students will utilize pre-reading, during-reading, and after-reading strategies.
- Students will begin to describe story structure (beginning, middle, end, patterns, repetition) and identify story elements (setting, characters, problem, resolution).
- Students will begin to identify the main idea and some supporting details of different texts.
- Students will compare and contrast stories and texts by the same author.
- Students will compare and contrast stories and texts that are based on a similar theme.
- Students will continue to develop phonemic and phonological awareness by:
 - Identifying, substituting, and deleting phonemes to form new words;
 - Counting words in sentences, letters in words, syllables in words
 - Decoding and blending
- Students will identify and attempt to form rhymes.
- Students will identify letter names and letter sounds.
- Students will continue to practice identifying lowercase and uppercase letters.
- Students will practice identifying high-frequency vocabulary.
- Students will develop fluency through choral reading and independent reading of leveled texts.

Writing:

- Students will use a combination of drawing, writing, and dictation as a means for communication. Opportunities for writing are embedded in multiple content areas and activities.
- Students will begin to use writing for different purposes (opinion writing, narrative writing, sequential writing).
- Students will practice forming words by stretching the sounds and writing the letters that represent the sounds they hear. Students will demonstrate invented spelling and traits of emergent writers.
- Students will practice writing legibly and will use conventions of writing (spacing, capital letters, punctuation).

- Students will use invented spelling and high-frequency words to write original and pattern sentences.

Speaking and Listening:

- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will practice using appropriate school language and dialogue to communicate personal needs, feelings, and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading activities.
- Students will practice conversational skills and good manners (raising hand, waiting to respond, speaking one at a time, responding to classmates, asking permission)

Language:

- Students will continue to develop oral vocabulary through games, song, conversation, and shared reading activities.
- Students will develop an understanding of word relationships by sorting and categorizing words and pictures.
- Students will develop a deeper understanding of word nuance by using synonyms and opposites to express ideas.

Standard #	New Jersey Student Learning Standards for Mastery
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Reading:

- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.**
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.**
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text**
- RI.K.5. Identify the front cover, back cover, and title page of a book.**
- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**
- RI.K.10. Actively engage in group reading activities with purpose and understanding.**

Writing:

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**
- W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).**
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

Phonics:

- RF.K.1. Demonstrate understanding of the organization and basic features of print**
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Speaking & Listening:

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

Language:

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

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

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student’s college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.AP.4: Break down a task into a sequence of steps.

Interdisciplinary Connections

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

<i>Essential Questions Unit 2</i>	<i>Enduring Understandings Unit 2</i>
<p>Reading:</p> <ul style="list-style-type: none">● How do we read emergent stories?● How can we make it sound like a story?● What kind of talk can we have with our partners about emergent story books?● How might a reader 'read' a storybook like a storyteller? (work on fluency and expression) <p>Writing:</p> <ul style="list-style-type: none">● How do writers build and develop ideas to write about? <p>Phonics:</p> <ul style="list-style-type: none">● How can I use letter sounds to read and write words?● How do letter sounds help me read words I do not know?● How do letter patterns help me learn to read words I do not know?	<p>Reading:</p> <ul style="list-style-type: none">● We read emergent storybooks with purpose and understanding.● Readers can retell their books while making it sound like a story.● Readers can talk with their partners about the connections that they have between their books.● We can read and story tell our texts in many different fun ways like a storyteller. <p>Writing:</p> <ul style="list-style-type: none">● Writers write about things in the world around them.● Writers labels pictures to say more about a topic or event. <p>Phonics:</p> <ul style="list-style-type: none">● Understanding letter sounds can apply to reading and writing fluently● Identify word structures/ patterns (vowels, consonants, blends,

	digraphs, digraph blends) to read words I do not know
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Unit 2 Learning Objectives

Reading:

In the area of reading, the student will:

- Children will grow a deeper understanding of the story
- Children will develop a stronger sense of the language of text
- Bolster children's sense for how stories go, as well as their literary language and expression
- Introduction of story elements such as characters and plot

Writing:

In the area of writing, the student will:

- Students will become smarter about a topic as one day's investigations build upon another day's.
- Students will understand the importance of labels and sentences.
- Students will take the time to really stretch out each word, listening not only to the first sound, but also to every sound in the word.
- Students will not only continue to learn to write, but also to live their lives as writers—and as scientists.

Phonics:

In the area of Phonics Students Will:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the, was, of*
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Name the author and illustrator of a story and define their roles
- Explain narrative story structure including character, setting and main events
- Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence

- Re-tell key details of narrative and informational text, using pictures or prompts as a guide
- Identify characters, settings and main events in a story, with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text
- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete sentences in shared language activities

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Harry the Dirty Dog* by Gene Zion

Jamaica's Find by Juanita Havill

Martina the Beautiful Cockroach by Carmen Agra Deedy

Koala Lou by Mem Fox

With Love, Little Red Hen by Alma Flor Ada

Strega Nona by Tomie dePaola

Bunny Cakes by Rosemary Wells

Where the Wild Things Are* by Maurice Sendak

Assessments/Evidence of Learning	
<p style="text-align: center;">Formative Assessments</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader’s Notebooks ● Writer’s Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	<p style="text-align: center;">Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

UNIT 3 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 3

Target Course / Grade Level: Integrated English Language Arts / Kindergarten

UNIT 3:

Reading: Super Powers: Reading with Print Strategies and Sight Word Power (Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Writing for Readers (Book 2), Shared Writing, Interactive Writing

Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.

- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
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- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted & Talented:

- Higher level questioning
- Reader Response extension
- Peer mentoring
- "Book Club"
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Content Statements:

Phonics:

- Letter formation
- letter identification
- letter sounds
- vowels vs. consonants
- CVC words
- Sight words
- sentence conventions
- retelling & comprehensions of stories

Reading:

- Students will use and appreciate books through shared, independent, and guided reading activities.
- Students will develop fluency through choral reading and independent reading of leveled texts.
- Students will be able to identify and describe the parts of a book and various concepts of print.
- Students will be able to describe story structure (beginning, middle, end, patterns, repetition) and identify story elements (setting, characters, problem, resolution).
- Students will compare and contrast stories and texts by the same author.
- Students will compare and contrast stories and texts that are based on a similar theme.
- Students will utilize pre-reading, during-reading, and after-reading strategies.
- Students will continue to develop phonemic and phonological awareness by:
 - identifying, substituting, and deleting phonemes to form new words;
 - decoding and blending
- Students will identify and attempt to form rhymes.
- Students will identify letter names and letter sounds.
- Students will identify lowercase and uppercase letters.
- Students will read high-frequency vocabulary.

Writing:

- Students will use a combination of drawing, writing, and dictation as a means for communication. Opportunities for writing are embedded in multiple content areas and activities.
- Students will use writing for different purposes (opinion writing, narrative writing, sequential writing).
- Students will use invented spelling and high-frequency words to write original and pattern sentences.
- Students will practice writing legibly and will use conventions of writing (spacing, capital letters, punctuation).

Speaking and Listening:

- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will use appropriate school language and dialogue to communicate personal needs, feelings, and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading activities.
- Students will practice conversational skills and good manners (raising hand, waiting to respond, speaking one at a time, responding to classmates, asking permission).
- Students will use complete sentences during conversation.

Language:

- Students will continue to develop oral vocabulary through games, song, conversation, and shared reading activities.
- Students will develop an understanding of word relationships by sorting and categorizing words and pictures.
- Students will develop a deeper understanding of word nuance by using synonyms and opposites to express ideas.
- Students will incorporate more detailed language when describing during conversation and writing.
- Students will revise and edit writing with guidance and support

Standard #	New Jersey Student Learning Standards for Mastery
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Reading:

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

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Writing:

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

Phonics:

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

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

Speaking & Listening:

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

Language:

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

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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8.1.2.AP.4: Break down a task into a sequence of steps.

Interdisciplinary Connections

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

<i>Essential Questions Unit 3</i>	<i>Enduring Understand Unit 3</i>
<p>Reading:</p> <ul style="list-style-type: none"> ● How does a reader get their mind ready to read? ● Why and how should a reader think about the story as they read? ● What are some strategies that readers use to help figure out unknown words? ● How can readers discuss texts with their partners? <p>Writing</p> <ul style="list-style-type: none"> ● What can writers do to write stories that readers can really read? ● What tools can writers use to help their writing be more powerful? ● How can writers work with partners to make their stories more fun to read? ● What can writers do to prepare their work for publication? <p>Phonics:</p> <ul style="list-style-type: none"> ● How can I use letter sounds to read and write words? ● How do letter sounds help me read words I do not know? ● How do letter patterns help me learn to read words I do not know? 	<p>Reading:</p> <ul style="list-style-type: none"> ● They have different ways to get their minds prepared before reading. ● Readers think about the story or text as they read. ● There are different strategies that readers use to help them figure out unknown words. ● Discussing books adds to enjoyment, fluency and comprehension of what is read. <p>Writing:</p> <ul style="list-style-type: none"> ● Writers can write actual words and sentences onto a page so that it can be read by others. ● Writers can use tools to make their writing more powerful. ● Writers can work with partners to help make their stories more fun to read. ● Writers can use a checklist to help prepare their writing for publication. <p>Phonics:</p> <ul style="list-style-type: none"> ● Understanding letter sounds can apply to reading and writing fluently ● Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

Unit 3 Learning Objectives

Reading:

In the area of reading, the student will:

- getting their minds ready to read just-right books
- thinking about the story as they read
- spotlighting print-based and comprehension-based strategies to help figure out what words say
- reading and talking with partners about texts

Writing:

In the area of writing, the student will:

- To help students work independently to use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred, and provide a reaction to what happened.
- Students will use tools to make their writing more readable and powerful for their readers.
- Students will work with partners to strengthen their writing.
- Students will use a checklist to self check their work for publication

Phonics:

In the area of Phonics Students Will:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the, was, of*
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Name the author and illustrator of a story and define their roles
- Explain narrative story structure including character, setting and main events
- Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence
- Re-tell key details of narrative and informational text, using pictures or prompts as a guide
- Identify characters, settings and main events in a story, with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text
- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings for familiar words and newly taught words

- Produce and expand complete sentences in shared language activities

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Just a Minute by Yuyi Morales

Shortcut by Donald Crews

Carla's Big Splash by Kimberly Beckley

The Kissing Hand* by Audrey Penn

Assessments/Evidence of Learning

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons 	<ul style="list-style-type: none"> ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment

<ul style="list-style-type: none"> ● Strategy Groups ● Reader’s Notebooks ● Writer’s Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	<ul style="list-style-type: none"> ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments
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UNIT 4 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 4

Target Course / Grade Level: Integrated English Language Arts / Kindergarten

Unit 4 Summary:

Reading: Bigger Books, Bigger Reading Muscles (Book 3), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: How-to-Books: Writing to Teach Others (Book 3), Shared Writing, Interactive Writing

Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
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Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
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- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.

- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted & Talented:

- Higher level questioning
- Reader Response extension
- Peer mentoring
- "Book Club"
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Unit 4 Learning Targets

Content Standards:**Phonics:**

- Letter formation
- letter identification
- letter sounds
- vowels vs. consonants
- CVC words
- Sight words
- sentence conventions
- retelling & comprehensions of stories

Reading:

- Students will use and appreciate books through shared, independent, and guided reading activities.
- Students will develop fluency through choral reading and independent reading of leveled texts.
- Students will be able to identify and describe the parts of a book and various concepts of print.
- Students will be able to describe story structure (beginning, middle, end, patterns, repetition) and identify story elements (setting, characters, problem, resolution).
- Students will compare and contrast stories and texts by the same author.
- Students will compare and contrast stories and texts that are based on a similar theme.
- Students will utilize pre-reading, during-reading, and after-reading strategies.
- Students will continue to develop phonemic and phonological awareness by:
 - identifying, substituting, and deleting phonemes to form new words;
 - decoding and blending
- Students will identify and attempt to form rhymes.
- Students will identify letter names and letter sounds, and differentiate between lowercase and uppercase letters.
- Students will read high-frequency vocabulary.

Writing:

- Students will use a combination of drawing, writing, and dictation as a means for communication. Opportunities for writing are embedded in multiple content areas and activities.
- Students will use writing for different purposes (opinion writing, narrative writing, sequential writing).
- Students will use invented spelling and high-frequency words to write multiple sentences.
- Students will practice writing legibly and will use conventions of writing (spacing, capital letters, punctuation).
- Students will revise and edit writing with guidance and support

Speaking and Listening:

- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will use appropriate school language and dialogue to communicate personal needs, feelings, and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading activities.
- Students will practice conversational skills and good manners (raising hand, waiting to respond, speaking one at a time, responding to classmates, asking permission).

- Students will use complete sentences during conversation.

Language:

- Students will continue to develop oral vocabulary through games, song, conversation, and shared reading activities.
- Students will develop an understanding of word relationships by sorting and categorizing words and pictures.
- Students will develop a deeper understanding of word nuance by using synonyms and opposites to express ideas.
- Students will incorporate more detailed language when describing during conversation and writing.

Standard #	New Jersey Student Learning Standards for Mastery
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Reading:

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Writing:

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

Phonics:

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

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

Speaking & Listening:

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

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language:

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places,

information, and ideas through a network.

8.1.2.AP.4: Break down a task into a sequence of steps.

Interdisciplinary Connections

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

<i>Unit 4 Essential Questions:</i>	<i>Unit 4 Enduring Understandings:</i>
<p>Reading:</p> <ul style="list-style-type: none">● How can I use strategies to read lots of books by myself and with my partner?● How can my partner and I help each other use everything we know about reading the pictures and the words● How can my partner and I use our talk to help us think about our books, and to ask and answer questions about them <p>Writing:</p> <ul style="list-style-type: none">● How do writers write to teach others? <p>Phonics:</p> <ul style="list-style-type: none">● How can I use letter sounds to read and write words?● How do letter sounds help me read words I do not know?● How do letter patterns help me learn to read words I do not know?	<p>Reading:</p> <ul style="list-style-type: none">● They can use all the strategies, or superpowers, they have learned so far all the time, and all by themselves● They can help others use their superpowers to read successfully through reading together, acting parts out, and playing reading games● Partners can read and retell their books, helping each other to read with expression and to retell in ways that show their understanding and attention to detail <p>Writing:</p> <ul style="list-style-type: none">● Writing can occur in steps.● Writers often teach their audience about something they know well. <p>Phonics:</p> <ul style="list-style-type: none">● Understanding letter sounds can apply to reading and writing fluently● Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

Unit 4 Learning Objectives

Reading:

In the area of reading, the student will:

- Students can become the kind of reader who can teach themselves and others about how to read
- Increased “just right” reading independence
- Students will use strategies and work through difficulties with independence and with partners

Writing:

In the area of writing, the student will:

- Students are able to draw and write a sequence of steps to teach something to an audience.
- Students will write procedural text to accomplish a particular task.
- Students will write not only to tell rich stories but also to teach others.

Phonics:

In the area of Phonics Students Will:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the, was, of*
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Name the author and illustrator of a story and define their roles
- Explain narrative story structure including character, setting and main events
- Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence
- Re-tell key details of narrative and informational text, using pictures or prompts as a guide
- Identify characters, settings and main events in a story, with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text
- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete sentences in shared language activities

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Core Instructional and Supplemental Materials
<ul style="list-style-type: none"> ● Foundations student toolkit ● Foundations Teacher Toolkits ● <i>Units of Study for Teaching Writing</i> by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013 ● <i>Units of Study for Teaching Reading</i> by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013 ● https://www.heinemann.com/ ● http://www.starfall.com ● http://www.abcya.com ● http://www.readinga-z.com ● www.newsela.com ● www.scholasticstacks.com ● www.getepic.com ● www.storylineonline.com ● www.scholasticnews.com ● www.storyworks.com ● www.freckle.com ● www.vooks.com ● www.safeyoutube.com ● www.brainpopjr.com ● www.scholasticstorystarters.com ● https://www.softschools.com/ <p>Various Levels of Text: My Bug Box by Pat Blanchard Same, Same but Different by Jenny Sue Kostecki-Shaw Here, Kitty, Kitty! by Pat Mora The Snowy Day* by Ezra Jack Keats Koala Lou by Mem Fox Nino Wrestles the World by Yuyi Morales</p>

Assessments/Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader’s Notebooks ● Writer’s Notebooks 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments

<ul style="list-style-type: none"> ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

UNIT 5 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 5

Target Course / Grade Level: Integrated English Language Arts / Kindergarten

Unit 5 Summary:

Reading: Becoming Avid Readers (Book 4) , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Persuasive Writing of All Kinds (Book 4), Shared Writing, Interactive Writing

Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.

- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

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- Follow specific students accommodations and modifications as listed in individual student 504 plan
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted & Talented:

- Higher level questioning
- Reader Response extension
- Peer mentoring
- "Book Club"
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Unit 5 Learning Targets

Content Standards:

Content Statements / Unit Objectives:

Phonics:

- Letter formation
- letter identification
- letter sounds
- vowels vs. consonants
- CVC words
- Sight words
- sentence conventions
- retelling & comprehensions of stories

Reading:

- Students will use and appreciate books through shared, independent, and guided reading activities.
- Students will develop fluency through choral reading and independent reading of leveled texts.
- Students will be able to identify and describe the parts of a book and various concepts of print.
- Students will be able to describe story structure (beginning, middle, end, patterns, repetition) and identify story elements (setting, characters, problem, resolution).
- Students will identify the main idea and supporting details in a text.
- Students will compare and contrast stories and texts by the same author.
- Students will compare and contrast stories and texts that are based on a similar theme.
- Students will utilize pre-reading, during-reading, and after-reading strategies.
- Students will continue to develop phonemic and phonological awareness by:
 - identifying, substituting, and deleting phonemes to form new words;
 - decoding and blending
- Students will identify and attempt to form rhymes.
- Students will identify letter names and letter sounds, and differentiate between lowercase and uppercase letters.
- Students will read high-frequency vocabulary.

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- Students will use a combination of drawing, writing, and dictation as a means for communication. Opportunities for writing are embedded in multiple content areas and activities.
- Students will use writing for different purposes (opinion writing, narrative writing, sequential writing).
- Students will use invented spelling and high-frequency words to write multiple sentences.
- Students will practice writing legibly and will use conventions of writing (spacing, capital letters, punctuation).
- Students will revise and edit writing with guidance and support

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- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will use appropriate school language and dialogue to communicate personal needs, feelings, and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading activities.

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- Students will use complete sentences during conversation.

Language:

- Students will continue to develop oral vocabulary through games, song, conversation, and shared reading activities.
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- Students will develop a deeper understanding of word nuance by using synonyms and opposites to express ideas.
- Students will incorporate more detailed language when describing during conversation and writing.

Standard #	New Jersey Student Learning Standards for Mastery
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Reading:

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

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

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Writing:

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

Phonics:

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

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

Speaking & Listening:

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support,

provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language:

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

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9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.AP.4: Break down a task into a sequence of steps.

Interdisciplinary Connections

Social Studies:

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

<i>Unit 5 Essential Questions</i>	<i>Unit 5 Enduring Understandings</i>
<p>Reading:</p> <ul style="list-style-type: none"> ● How can readers think about the story and about how books sounds to help them figure out words? ● What can readers do when they reach a tricky part in their reading? ● How can readers reread their books many times to make reading sound better and to help them understand more about the books? ● How can readers help each other at tricky. <p>Writing:</p> <ul style="list-style-type: none"> ● How can writers look at the world around them in a new way to see what could make things better? ● How can our writing spread our opinions and convince people to agree with us? ● How can we join together to make a change in our world? <p>Phonics:</p> <ul style="list-style-type: none"> ● How can I use letter sounds to read and write words? ● How do letter sounds help me read words I do not know? ● How do letter patterns help me learn to read words I do not know? 	<p>Reading:</p> <ul style="list-style-type: none"> ● Readers can think about the story and how books sound to help them figure out tricky parts. ● Readers react when they reach a tricky part in their reading. ● Readers reread to help their reading sound better and to help them understand books. ● Partners can help each other solve tricky parts in our books. <p>Writing:</p> <ul style="list-style-type: none"> ● Writers look at the world in new ways, seeing not just what it is, but what could be and write to help make a change. ● Our opinions can be spread by writing letters that use words and writing tools to help convince and persuade others to join our cause. ● Writers can write individual pieces about a common cause and join together to present the information to an audience to help convince and persuade them. <p>Phonics:</p> <ul style="list-style-type: none"> ● Understanding letter sounds can apply to reading and writing fluently ● Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

Unit 5 Learning Objectives

Reading:

In the area of reading, the student will:

- To continue to help children to control the particular print strategies they need in order to read texts at their just right level.
- To teach children more strategies for word-solving, cross checking, self-correcting, and meaning making, and to model for them the resilience of careful readers.

Writing:

In the area of writing, the student will:

- To help students use a combination of drawing, dictating, and writing to compose opinion pieces in which students tell a reader a topic or the name of a book they are writing about, and state an opinion or preference about the topic or book.
- Students will write letters to convince and persuade an audience to support their cause.
- Students will work independently, in partnerships, and as a class to present information about a common cause to an audience to persuade others to join the cause.

Phonics:

In the area of Phonics Students Will:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the, was, of*
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Name the author and illustrator of a story and define their roles
- Explain narrative story structure including character, setting and main events
- Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence
- Re-tell key details of narrative and informational text, using pictures or prompts as a guide
- Identify characters, settings and main events in a story, with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text
- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings for familiar words and newly taught words

- Produce and expand complete sentences in shared language activities

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Not Norman: A Goldfish Story* by Kelly Bennett and Noah Z. Jones

Carmela Full of Wishes* by Matt de la Pena

Wheels on the Tuk by Kabir Sehgal

Gossie by Olivier Dunrea

The Itsy Bitsy Spider”

“The Swing”

“The Teapot”

“Mary Had a Little Lamb”

“Brother John”

Assessments/Evidence of Learning	
<p style="text-align: center;">Formative Assessments</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader’s Notebooks ● Writer’s Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	<p style="text-align: center;">Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

UNIT 6 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 6

Target Course / Grade Level: Integrated English Language Arts / Kindergarten

Unit 6 Summary:

Reading: Growing Expertise in Little Books (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Crafting Stories Using All We Know About Narrative Writing (If.. Then..), Shared Writing, Interactive Writing

Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.

- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
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- Allow alternate assignments and assessments -- project-based, etc.
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- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted & Talented:

- Higher level questioning
- Reader Response extension
- Peer mentoring
- "Book Club"
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Unit 6 Learning Targets

Content Statements / Unit Objectives:

Phonics:

- Letter formation
- letter identification
- letter sounds
- vowels vs. consonants
- CVC words
- Sight words
- sentence conventions
- retelling & comprehensions of stories

Reading:

- Students will use and appreciate books through shared, independent, and guided reading activities.
- Students will develop fluency through choral reading and independent reading of leveled texts.
- Students will be able to identify and describe the parts of a book and various concepts of print.
- Students will be able to describe story structure (beginning, middle, end, patterns, repetition) and identify story elements (setting, characters, problem, resolution).
- Students will identify the main idea and supporting details in a text.
- Students will compare and contrast stories and texts by the same author.
- Students will compare and contrast stories and texts that are based on a similar theme.
- Students will utilize pre-reading, during-reading, and after-reading strategies.
- Students will continue to develop phonemic and phonological awareness by:
 - identifying, substituting, and deleting phonemes to form new words;
 - decoding and blending
- Students will identify and attempt to form rhymes.
- Students will identify letter names and letter sounds, and differentiate between lowercase and uppercase letters.
- Students will read high-frequency vocabulary.

Writing:

- Students will use a combination of drawing, writing, and dictation as a means for communication. Opportunities for writing are embedded in multiple content areas and activities.
- Students will use writing for different purposes (opinion writing, narrative writing, sequential writing).
- Students will use invented spelling and high-frequency words to write multiple sentences.
- Students will practice writing legibly and will use conventions of writing (spacing, capital letters, punctuation).
- Students will revise and edit writing with guidance and support

Speaking and Listening:

- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will use appropriate school language and dialogue to communicate personal needs, feelings, and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading activities.
- Students will practice conversational skills and good manners (raising hand, waiting

- to respond, speaking one at a time, responding to classmates, asking permission).
- Students will use complete sentences during conversation.

Language:

- Students will continue to develop oral vocabulary through games, song, conversation, and shared reading activities.
- Students will develop an understanding of word relationships by sorting and categorizing words and pictures.
- Students will develop a deeper understanding of word nuance by using synonyms and opposites to express ideas.
- Students will incorporate more detailed language when describing during conversation and writing.

<u>Standard #</u>	<u>New Jersey Student Learning Standards for Mastery</u>
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Reading:

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

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

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Writing:

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

Phonics:

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

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

Speaking & Listening:

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

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional

detail.

Language:

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly

based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.AP.4: Break down a task into a sequence of steps.

Interdisciplinary Connections

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

<i>Unit 6 Essential Questions:</i>	<i>Unit 6 Enduring Understandings:</i>
<p>Reading:</p> <ul style="list-style-type: none">● How do readers get to know the characters and setting in their books?● How can I become an expert about the story elements in my books?● Why is it important to read and reread books? <p>Writing:</p> <ul style="list-style-type: none">● How can I use all that I know about writing stories and planning my work across pages to help me write longer stories?● How can I write lots of stories and put enough letters so people can read them?● How can I study what a favorite author does in his or her writing and then do those same things in my writing?● How can I use what I know about writing true stories to help me write lots of beautiful, long, and interesting made-up stories. <p>Phonics:</p> <ul style="list-style-type: none">● How can I use letter sounds to read and write words?● How do letter sounds help me read words I do not know?● How do letter patterns help me learn to read words I do not know?	<p>Reading:</p> <ul style="list-style-type: none">● Readers have strategies to get to know their characters really well.● Readers can use their life experiences to make inferences about characters' feelings.● Readers can talk about the events of the story with their partner or group.● Readers reread their books to make the characters and stories come to life. <p>Writing:</p> <ul style="list-style-type: none">● Writers can use all that they have as readers and writers to write more and longer stories.● Writers can write using what they know about letters and sounds, patterns, and word wall words so that other people can read their writing.● Writers look at mentor texts to get ideas for how to make their own writing better.● Writers can use what they know about true stories to write interesting made up stories <p>Phonics:</p> <ul style="list-style-type: none">● Understanding letter sounds can apply to reading and writing fluently● Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

Unit 6 Learning Objectives

Reading:

In the area of reading, the student will:

- Develop comprehension skills such as inferring, activating prior knowledge, and synthesizing deeper understandings of characters
- Make connections and empathize with a character's situations, experiences, and relationships
- Identify the story elements of character, setting, and story events, and how these elements can help readers understand stories more deeply

Writing:

In the area of writing, the student will:

- Writers can use all that they have as readers and writers to write more and longer stories.
- Writers can write using what they know about letters and sounds, patterns, and word wall words so that other people can read their writing.
- Writers look at mentor texts to get ideas for how to make their own writing better.
- Writers can use what they know about true stories to write interesting made up stories

Phonics:

In the area of Phonics Students Will:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the, was, of*
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Name the author and illustrator of a story and define their roles
- Explain narrative story structure including character, setting and main events
- Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence
- Re-tell key details of narrative and informational text, using pictures or prompts as a guide
- Identify characters, settings and main events in a story, with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text
- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings for familiar words and newly taught words

- Produce and expand complete sentences in shared language activities

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

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- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Harry the Dirty Dog* by Gene Zion
 Jamaica's Find by Juanita Havill
 Martina the Beautiful Cockroach by Carmen Agra Deedy
 Koala Lou by Mem Fox
 With Love, Little Red Hen by Alma Flor Ada
 Strega Nona by Tomie dePaola
 Bunny Cakes by Rosemary Wells
 Where the Wild Things Are* by Maurice Sendak

Assessments/Evidence of Learning

Formative Assessments

- Anecdotal Notes

Summative Assessments

- Unit Test

<ul style="list-style-type: none"> ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader’s Notebooks ● Writer’s Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	<ul style="list-style-type: none"> ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

UNIT 7 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 7

Target Course / Grade Level: Integrated English Language Arts / Kindergarten

Unit 7 Summary:

Reading: Giving the Gifts of Reading/Self-Designed Unit, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: All About Books/Self-Designed Unit, Shared Writing, Interactive Writing

Phonics: Level K Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
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- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
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- Provide responses in a form that is easier for student
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- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
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- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
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Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments

- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
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Culturally Diverse:

- Involve families in student learning
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- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted & Talented:

- Higher level questioning
- Reader Response extension
- Peer mentoring
- "Book Club"
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Unit 7 Learning Targets

Content Statements / Unit Objectives:

Phonics:

- Letter formation

- letter identification
- letter sounds
- vowels vs. consonants
- CVC words
- Sight words
- sentence conventions
- retelling & comprehensions of stories

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- Students will use and appreciate books through shared, independent, and guided reading activities.
- Students will develop fluency through choral reading and independent reading of leveled texts.
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- Students will identify and attempt to form rhymes.
- Students will identify letter names and letter sounds, and differentiate between lowercase and uppercase letters.
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- Students will use a combination of drawing, writing, and dictation as a means for communication. Opportunities for writing are embedded in multiple content areas and activities.
- Students will use writing for different purposes (opinion writing, narrative writing, sequential writing).
- Students will use invented spelling and high-frequency words to write multiple sentences.
- Students will practice writing legibly and will use conventions of writing (spacing, capital letters, punctuation).
- Students will revise and edit writing with guidance and support

Speaking and Listening:

- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will use appropriate school language and dialogue to communicate personal needs, feelings, and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading activities.
- Students will practice conversational skills and good manners (raising hand, waiting to respond, speaking one at a time, responding to classmates, asking permission).
- Students will use complete sentences during conversation.

Language:

- Students will continue to develop oral vocabulary through games, song, conversation, and shared reading activities.
- Students will develop an understanding of word relationships by sorting and categorizing words and pictures.
- Students will develop a deeper understanding of word nuance by using synonyms and opposites to express ideas.
- Students will incorporate more detailed language when describing during conversation and writing.

Standard #	New Jersey Student Learning Standards for Mastery
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Reading:

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

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

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Writing:

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

Phonics:

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

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

Speaking & Listening:

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

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language:

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.AP.4: Break down a task into a sequence of steps.

Interdisciplinary Connections

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

<i>Unit 7 Essential Questions:</i>	<i>Unit 7 Enduring Understandings:</i>
<p>Reading:</p> <ul style="list-style-type: none"> ● How am I learning from what I read? ● How can I continue to grow as a reader? ● What is the author trying to teach me? ● Am I building strong reading muscles and writing longer? ● How can I work with others to help me better understand what I read? <p>Writing:</p> <ul style="list-style-type: none"> ● What should I look for when editing and revising my writing? ● Am I checking for: capitalization and punctuation? <p>Phonics:</p> <ul style="list-style-type: none"> ● How can I use letter sounds to read and write words? ● How do letter sounds help me read words I do not know? ● How do letter patterns help me learn to read words I do not know? 	<p>Reading:</p> <ul style="list-style-type: none"> ● Making predictions while reading is part of an active reading strategy to assist in comprehension ● Understanding an author’s purpose enhances student understanding of varied texts. <p>Writing:</p> <ul style="list-style-type: none"> ● Writing is a recursive process, and writers draw on real-life experiences for inspiration. ● Author’s style has many components that unify to create voice. ● Writers use the knowledge of language and its conventions when writing, speaking, reading, and listening. <p>Phonics:</p> <ul style="list-style-type: none"> ● Understanding letter sounds can apply to reading and writing fluently ● Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

Unit 7 Learning Objectives

Reading:

In the area of reading, the student will:

- Increase their reading stamina and understanding through “just right” book selections
- Continue to learn about high-interest topics through text.

Writing:

In the area of writing, the student will:

- Create books that focus on a central topic
- Write books about high-interest topics
- Utilize standards of English to revise writing for clarity.

Phonics:

In the area of Phonics Students Will:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the, was, of*
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Name the author and illustrator of a story and define their roles
- Explain narrative story structure including character, setting and main events
- Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence
- Re-tell key details of narrative and informational text, using pictures or prompts as a guide
- Identify characters, settings and main events in a story, with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text
- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete sentences in shared language activities

Core Instructional and Supplemental Materials

- **Foundations student toolkit**
- **Foundations Teacher Toolkits**
- ***Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- ***Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

With Love, Little Red Hen by Alma Flor Ada
 Strega Nona by Tomie dePaola
 Bunny Cakes by Rosemary Wells
 Where the Wild Things Are* by Maurice Sendak

Assessments/Evidence of Learning

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader’s Notebooks
- Writer’s Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups

Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Foundations Unit Assessments

<ul style="list-style-type: none"> ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt