

HOLMDEL TOWNSHIP PUBLIC SCHOOLS

CURRICULUM GUIDE



Course Name:	Kindergarten Literacy
Grade Level(s):	Kindergarten
School:	Village School
Initial Year of Implementation:	2019-2020

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COURSE OF STUDY

HOLMDEL TOWNSHIP PUBLIC SCHOOLS

Course Title:		Kindergarten Literacy									
Curriculum Area:											
Length of Course:		180 days	X	90 days		45 days		Other			
# of Credits:		English Language Arts									
New Course		Revision of Existing Course		X	Standards Update			Other			
Course Description:		The Kindergarten literacy program is designed to develop and strengthen reading and writing skills through a balanced literacy approach by incorporating all of the key components of language arts beginning with phonological awareness and print concepts, and including listening, speaking, reading, writing and word study (phonics, spelling and vocabulary). The course provides student choice in reading materials and writing topics, while utilizing teacher modeling, pair/share, and independent and guided practice. Reading and Writing instruction is designed in tandem. Predicated on the principles of balanced literacy with a focus on building a strong connection between reading and writing, the Kindergarten literacy course incorporates the beginning of the fundamental modes of writing and grammar that students will be called upon to do with increasing independence. The literacy course is taught in a reading and writing workshop format, which incorporates differentiated instruction through whole class, small group, and one-on-one conferencing to teach strategies and skills that students can apply while listening to and reading texts of multiple genres. Similarly, the workshop model cultivates a strong literary community among our youngest learners embracing collaborative conversations and providing opportunities for teacher guided shared writing.									
Course Philosophy:		Students develop a love of reading and an enthusiasm for writing by: (1) participating in a supportive environment; (2) reading and writing daily during extended amounts of time; (3) self-selecting interesting, authentic texts and writing topics; and (4) by having opportunities to talk									

	about their reading and writing with their peers. Over time, the literacy skills and strategies they acquire provide them with the prerequisite foundational knowledge and skills they will need for upper elementary grades, college and/or work.		
Course Goals:	The goals of this course are: (1) to develop lifelong, independent and responsive readers who can access and engage with text across genres and formats for various purposes; and, (2) to provide students with the opportunities to use writing as a tool to reflect upon their experiences, record their ideas, follow examples of mentor texts, research and report on their findings, and share their work with an audience.		

Instructional Unit #1a

Unit Name: Launch (Foundations and Routines) (Unit Plan)	Duration of unit: 22 days
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Standards addressed in this unit

Standards addressed (NJ Student Learning Standards by Discipline)	Description of Standard
Content Standards	
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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).
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
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, 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.
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.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.
Social Studies	
6.1.P.A.1.	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2.	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3.	Demonstrate appropriate behavior when collaborating with others.

6.3.4.A.1.	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.		
6.1.P.A.2.	Demonstrate responsibility by initiating simple classroom tasks and jobs.		
Technology			
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)		
Career Ready Practices			
CRP1	Act as a responsible and contributing citizen and employee.		
CRP2	Apply appropriate academic and technical skills.		
CRP4	Communicate clearly and effectively and with reason.		
CRP7	Employ valid and reliable research strategies.		
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP9	Model integrity, ethical leadership and effective management.		
CRP12	Work productively in teams while using cultural global competence.		
<table> <tr> <td> Enduring Understanding: - Classroom routines create a community of learners. </td><td> Essential Questions - How do routines help us become independent learners? </td></tr> </table>		Enduring Understanding: Classroom routines create a community of learners.	Essential Questions How do routines help us become independent learners?
Enduring Understanding: Classroom routines create a community of learners.	Essential Questions How do routines help us become independent learners?		
EVIDENCE OF STUDENT LEARNING			

Anticipated number of tests during this unit: 1

Anticipated number of quizzes during this unit: 0

Additional Performance Tasks:

Standards addressed (NJ Student Learning, Technology and 21st Century Life and Career Skills - list number only)	Description of activity	Formative/Summative/Alternative/Benchmark
RF.K.10	Benchmark Advance Informal Assessments (e.g., Concepts of Print; Phonological Awareness)	Benchmark
L.K.1	Shared reading of alphabet chart	Formative
W.K.1-3; L.K.2	Response Journal entries	Formative
W.K.1-3; L.K.2	Generate sentences reflecting informative, opinion, and narrative writing genres.	Formative
SL.K.1	Demonstrate Respectful Conversations	Formative
	MAP Assessment	Benchmark

KNOWLEDGE AND SKILLS

Knowledge: Students will know...

- letter awareness and formation (RF.K.2)
- the information found on the front cover and back cover of a book (RL.K.6)
- concepts of print [where to begin writing on paper; beginning a sentence with a capital letter and ending with a punctuation mark] (RF.K.2)

Skills: Students will be able to ...

- recognize and produce rhyme (RF.K.2)
- discriminate between words (RF.K.2)
- segment words by syllables (RF.K.2)
- identify repeated sounds (RF.K.2)
- segment compound words (RF.K.2)
- isolate and segment initial sounds (RF.K.2)
- blend syllables (RF.K.2)
- retell a key event or detail (RL.K.1; RI.K.1)
- draw inferences about a character (RL.K.3)

INSTRUCTIONAL PLAN

Sequence of Instructional Topics	Resources for each topic	Suggested Options for Differentiation
Whole Class Reading Workshop Routines and Expectations • Building strong listening habits • Reader's Workshop • Rules for Reader's Workshop • Student Roles • Teacher's Role During Reader's Workshop • Student and Teacher's Roles During Reader's Workshop • Fiction and Nonfiction Text • Respond to a Story • Illustrations • Reader's Make Predictions • Use Sounds to Figure Out Words • Reread • Good Readers Visualize • Onset and Rime • Make Connections • Differences Between Fiction and Nonfiction • Characters in a Story • Smooth Transitions • Read-Aloud	<i>BA</i> Anchor Charts	• varying organizers • varied questioning strategies • tiered lessons
Read Aloud • Build Strong Listening Habits • Build Respectful Conversation Habits	Big Book: <i>Katy's First Day of School</i> <i>"Mary Had a Little Lamb"</i> <i>Welcome to Our School</i> <i>"A Diller, A Dollar"</i>	• varied questioning strategies • varied texts
Phonological Awareness • Activate Listening • Recognize Rhyme • Produce Rhyme • Word Discrimination • Concept of Words • Sound Patterns • Sentence Completion • Listen and Repeat		• tiered lessons • tiered centers • small-group instruction

• Phoneme Isolation • Segment Words by Syllables • Segment Compound Words • Segment Initial Sounds • Blend syllables		
Shared Reading • Build Strong Listening Habits • Retell a Key Event • Draw Inferences About Character • Sequence of Events • Retell a Key Detail • Identify Features of a Poem • Compare Two Poems • Use Photographs to Understand Text • Alphabet Chart		• varying organizers • varied texts • varied supplementary materials • tiered lessons • small-group instruction • varied journal prompts
Letter Formation • Alphabet Chart • t,b,f,n,m • c,a,i,r,o • g,d,s,e,u • l,h,k,p,j,v • w,z,qu,y,x	Alphabet Chart Wilson Foundations whiteboards BA whiteboards	• varied supplementary materials • tiered lessons • tiered centers • small-group instruction
Shared Writing • Informative Writing • Opinion Writing • Narrative Writing	Writing journals	• varied supplementary materials • tiered lessons • small-group instruction • varied journal prompts
Independent Reading • Model Taking Care of Books • Model Reading to Self and Using the Classroom Library • Practice Reading to Self and Introduce Library Workstation • Introduce and Practice Using Response Journals • Introduce and Practice Playing Puzzles and Games Workstation • Computer Workstation • Buddy Reading		• varied texts • literature circles • small-group instruction • varied questioning strategies • interest groups • interest centers
Work Stations • Library		• multiple intelligences • anchor activities

• Writing • Word Work • Puzzles and Games • Computer • Buddy Reading		• varied texts • varied supplementary materials • tiered centers • tiered products • interest centers • interest groups
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MODIFICATIONS			
Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students			
English Language Learners	Special Education/ Students with 504 Plans	At-Risk	Gifted and Talented
• Support recommended by the “can do” list outlined by WIDA https://www.wida.us/standards/CAN_Dos/ • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Highlight key vocabulary • Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary	• Utilize modifications and accommodations delineated in the student’s IEP/504 Plan • Use multi-sensory teaching approaches. • Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas. • Model • Work with a partner • Provide concrete examples and relate new learning to previously learned material. • Solidify and refine concepts through repetition. • Provide breaks between activities	• Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Work with a partner • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompting by the teacher	• Curriculum compacting • Inquiry-based instruction • Independent study that may include self-directed research • Alternative learning activities for challenging experiences • Higher order thinking skills • Adjusting the pace of lessons • Interest-based content • Real world experiences • Student-driven instruction • Guest speakers with expertise in connected field of study • Alternative resources that may include more challenging materials

	• Provide opportunity to use technology to complete assignments • Utilize assistive learning technology and materials • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Preferential seating	• Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Allow the use of technology to complete assignments • Preferential seating • Modify class or home assignments	
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Instructional Unit #1

Unit Name: Government and Citizenship--Rules at Home and School	Duration of unit: 16 days
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Standards addressed in this unit

Standards addressed (NJ Student Learning Standards by Discipline)	Description of Standard
Content Standards	
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.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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.
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.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
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.
SL.K.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.K.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Social Studies			
6.1.P.A.1.	Demonstrate an understanding of rules by following most classroom routines.		
6.1.P.A.2.	Demonstrate responsibility by initiating simple classroom tasks and jobs.		
6.1.P.A.3.	Demonstrate appropriate behavior when collaborating with others.		
6.3.4.A.1.	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.		
6.1.P.A.2.	Demonstrate responsibility by initiating simple classroom tasks and jobs.		
Technology			
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		
Career Ready Practices			
CRP1	Act as a responsible and contributing citizen and employee.		
CRP2	Apply appropriate academic and technical skills.		
CRP4	Communicate clearly and effectively and with reason.		
CRP7	Employ valid and reliable research strategies.		
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP9	Model integrity, ethical leadership and effective management.		
CRP12	Work productively in teams while using cultural global competence.		
<table> <tr> <td> Enduring Understanding: - Rules provide a framework for behavior. </td><td> Essential Questions - Why do we have rules? </td></tr> </table>		Enduring Understanding: Rules provide a framework for behavior.	Essential Questions Why do we have rules?
Enduring Understanding: Rules provide a framework for behavior.	Essential Questions Why do we have rules?		
EVIDENCE OF STUDENT LEARNING			

Anticipated number of tests during this unit: 1 (BA Unit test Weekly Assessments)

Anticipated number of quizzes during this unit: 2 (BA

Additional Performance Tasks:

Standards addressed (NJ Student Learning, Technology and 21st Century Life and Career Skills - list number only)	Description of activity	Formative/Summative/Alternative/Benchmark
RL.K.10	Benchmark Advance Informal Assessments (e.g., Concepts of Print; Phonological Awareness)	Benchmark
RF.K.1	Demonstration of return sweep, left to right progression, and one-to-one matching.	Formative
W.K.1-3; RF.K.1-4; L.K.1-2; L.K.4	Independent Writing	Formative
RF.K.2-3; L.K.1	Independently completed skill-based worksheets	Formative
RL.K.10; RI.K.10	Unit Assessment	Summative
RL.K.10; RI.K.10; W.K.7	Inquiry-based Unit Projects	Alternative Summative
	MAP assessment	Benchmark

KNOWLEDGE AND SKILLS

Knowledge: Students will know...

Reference to NJ Student Learning Standards, NJ 21st Century Life & Career Skills, NJ Technology Literacy, Companion Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for this unit.

- upper and lower case letters (RF.K.1)
- m/m/ and a/a/ (RF.K.3)
- common and proper nouns (L.K.1)
- verb tenses (L.K.1)
- number of words in a sentence (RF.K.1)
- rhymes (RF.K.2)
- print concepts [number of words; return sweep; punctuation; left to right progression; separate words; and, one-to-one match] (RF.K.1)

Skills: Students will be able to ...

Reference to NJ Student Learning Standards, NJ 21st Century Life & Career Skills, NJ Technology Literacy, Companion Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for this unit.

- recognize and produce rhymes (RF.K.2)
- categorize, isolate, and blend phonemes (RF.K.2)
- listen and retell key details (RI.K.2)
- listen and retell key events (RL.K.2)
- identify the main topic (RI.K.2)
- identify characters in a story (RL.K.3)
- describe the relationship between photographs and the text (RI.K.7)
- describe the relationships between illustrations and the story (RL.K.7)
- compare and contrast informational text and realistic fiction (RI.K.9)

	• identify the author's reasons (RI.K.8) • identify parts of a book (RI.K.5; RI.K.6) • use text features: glossary (RI.K.5) • make connections between illustrations and text (RI.K.7) • compare and contrast two texts on the same topic (RI.K.9) • identify and use text features (RI.K.5) • identify the author and illustrator and define their roles (RL.K.6) • identify characters in a story (RL.K.3) • make connections between illustrations and events in a text (RL.K.7) • compare and contrast a story and an informational text (RL.K.9) • use common and proper nouns (L.K.1.1) • participate in collaborative conversations (SL.K.1) • ask and answer questions to confirm understanding (SL.K.2) • seek help, get information, or clarify (SL.K.3)
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INSTRUCTIONAL PLAN

Sequence of Instructional Topics	Resources for each Topic	Suggested Options for Differentiation
Read-Aloud	<i>BA's Unit 1 Read-Aloud Handbook</i> pp. 6-16 <i>BA's Mentor Read-Aloud</i> Other theme related books or excerpts from: Village School's library collection, or district purchased guided reading resources or from classroom libraries.	• varied questioning strategies • varied texts
Shared Reading Mini-lessons • Ask questions • Listen and retell key details • Identify the main topic • Identify characters in a story	<i>BA's Shared Readings</i> <i>BA's My Shared Readings</i> close reading booklet.	• varying organizers • varied texts • tiered lessons • small-group instruction • varied journal prompts

• Describe the relationship between the photographs and the text • Describe the relationships between illustrations and the story • Compare and contrast informational text and realistic fiction • Identify the author's reasons • Identify parts of a book • Use text features (glossary) • Make connections between illustrations and text • Compare and contrast two texts on the same topic • Identify the author and illustrator and define their roles • Make connections between illustrations and events in the text • Compare and contrast a story and an informational text		
Writing Mini-lessons • Writing to sources (key detail; description; narrative; a comparison; key idea; an opinion; a	Shared and modeled writing Oral rehearsal Independent writing	• tiered lessons • small-group instruction • varied journal prompts • complex instruction

narrative; a caption; a comparison; a key event; and, a thought bubble) ● Process writing (NA)		
Phonological Awareness & Phonics ● Recognize rhyme ● Syllable blending ● Recognize and produce rhyme ● Phoneme isolation ● Phoneme categorization ● Phoneme blending ● Upper and lower case letter recognition ● m/m/; a/a/	<i>BA's ABC book</i> <i>BA's Animal ABC book</i> <i>BA's Phonological Awareness & Phonics in Context Unit 1</i> <i>BA's Additional Phonics Practice</i> <i>BA's Phonics and High Frequency Words</i> <i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook pp.68-73</i> <i>BA's Advancing Phonics Skills</i> <i>Frieze Cards</i> <i>Picture Word Cards</i> <i>Letter Card Sheets</i>	● tiered lessons ● tiered centers ● small-group instruction
Spelling ● Phonics based (NA) ● High Frequency Words (Tier 1)	<i>BA's High Frequency Word Cards</i> <i>BA's Student Sound Spelling Cards</i> <i>BA's Picture Word Cards</i> <i>BA's HeidiSongs Videos</i> <i>BA's Phonics and High Frequency Words</i> Phonics-based: NA HFW: I, like	● multiple intelligences ● varied supplementary materials ● tiered centers ● small-group instruction
Print Concepts ● Number of words ● Return sweep ● Punctuation ● Left-to-right progression		● multiple intelligences ● varied texts ● varied supplementary materials ● tiered centers ● small-group instruction

- Words separated by spaces - One-to-one match		
Contextualized Vocabulary - Academic (Tier 2) - Domain specific (Tier 3)	Academic: sea; pay attention; listen carefully; jumping Domain specific: NA	- varied texts - varied questioning strategies
Grammar - Use nouns - Use verbs	<i>BA's Grammar, Spelling & Vocabulary Activity Book</i> pp.6-11.	- multiple intelligences - varied supplementary materials - small-group instruction
Work Stations - Guided Reading - Self-selected Independent Reading - Fluency/Partner Reading - Writing/Response - Word Work - Manuscript Writing	<i>BA's Additional Decodable Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's</i> leveled texts Classroom libraries <i>BA's</i> Decodable Readers/eReaders <i>BA's</i> Reader's Theater scripts <i>BA's</i> Interactive eLearning Games <i>BA's HeidiSongs Videos</i> <i>BA's</i> ePhonics/Word Study Tools (Pocket Chart; Elkonin Boxes; Work Mats) <i>Letter Card Sheets</i> <i>BA's</i> Handwriting Practice Pages	- multiple intelligences - anchor activities - varied texts - varied supplementary materials - tiered centers - tiered products - interest centers - interest groups
Speaking and Listening - Pay attention - Listen carefully - Partner Turn and Talk - Participate in collaborative conversations - Ask and answer questions to confirm understanding - Ask and answer questions to seek help, get information, or clarify	Oral Language Rehearsal	- varied questioning strategies - interest groups

Homework - Self-selected independent reading - Phonemic Awareness/Phonics	<i>BA's Additional Decodable Practice</i> <i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> <i>BA's Phonics & High Frequency Words Activity Book/eBook</i> <i>BA's Advancing Phonics Skills</i> <i>BA's Additional Phonics Practice</i> <i>BA's Interactive eLearning Games</i> Teacher created Choice Board <i>BA's Daily Take-home Activity Calendar</i>	varied homework
Research-based Inquiry Projects	<i>BA's TRS "Additional Resources"</i> pp.AR2-AR3	- Draw a Comic Strip about Rules - Be a "Rules" Reporter - Make a Science Safety Rule Poster - One of your Own (with Teacher Approval)

MODIFICATIONS			
Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students			
English Language Learners	Special Education/ Students with 504 Plans	At-Risk	Gifted and Talented
- Support recommended by the "can do" list outlined by WIDA https://www.wida.us/standards/CAN_Dos/ - Teacher modeling - Peer modeling - Develop and post routines	- Utilize modifications and accommodations delineated in the student's IEP/504 Plan - Use multi-sensory teaching approaches. - Utilize props that may provide helpful visual,	- Using visual demonstrations, illustrations, and models - Give directions/instructions verbally and in simple written format. - Work with a partner - Increase one on one time	- Curriculum compacting - Inquiry-based instruction - Independent study that may include self-directed research - Alternative learning activities for challenging experiences - Higher order thinking skills - Adjusting the pace of lessons

• Label classroom materials • Word walls • Highlight key vocabulary • Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary	auditory, and tactile reinforcement of ideas. • Model • Work with a partner • Provide concrete examples and relate new learning to previously learned material. • Solidify and refine concepts through repetition. • Provide breaks between activities • Provide opportunity to use technology to complete assignments • Utilize assistive learning technology and materials • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Preferential seating	• Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompting by the teacher • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Allow the use of technology to complete assignments • Preferential seating • Modify class or home assignments	• Interest-based content • Real world experiences • Student-driven instruction • Guest speakers with expertise in connected field of study • Alternative resources that may include more challenging materials
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Instructional Unit #2

Unit Name: Character--Every Story Has Characters	Duration of unit: 16 days
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Standards addressed in this unit

Standards addressed (NJ Student Learning Standards by Discipline)	Description of Standard
Content Standards	
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.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.10	Actively engage in group reading activities with purpose and understanding.
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.
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.
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.
SL.K.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.K.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Career Ready Practices	

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Enduring Understanding: Like people, story characters are unique individuals.	Essential Questions How are characters different?
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EVIDENCE OF STUDENT LEARNING	
Anticipated number of tests during this unit: 1 (BA Unit Test Weekly Assessments)	Anticipated number of quizzes during this unit: 2 (BA Weekly Assessments)

Additional Performance Tasks:		
Standards addressed (NJ Student Learning, Technology and 21st Century Life and Career Skills - list number only)	Description of activity	Formative/Summative/Alternative/Benchmark
RL.K.10	Benchmark Advance Informal Assessments (e.g., Concepts of Print; Phonological Awareness); and, Running Records.	Benchmark
RF.K.1	Demonstration of return sweep, left to right progression, one-to-one matching, and first word, last word..	Formative
RL.K.1-3	Identify, compare and contrast characters in a story. Retell key events in a story.	Formative
W.K.1-3;RF.K.1-4; L.K.1-2;L.K.4	Independent Writing	Formative
RF.K.2-3; L.K.1	Independently completed skill-based worksheets	Formative
RL.K.10; RI.K.10	Unit Assessment	Summative
RL.K.10;R.I.K.10	Inquiry-based Unit Projects	Alternative Summative
	MAP assessment	Benchmark

KNOWLEDGE AND SKILLS

Knowledge: Students will know...

Reference to NJ Student Learning Standards, NJ 21st Century Life & Career Skills, NJ Technology Literacy, Companion Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for this unit.

- upper and lowercase letters.(RF.K.1)
- s/s/, t/t/ and n/n/ (RF.K.3)
- regular plural nouns (L.K.1)
- question words (L.K.1)
- words are separated by spaces (RF.K.1)
- key events in a story (RL.K.2)
- how to describe story characters (RL.K.3)
- phoneme isolation, substitution, and segmentation (RF.K.2)
- process writing: narrative text (W.K.2, W.2)
- high frequency words [I, like, the, we, see, go] (L.K.2)
- specific vocabulary (L.K.4)
- to use context clues (RI.K.4)
- print concepts [number of words; return sweep; punctuation; left to right progression; separate words; and, one-to-one match (RF.K.1)

Skills: Students will be able to ...

Reference to NJ Student Learning Standards, NJ 21st Century Life & Career Skills, NJ Technology Literacy, Companion Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for this unit.

- categorize, isolate, and blend phonemes (RF.K.2)
- listen and retell key details and events (RI.K.2)
- identify the main topic (RI.K.2)
- identify and describe characters in a story (RL.K.3)
- compare and contrast characters in a story (RL.K.9)
- form regular plural nouns (L.K.1)
- understand and use question words (L.K.1)
- participate in collaborative conversations (SL.K.1)
- write informative text (W.K.2, W.8)
- recognize and use context clues (RI.K.4)
- apply high frequency words in reading and writing (L.K.2)
- identify, understand, and apply academic and domain specific vocabulary (L.K.4)
- ask and answer questions to confirm understanding (SL.K.2)
- seek help, get information, or clarify (SL.K.3)

INSTRUCTIONAL PLAN

Sequence of Instructional Topics	Resources for each Topic	Suggested Options for Differentiation
Read-Aloud	<i>BA's Unit 1 Read-Aloud Handbook</i> pp.18-29 <i>BA's Mentor Read-Aloud</i> Other theme related books or excerpts from: Village School's library collection, or district purchased guided reading resources or from classroom libraries.	● varied questioning strategies ● varied texts
Shared Reading Mini-lessons ● Listen and retell key events ● Identify major story events	<i>BA's Shared Readings</i> <i>BA's My Shared Readings</i> close reading booklet.	● varying organizers ● varied texts ● tiered lessons

● Identify and describe story characters ● Draw inferences about characters ● Compare and contrast story characters ● Identify genre: fable ● Build vocabulary ● Use text evidence to describe story characters ● Reflect on unit concepts		● small-group instruction ● varied journal prompts
Writing Mini Lessons ● Write a key event ● Write an opinion ● Write about a character ● Write a comparison ● Express a character's feelings through writing ● Write a new ending to a story ● Brainstorm, plan, draft, revise, edit and share your writing	Shared and modeled writing Oral rehearsal Independent writing Writing Journal Writing Folder	● tiered lessons ● small-group instruction ● varied journal prompts ● complex instruction
Phonological Awareness & Phonics ● Syllable blending ● Recognize and produce rhyme ● Phoneme isolation ● Phoneme categorization ● Phoneme blending ● Upper and lower case letter recognition	<i>BA's ABC book</i> <i>BA's Animal ABC book</i> <i>BA's Phonological Awareness & Phonics in Context Unit 1</i> <i>BA's Phonics and High Frequency Words</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>Wilson Letter Cards</i> <i>Picture Word Cards</i>	● tiered lessons ● tiered centers ● small-group instruction

• s/s;/t/t/; n/n/	<i>Letter Card Sheets</i>	
Spelling • Phonics based (NA) • High Frequency Words (Tier 1)	<i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook pp. 7-12</i> <i>BA's High Frequency Word Cards</i> <i>BA's Student Sound Spelling Cards</i> <i>BA's Picture Word Cards</i> <i>BA's Phonics and High Frequency Words pp.10-15</i> Phonics-based: NA HFW: I, like, the, we, see, go	• multiple intelligences • varied supplementary materials • tiered centers • small-group instruction
Print Concepts • Return sweep • Punctuation • Left-to-right progression • Words separated by spaces • One-to-one match • First word, last word		• multiple intelligences • varied texts • varied supplementary materials • tiered centers • small-group instruction
Contextualized Vocabulary • Academic (Tier 2) • Domain specific (Tier 3)	Academic: laughed, shouted, crawled, raced, roared, cried, whispered, walked, skipped, shoe, trousers, pants, shirt, blouse, jeans, skirt, socks, belt, hat, coat, running, walk, growled, grumbled, cried, run, whispered, argued, apple, pie, plate, asked, quacked, barked, meowed, grunted, said, crawl, jog, sheep, cows, pigs, horses, goats, chickens, ducks Domain specific: NA	• varied texts • varied questioning strategies
Grammar	<i>BA's Grammar, Spelling & Vocabulary</i>	• multiple intelligences

• Nouns to name things • Regular plural nouns • Use question words • Capitalization	<i>Activity Book pp.1-6</i>	• varied supplementary materials • small-group instruction
Work Stations • Guided Reading • Self-selected Independent Reading • Fluency/Partner Reading • Writing/Response • Word Work • Manuscript Writing	<i>BA's Additional Decodable Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's leveled texts</i> Classroom libraries <i>BA's Decodable Readers/eReaders</i> <i>BA's Reader's Theater scripts</i> <i>BA's Interactive eLearning Games</i> <i>BA's HeidiSongs Videos</i> <i>BA's ePhonics/Word Study Tools</i> (Pocket Chart; Elkonin Boxes; Work Mats) Letter Card Sheets <i>BA's Handwriting Practice Pages</i>	• multiple intelligences • anchor activities • varied texts • varied supplementary materials • tiered centers • tiered products • interest centers • interest groups
Speaking and Listening • Participate in collaborative conversations • Ask and answer questions to confirm understanding • Ask and answer questions to seek help, get information, or clarify	Oral Language Rehearsal	• varied questioning strategies • interest groups
Homework • Self-selected independent reading • Phonemic awareness/phonics	<i>BA's Additional Decodable Practice</i> <i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> <i>BA's Phonics & High Frequency Words Activity Book/eBook</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i>	• varied homework

	<i>BA's</i> Interactive eLearning Games Teacher created Choice Board <i>BA's</i> Daily Take-home Activity Calendar	
Research-based Inquiry Projects	<i>BA's TRS</i> "Additional Resources" pp. AR4-AR5	• Make a "worker" puppet • Act out an American Legend • Map people around the world • One of your own (with teacher approval)

MODIFICATIONS				
Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students				
English Language Learners	Special Education/ Students with 504 Plans	At-Risk	Gifted and Talented	
• Support recommended by the "can do" list outlined by WIDA https://www.wida.us/standards/CAN_Dos/ • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Highlight key vocabulary • Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary	• Utilize modifications and accommodations delineated in the student's IEP/504 Plan • Use multi-sensory teaching approaches. • Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas. • Model • Work with a partner • Provide concrete examples and relate new learning to previously learned material. • Solidify and refine concepts through repetition.	• Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Work with a partner • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed.	• Curriculum compacting • Inquiry-based instruction • Independent study that may include self-directed research • Alternative learning activities for challenging experiences • Higher order thinking skills • Adjusting the pace of lessons • Interest-based content • Real world experiences • Student-driven instruction • Guest speakers with expertise in connected field of study	

	• Provide breaks between activities • Provide opportunity to use technology to complete assignments • Utilize assistive learning technology and materials • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Preferential seating	• Oral prompting by the teacher • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Allow the use of technology to complete assignments • Preferential seating • Modify class or home assignments	• Alternative resources that may include more challenging materials
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Instructional Unit #3

Unit Name: Life Science--Plants and Animals Have Needs	Duration of unit: 16 days
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Standards addressed in this unit

Standards addressed (NJ Student Learning Standards by Discipline)	Description of Standard
Content Standards	
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.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.1	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
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.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.
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.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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.		
SL.K.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.K.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional details.		
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.		
Science			
K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.		
K-PS3-2	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight.		
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.		
K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.		
K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment		
Technology			
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		
Career Ready Practices			
CRP1	Act as a responsible and contributing citizen and employee.		
CRP2	Apply appropriate academic and technical skills.		
CRP4	Communicate clearly and effectively and with reason.		
CRP7	Employ valid and reliable research strategies.		
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP9	Model integrity, ethical leadership and effective management.		
CRP12	Work productively in teams while using cultural global competence.		
<table> <tr> <td> Enduring Understanding: - Plants and animals have distinct requirements for survival. </td><td> 1-3 Essential Questions - Why do living things have different needs? </td></tr> </table>		Enduring Understanding: Plants and animals have distinct requirements for survival.	1-3 Essential Questions Why do living things have different needs?
Enduring Understanding: Plants and animals have distinct requirements for survival.	1-3 Essential Questions Why do living things have different needs?		
EVIDENCE OF STUDENT LEARNING			

Anticipated number of tests during this unit: 1 (BA Unit Test Weekly Assessments)

Anticipated number of quizzes during this unit: 2 (BA

Additional Performance Tasks :

Standards addressed (NJ Student Learning, Technology and 21st Century Life and Career Skills - list number only)	Description of activity	Formative/Summative/Alternative/Benchmark
RL.K.10	Benchmark Advance Informal Assessments (e.g., Concepts of Print; Phonological Awareness); and, Running Records.	Benchmark
RF.K.1	Punctuation; Left-to-right progression	Formative
W.K.1-3; RF.K.1-4; L.K.1-2; L.K.4	Independent Writing (capitalization, complete sentences)	Formative
RF.K.2-3; L.K.1	Independently completed skill-based worksheets	Formative
RL.K.10; RI.K.10	Unit Assessment	Summative
W.K.3,7-8; SL.K.3,5; L.K.6	Inquiry-based Unit Projects	Alternative Summative
	MAP Testing	Benchmark

KNOWLEDGE AND SKILLS

Knowledge: Students will know...

- text importance (RI.K.7)
- to use context clues (RI.K.4)
- process writing: informative text (W.K.2)
- capitalization and punctuation (L.K.2, RF.K.1)
- left-to-right progression (RF.K.1)
- complete sentences (L.K.1)
- i/i/, f/f/, and p/p/ (RF.K.3)
- phoneme isolation, substitution, and segmentation (RF.K.2)
- syllables in words (RF.K.2)
- high frequency words (L.K.2)
- contextualized academic vocabulary (L.K.4)

Skills: Students will be able to ...

- listen and retell key details (RI.K.2)
- identify and describe the sequence of events (RI.K.3)
- identify text features: use labels (RI.K.5)
- make connections between illustrations and events in the text (RI.K.7)
- identify author's reasons (RI.K.8)
- compare and contrast two texts on the same topic (RI.K.9)
- use context clues (RI.K.4)
- write informative text (W.K.1-3,8)
- use capitalization and punctuation (L.K.2, RF.K.1)
- produce complete sentences (L.K.1)

		• demonstrate left-to-right progression (RF.K.1) • isolate, segment, and substitute phonemes (RF.K.2) • distinguish syllables in spoken words (RF.K.2) • recognize and apply high frequency words in reading and writing (L.K.2) • identify, understand, and apply academic and domain specific vocabulary (L.K.4)
INSTRUCTIONAL PLAN		
Sequence of Instructional Topics	Resources for each topic	Suggested Options for Differentiation
Read Aloud	<i>BA's Unit 3 Read-Aloud Handbook</i> <i>BA's Mentor Read-Aloud</i> Other theme related books or excerpts from: Village School's library collection, guided reading resources, or classroom libraries	• varied questioning strategies • varied texts
Shared Reading Mini-lessons • Listen and retell key details • Identify and describe the sequence of events • Identify text features: use labels • Make connections between illustrations and events in the text • Identify author's reasons • Compare and contrast two informational texts	<i>BA's Shared Readings</i> <i>BA's My Shared Readings</i> close reading booklet	• varying organizers • varied texts • tiered lessons • small-group instruction • varied journal prompts
Writing Mini-lessons • Writing to sources (key detail, narrative, opinion, riddle, comparison, and connection)	Shared and modeled writing Oral rehearsal Independent writing	• tiered lessons • small-group instruction • varied journal prompts • complex instruction

Process writing: Informational text		
Phonological Awareness and Phonics - Phoneme isolation, phoneme substitution, and phoneme segmentation - Distinguish syllables in spoken words - i/i/, f/f/, p/p/	<i>BA's ABC book</i> <i>BA's Animal ABC book</i> <i>BA's Phonological Awareness & Phonics in Context Unit 3</i> <i>BA's Phonics and High Frequency Words</i> pp. 16-21 <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>Poetry Poster</i> <i>Frieze Cards</i> <i>Picture Word Cards</i> <i>Sound-Spelling Cards</i>	- tiered lessons - tiered centers - small-group instruction
Spelling - Phonics - High Frequency Words (Tier 1)	<i>BA's High Frequency Word Cards</i> <i>BA's Student Sound Spelling Cards</i> <i>BA's Picture Word Cards</i> <i>BA's HeidiSongs Videos</i> <i>BA's Phonics and High Frequency Words</i> pp. 16-21 Phonics-based: HFW: she,can,is,a,the,we,see,go	- multiple intelligences - varied supplementary materials - tiered centers - small-group instruction
Print Concepts - Punctuation - Left-to-right progression		- multiple intelligences - varied texts - varied supplementary materials - tiered centers - small-group instruction
Contextualized Vocabulary - Academic (Tier 2) - Domain specific (Tier 3)	Academic: space, ripe, spring, summer, sprout, sugar, seeds, food, grow, survive, water, sunlight, shelter	- varied texts - varied questioning strategies

	Domain specific: fertile	
Grammar - Capitalization - Complete sentences	<i>BA's Grammar, Spelling & Vocabulary Activity Book</i> pp.1-6	- multiple intelligences - varied supplementary materials - small-group instruction
Work Stations - Guided Reading - Self-selected Independent Reading - Fluency/Partner Reading - Writing/Response - Word Work - Manuscript Writing	<i>BA's Additional Decodable Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's leveled texts</i> Classroom libraries <i>BA's Decodable Readers/eReaders</i> <i>BA's Reader's Theater scripts</i> <i>BA's Interactive eLearning Games</i> <i>BA's HeidiSongs Videos</i> <i>BA's ePhonics/Word Study Tools</i> (Pocket Chart; Elkonin Boxes; Work Mats) Letter Card Sheets <i>BA's Handwriting Practice Pages</i>	- multiple intelligences - anchor activities - varied texts - varied supplementary materials - tiered centers - tiered products - interest centers - interest groups
Speaking and Listening - Participate in collaborative conversations - Ask and answer questions to confirm understanding - Ask and answer questions to seek help, get information, or clarify	Oral Language Rehearsal	- varied questioning strategies - interest groups
Homework - Self-selected independent reading - Phonemic awareness/phonics	<i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> <i>BA's Phonics & High Frequency Words Activity Book/eBook</i> <i>BA's Additional Phonics Practice</i> <i>BA's Additional Decodable Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's Interactive eLearning Games</i>	varied homework

	Teacher created Choice Board <i>BA's</i> Daily Take-home Activity Calendar	
Research-based Inquiry Projects	<i>BA's TRS</i> "Additional Resources" pp. AR2-AR3	• Class Play: "Help the Animal" • Plan a Pet Menu • Grow Carrot Tops • One of your own (with teacher approval)

MODIFICATIONS			
<i>(Add or delete modifications appropriate for this unit)</i>			
Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students			
English Language Learners	Special Education/ Students with 504 Plans	At-Risk	Gifted and Talented
• Support recommended by the "can do" list outlined by WIDA https://www.wida.us/standards/CAN_Dos/ • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Highlight key vocabulary • Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary	• Utilize modifications and accommodations delineated in the student's IEP/504 Plan • Use multi-sensory teaching approaches. • Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas. • Model • Work with a partner • Provide concrete examples and relate new learning to previously learned material. • Solidify and refine concepts through repetition.	• Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Work with a partner • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed.	• Curriculum compacting • Inquiry-based instruction • Independent study that may include self-directed research • Alternative learning activities for challenging experiences • Higher order thinking skills • Adjusting the pace of lessons • Interest-based content • Real world experiences • Student-driven instruction • Guest speakers with expertise in connected field of study • Alternative resources that may include more challenging materials

	• Provide breaks between activities • Provide opportunity to use technology to complete assignments • Utilize assistive learning technology and materials • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Preferential seating	• Oral prompting by the teacher • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Allow the use of technology to complete assignments • Preferential seating • Modify class or home assignments	
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Instructional Unit #4

Unit Name: Point of View--Writers Tell Many Stories	Duration of unit: 16 days
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Standards addressed in this unit

Standards addressed (NJ Student Learning Standards by Discipline)	Description of Standard
Content Standards	
RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
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.4	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	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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.
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.
SL.K.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building

	on others' ideas and expressing their own clearly and persuasively.		
SL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.K.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Technology			
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		
Career Ready Practices			
CRP1	Act as a responsible and contributing citizen and employee.		
CRP2	Apply appropriate academic and technical skills.		
CRP4	Communicate clearly and effectively and with reason.		
CRP7	Employ valid and reliable research strategies.		
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP9	Model integrity, ethical leadership and effective management.		
CRP12	Work productively in teams while using cultural global competence.		
<table> <tr> <td> Enduring Understanding: - People tell many kinds of stories for many different reasons. </td><td> 1-3 Essential Questions - Why do people tell stories? </td></tr> </table>		Enduring Understanding: People tell many kinds of stories for many different reasons.	1-3 Essential Questions Why do people tell stories?
Enduring Understanding: People tell many kinds of stories for many different reasons.	1-3 Essential Questions Why do people tell stories?		
EVIDENCE OF STUDENT LEARNING			

Anticipated number of tests during this unit: 1 (BA Unit Test Weekly Assessments)

Anticipated number of quizzes during this unit: 2 (BA

Additional Performance Tasks:

Standards addressed (NJ Student Learning, Technology and 21st Century Life and Career Skills - list number only)	Description of activity	Formative/Summative/Alternative/Benchmark
RL.K.10	Benchmark Advance Informal Assessments (e.g., Concepts of Print; Phonological Awareness); and, Running Records.	Benchmark
L.K.1, L.K.2	Use prepositions and end punctuation when writing independently.	Formative
W.K.1-3; RF.K.1-4; L.K.1-2; L.K.4-5	Independent Writing	Formative
RF.K.2-3; L.K.1	Independently Completed Skill-based Worksheets	Formative
RL.K.10; RI.K.10	Unit Assessment	Summative
RL.K.10; RI.K.10; W.K.7	Inquiry-based Unit Projects	Alternative Summative
	MAP Test	Benchmark

KNOWLEDGE AND SKILLS

Knowledge: Students will know...

- o/o/, c/c/, and h/h/ (RF.K.3)
- prepositions (L.K.1)
- question words (L.K.1)
- words are separated by spaces (RF.K.1)
- key events in a story (RL.K.2)
- phoneme isolation, categorization, blending onset and rime (RF.K.2)
- process writing: narrative text (W.K.2, W.2)
- high frequency words [he, has, little, play, she, a] (L.K.2)
- contextualized vocabulary (L.K.4,5)
- print concepts [identify and name end punctuation marks, identify first and last letters of words, return sweep, story title, spoken words] (RF.K.1)

Skills: Students will be able to ...

- categorize, isolate, and blend phonemes (RF.K.2)
- listen and retell key details and events (RI.K.2)
- identify the main topic (RI.K.2)
- identify story events (RL.K.3)
- make, confirm, and revise predictions (RL.K.1, 7)
- make inferences/predictions (RL.K.1, RL.K.7)
- make inferences/predictions (RL.K.1, RL.K.7)
- compare and contrast two fictional texts (RL.K.9)
- to use prepositions, conjunctions, and end punctuation (L..K.1, 2)
- understand and use question words (L.K.1)
- participate in collaborative conversations (SL.K.1)
- write narrative text, settings, and opinion (W.K.2,3)

		• apply high frequency words in reading and writing (L.K.2) • identify, understand, and apply academic and domain specific vocabulary (L.K.4) • ask and answer questions to confirm understanding (SL.K.2) • seek help, get information, or clarify (SL.K.3)
INSTRUCTIONAL PLAN		
Sequence of Instructional Topics	Resources for each topic	Suggested Options for Differentiation
Read-Aloud	<i>BA's Unit 4 Read-Aloud Handbook</i> pp.43-52 <i>BA's Mentor Read-Aloud</i> pp.28-34 Other theme related books or excerpts from: Village School's library collection, or district purchased guided reading resources or from classroom libraries.	• varied questioning strategies • varied texts
Shared Reading Mini-lessons • Listen and retell key events • Identify major story events • Identify and describe story characters • Draw inferences and make predictions • Compare and contrast story elements • compare and contrast two stories • Build vocabulary • Use text evidence to identify story elements • identify the role of author/illustrator	<i>BA's Shared Readings</i> <i>BA's My Shared Readings</i> close reading booklet.	• varying organizers • varied texts • tiered lessons • small-group instruction • varied journal prompts

● Reflect on unit concepts		
Writing Mini Lessons ● Write a key event ● Write an opinion ● Write about a setting ● Write a comparison ● Recognize and name end punctuation ● Write a new ending to a story ● Brainstorm, plan, draft, revise, edit and share your writing	Shared and modeled writing Oral rehearsal Independent writing Writing Journal Writing Folder	● tiered lessons ● small-group instruction ● varied journal prompts ● complex instruction
Phonological Awareness & Phonics ● Blend onset and rime ● Phoneme isolation ● Phoneme categorization ● Phoneme blending ● o/o/; c/c/; h/h/	<i>BA's ABC book</i> <i>BA's Animal ABC book</i> <i>BA's Phonological Awareness & Phonics in Context Unit 1</i> <i>BA's Phonics and High Frequency Words</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>Wilson Letter Cards</i> <i>Picture Word Cards</i> <i>Letter Card Sheets</i>	● tiered lessons ● tiered centers ● small-group instruction
Spelling ● Phonics based (NA) ● High Frequency Words (Tier 1)	<i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> pp. 24-28, 86-91 <i>BA's High Frequency Word Cards</i> <i>BA's Student Sound Spelling Cards</i> <i>BA's Picture Word Cards</i> <i>BA's Phonics and High Frequency Words</i> pp.22-27 Phonics-based: NA High Frequency Words: he, has,	● multiple intelligences ● varied supplementary materials ● tiered centers ● small-group instruction

	little, play, she, a	
Print Concepts • Return sweep • Punctuation • Left-to-right progression • Words separated by spaces • One-to-one match • First word, last word • Story title and beginning of text • Spoken words represented in written language		• multiple intelligences • varied texts • varied supplementary materials • tiered centers • small-group instruction
Contextualized Vocabulary • Academic (Tier 2) • Domain specific (Tier 3)	Academic: right, itsy, bitsy, big, large, huge, giant, white, brown, gray, red, pink, mop, broom, sponge, sweeper, vacuum, pail, brush, soap, pool, reached, girl, toad, home Domain specific: trumpeted	• varied texts • varied questioning strategies
Grammar • Prepositions • Conjunctions and and but • Nouns and Adjectives • Verbs • Question words • Color words • End punctuation • verbs with -ed • sequence • sentences • opposites	<i>BA's Grammar, Spelling & Vocabulary Activity Book</i> pp.24-28, 86-91	• multiple intelligences • varied supplementary materials • small-group instruction
Work Stations • Guided Reading	<i>BA's Additional Decodable Practice</i> <i>BA's Advancing Phonics Skills</i>	• multiple intelligences • anchor activities

• Self-selected Independent Reading • Fluency/Partner Reading • Writing/Response • Word Work • Manuscript Writing	<i>BA's leveled texts</i> Classroom libraries <i>BA's Decodable Readers/eReaders</i> <i>BA's Reader's Theater scripts</i> <i>BA's Interactive eLearning Games</i> <i>BA's HeidiSongs Videos</i> <i>BA's ePhonics/Word Study Tools</i> (Pocket Chart; Elkonin Boxes; Work Mats) Letter Card Sheets <i>BA's Handwriting Practice Pages</i>	• varied texts • varied supplementary materials • tiered centers • tiered products • interest centers • interest groups
Speaking and Listening • Participate in collaborative conversations • Ask and answer questions to confirm understanding • Ask and answer questions to seek help, get information, or clarify	Oral Language Rehearsal	• varied questioning strategies • interest groups
Homework • Self-selected independent reading • Phonemic awareness/phonics	<i>BA's Additional Decodable Practice</i> <i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> <i>BA's Phonics & High Frequency Words Activity Book/eBook</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's Interactive eLearning Games</i> Teacher created Choice Board <i>BA's Daily Take-home Activity Calendar</i>	• varied homework
Research-based Inquiry Projects	<i>BA's TRS "Additional Resources" pp. AR4-AR5</i>	• Do a radio interview • Tell stories about the environment • Make a history picture book

- One of your own (with teacher approval)

MODIFICATIONS

(Add or delete modifications appropriate for this unit)

Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students

English Language Learners	Special Education/ Students with 504 Plans	At-Risk	Gifted and Talented
• Support recommended by the “can do” list outlined by WIDA https://www.wida.us/standards/CAN_Dos/ • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Highlight key vocabulary • Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary	• Utilize modifications and accommodations delineated in the student’s IEP/504 Plan • Use multi-sensory teaching approaches. • Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas. • Model • Work with a partner • Provide concrete examples and relate new learning to previously learned material. • Solidify and refine concepts through repetition. • Provide breaks between activities • Provide opportunity to use technology to complete assignments • Utilize assistive learning technology and materials	• Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Work with a partner • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompting by the teacher • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria	• Curriculum compacting • Inquiry-based instruction • Independent study that may include self-directed research • Alternative learning activities for challenging experiences • Higher order thinking skills • Adjusting the pace of lessons • Interest-based content • Real world experiences • Student-driven instruction • Guest speakers with expertise in connected field of study • Alternative resources that may include more challenging materials

	• Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Preferential seating	• Provide notes, study guide or flashcards • Extended time • Allow the use of technology to complete assignments • Preferential seating • Modify class or home assignments	
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Instructional Unit #5

Unit Name: Technology and Society--Technology at Home and School	Duration of unit: 16 days
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Standards addressed in this unit

Standards addressed (NJ Student Learning Standards by Discipline)	Description of Standard
Content Standards	
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.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
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.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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.
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.4	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	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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.

SL.K.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.K.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Social Studies	
6.1.4.C.13	Examine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.
Enduring Understanding: - Technology allows us to accomplish more than we might have thought possible. 1-3 Essential Questions - Why do we use technology?	
EVIDENCE OF STUDENT LEARNING	

Anticipated number of tests during this unit: 1 (BA Unit Test Weekly Assessments)

Anticipated number of quizzes during this unit: 2 (BA

Additional Performance Tasks

Standards addressed (NJ Student Learning, Technology and 21st Century Life and Career Skills - list number only)	Description of activity	Formative/Summative/Alternative/Benchmark
RL.K.10	Benchmark Advance Informal Assessments (e.g., Concepts of Print; Phonological Awareness); and, Running Records.	Benchmark
RF.K.1	First word, last word; read left to right; punctuation	Formative
W.K.1-3; RF.K.1-4; L.K.1-2; L.K.4-5	Independent Writing	Formative
RF.K.2-3; L.K.1	Independently Completed Skill-based Worksheets	Formative
RL.K.10; RI.K.10	Unit Assessment	Summative
RL.K.10; RI.K.10; W.K.7	Inquiry-based Unit Projects	Alternative Summative
	MAP Test	Benchmark

KNOWLEDGE AND SKILLS

Knowledge: Students will know...

- b/b/, u/u/, and r/r/ (RF.K.3)
- verbs and nouns (L.K.1)
- time words (L.K.1)
- words are separated by spaces (RF.K.1)
- key events in a story (RL.K.2)
- phoneme isolation, addition, and substitution (RF.K.2)
- process writing: opinion text (W.K.1)
- high frequency words [and, you, big, with] (L.K.2)
- contextualized vocabulary (L.K.4,5)
- nouns and verbs (L.K.1)
- print concepts [understand end punctuation marks, time words, opposites, sequence events, sort words into categories, sentence

Skills: Students will be able to ...

- distinguish syllables (RF.K.2)
- listen and retell key details and events (RI.K.2)
- identify story characters and events (RL.K.3)
- summarize and synthesize (RL.K.1, RL.K.7)
- make connections between information in the text and photos (RI.K.3)
- compare and contrast an informational text and a story (RL.K.9)
- use illustrations to compare and contrast story characters and setting (RL.K.7)
- compare and contrast two texts on the same topic (RI.K.9)
- distinguish syllables in spoken words (RF.K.2)

patterns] (RF.K.1)

- use verbs and nouns (L.K.1)
- understand and use time words (L.K.1)
- participate in collaborative conversations (SL.K.1)
- write narrative text, compare and contrast, and opinion (W.K.2,3)
- recognize and use nouns and verbs (L.K.1)
- understand end punctuation (L.K.2)
- apply high frequency words in reading and writing (L.K.2)
- identify, understand, and apply academic and domain specific vocabulary (L.K.4)
- ask and answer questions to confirm understanding (SL.K.2)
- seek help, get information, or clarify (SL.K.3)

INSTRUCTIONAL PLAN

Sequence of Instructional Topics	Resources for each topic	Suggested Options for Differentiation
Read-Aloud	<i>BA's Unit 5 Read-Aloud Handbook</i> pp.54-65 <i>BA's Mentor Read-Aloud</i> pp.38-44 Other theme related books or excerpts from: Village School's library collection, or district purchased guided reading resources or from classroom libraries.	• varied questioning strategies • varied texts
Shared Reading Mini-lessons • Listen and retell key events • Identify and describe story characters and events • make connections between information in text and photos • Compare and contrast story	<i>BA's Shared Readings</i> <i>BA's My Shared Readings</i> close reading booklet.	• varying organizers • varied texts • tiered lessons • small-group instruction • varied journal prompts

characters and setting • compare and contrast an informational text and a story • use text features: illustrations and captions • identify the author's reasons • Build vocabulary • Reflect on unit concepts		
Writing Mini Lessons • Write a key detail • Write an opinion • Write a story extension • Write to contrast two texts • write to compare and contrast • Words separated by spaces • State a reason for your opinion • Brainstorm, plan, draft, revise, edit and share your writing	Shared and modeled writing Oral rehearsal Independent writing Writing Journal Writing Folder	• tiered lessons • small-group instruction • varied journal prompts • complex instruction
Phonological Awareness & Phonics • Phoneme isolation • Phoneme addition • Phoneme substitution • Distinguish syllables in spoken words • b/b/, u/u/, r/r/	<i>BA's ABC book</i> <i>BA's Animal ABC book</i> <i>BA's Phonological Awareness & Phonics in Context Unit 5</i> <i>BA's Phonics and High Frequency Words</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>Wilson Letter Cards</i> <i>Picture Word Cards</i>	• tiered lessons • tiered centers • small-group instruction

	<i>Letter Card Sheets</i>	
Spelling - Phonics based (NA) - High Frequency Words (Tier 1)	<i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> pp. 30-35, 92-97 <i>BA's High Frequency Word Cards</i> <i>BA's Student Sound Spelling Cards</i> <i>BA's Picture Word Cards</i> <i>BA's Phonics and High Frequency Words</i> pp.28-33 Phonics-based: NA High Frequency Words: and, you, big, with	- multiple intelligences - varied supplementary materials - tiered centers - small-group instruction
Print Concepts - Return sweep - Punctuation - Left-to-right progression - Words separated by spaces - One-to-one match - First word, last word - Story title and beginning of text - Spoken words represented in written language		- multiple intelligences - varied texts - varied supplementary materials - tiered centers - small-group instruction
Contextualized Vocabulary - Academic (Tier 2) - Domain specific (Tier 3)	Academic: fly, trip, watch, tag, computer, TV, phone, hopscotch, ringtoss, swing, slide, past, present, future Domain specific: Mars, Earth	- varied texts - varied questioning strategies
Grammar - Prepositions: on - Nouns - Verbs - Time words	<i>BA's Grammar, Spelling & Vocabulary Activity Book</i> pp.30-35, 92-97	- multiple intelligences - varied supplementary materials - small-group instruction

• End punctuation • sequence events • sentence patterns • sort words into categories • opposites		
Work Stations • Guided Reading • Self-selected Independent Reading • Fluency/Partner Reading • Writing/Response • Word Work • Manuscript Writing	<i>BA's Additional Decodable Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's leveled texts</i> Classroom libraries <i>BA's Decodable Readers/eReaders</i> <i>BA's Reader's Theater scripts</i> <i>BA's Interactive eLearning Games</i> <i>BA's HeidiSongs Videos</i> <i>BA's ePhonics/Word Study Tools</i> (Pocket Chart; Elkonin Boxes; Work Mats) Letter Card Sheets <i>BA's Handwriting Practice Pages</i>	• multiple intelligences • anchor activities • varied texts • varied supplementary materials • tiered centers • tiered products • interest centers • interest groups
Speaking and Listening • Participate in collaborative conversations • Ask and answer questions to confirm understanding • Ask and answer questions to seek help, get information, or clarify	Oral Language Rehearsal	• varied questioning strategies • interest groups
Homework • Self-selected independent reading • Phonemic awareness/phonics	<i>BA's Additional Decodable Practice</i> <i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> <i>BA's Phonics & High Frequency Words Activity Book/eBook</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i>	• varied homework

	<i>BA's</i> Interactive eLearning Games Teacher created Choice Board <i>BA's</i> Daily Take-home Activity Calendar	
Research-based Inquiry Projects	<i>BA's TRS</i> "Additional Resources" pp. AR2-AR3	• Make a severe weather kit • Make a job cube • Make a route poster • One of your own (with teacher approval)

MODIFICATIONS				
<i>(Add or delete modifications appropriate for this unit)</i>				
Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students				
English Language Learners	Special Education/ Students with 504 Plans	At-Risk	Gifted and Talented	
• Support recommended by the "can do" list outlined by WIDA https://www.wida.us/standards/CAN_Dos/ • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Highlight key vocabulary • Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary	• Utilize modifications and accommodations delineated in the student's IEP/504 Plan • Use multi-sensory teaching approaches. • Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas. • Model • Work with a partner • Provide concrete examples and relate new learning to previously learned material. • Solidify and refine concepts through repetition.	• Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Work with a partner • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed.	• Curriculum compacting • Inquiry-based instruction • Independent study that may include self-directed research • Alternative learning activities for challenging experiences • Higher order thinking skills • Adjusting the pace of lessons • Interest-based content • Real world experiences • Student-driven instruction • Guest speakers with expertise in connected field of study	

	• Provide breaks between activities • Provide opportunity to use technology to complete assignments • Utilize assistive learning technology and materials • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Preferential seating	• Oral prompting by the teacher • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Allow the use of technology to complete assignments • Preferential seating • Modify class or home assignments	• Alternative resources that may include more challenging materials
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Instructional Unit #6

Unit Name: Theme--Stories Have a Message	Duration of unit: 16 days
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Standards addressed in this unit

Standards addressed (NJ Student Learning Standards by Discipline)	Description of Standard
Content Standards	
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.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
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.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.
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.4	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	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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.
SL.K.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.K.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
Technology		
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).	
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP7	Employ valid and reliable research strategies.	
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.	
CRP9	Model integrity, ethical leadership and effective management.	
CRP12	Work productively in teams while using cultural global competence.	
Enduring Understanding: Stories help people figure out how to make good decisions.	1-3 Essential Questions How do we know what is right?	
EVIDENCE OF STUDENT LEARNING		
Anticipated number of tests during this unit: 1 (BA Unit Test)		
Anticipated number of quizzes during this unit: 2 (BA Weekly Assessments)		
Additional Performance Tasks :		
Standards addressed (NJ Student Learning, Technology and 21st Century Life and Career Skills - list number only)	Description of activity	Formative/Summative/Alternative/Benchmark
RL.K.10	Benchmark Advance Informal Assessments (e.g., Concepts of Print; Phonological Awareness); and, Running Records.	Benchmark
RF.K.1	Identify exclamation marks, one-to-one match, left-to-right and top-to-bottom progression, uppercase letters, title and beginning of text	Formative
W.K.1-3; RF.K.1-4; L.K.1-2; L.K.4	Independent Writing	Formative
RF.K.2-3; L.K.1	Independently Completed Skill-based Worksheets	Formative

RL.K.10; RI.K.10	Unit Assessment	Summative
RL.K.10; RI.K.10; W.K.7	Inquiry-based Unit Projects	Alternative Summative
	MAP Test	Benchmark
KNOWLEDGE AND SKILLS		
Knowledge: Students will know... • e/e/, g/g/, d/d/ (RF.K.3) • regular plural nouns (L.K.1) • question words (L.K.1) • feeling words (L.K.1) • one-to-one match (RF.K.1) • key events in a story (RL.K.2) • phoneme isolation, substitution, and blending onset and rime (RF.K.2) • process writing: author study (W.K.3,7,8) • high frequency words [for, no, jump, one] (L.K.2) • contextualized vocabulary (L.K.4,5) • print concepts [identify exclamation mark, one-to-one match, uppercase letters, left-to-right and top-to-bottom progression, title and beginning of text, spoken words represented in written language] (RF.K.1)		Skills: Students will be able to ... • isolate, substitute, and blend onset and rime (RF.K.2) • listen and retell key details, events, and the central message (RL.K.2) • identify story elements (RL.K.3) • make connections (RL.K.1, RL.K.7) • make connections between illustrations and events (RL.K.3.7) • compare and contrast characters (RL.K.9) • compare and contrast experiences of characters (RL.K.9) • use illustrations and events (RL.K.7) • form regular plural nouns (L.K.1) • understand and use question words (L.K.1) • participate in collaborative conversations (SL.K.1) • write author's study (W.K.3,7) • recognize and use feeling words (L.K.1) • to use verbs to express action (L..K.1) • understand and use exclamation marks (L.K.2) • apply high frequency words in reading and writing (L.K.2) • identify, understand, and apply academic and domain specific vocabulary (L.K.4) • ask and answer questions to confirm understanding (SL.K.2) • seek help, get information, or clarify (SL.K.3)
INSTRUCTIONAL PLAN		

Sequence of Instructional Topics	Resources for each topic	Suggested Options for Differentiation
Read-Aloud	<i>BA's Unit 6 Read-Aloud Handbook</i> pp.67-76 <i>BA's Mentor Read-Aloud</i> pp.2-8 Other theme related books or excerpts from: Village School's library collection, or district purchased guided reading resources or from classroom libraries.	• varied questioning strategies • varied texts
Shared Reading Mini-lessons • Listen and retell key events • Identify the central message • Find text evidence about story characters • Find text evidence using illustrations • Make inferences about characters • Compare and contrast experiences of characters • Make connections between illustrations and events • Build vocabulary • Use text evidence to identify story elements • Reflect on unit concepts	<i>BA's Shared Readings</i> <i>BA's My Shared Readings</i> close reading booklet.	• varying organizers • varied texts • tiered lessons • small-group instruction • varied journal prompts
Writing Mini Lessons • Write a key event • Write an opinion • Write a story extension	Shared and modeled writing Oral rehearsal Independent writing Writing Journal	• tiered lessons • small-group instruction • varied journal prompts • complex instruction

- Recognize and name end punctuation - Write using Brenda Parkes style and techniques: action verbs, question words, signal words, setting, personification, sound words, characters, theme and message - Brainstorm, plan, draft, revise, edit and share your writing	Writing Folder Brenda Parkes writer's craft book	
Phonological Awareness & Phonics - Blend onset and rime - Phoneme isolation - Phoneme substitution - Phoneme blending - e/e/, g/g/, d/d/	<i>BA's ABC book</i> <i>BA's Animal ABC book</i> <i>BA's Phonological Awareness & Phonics in Context Unit 6</i> <i>BA's Phonics and High Frequency Words</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>Wilson Letter Cards</i> <i>Picture Word Cards</i> <i>Letter Card Sheets</i>	- tiered lessons - tiered centers - small-group instruction
Spelling - Phonics based (NA) - High Frequency Words (Tier 1)	<i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> pp. 36-41, 98-103 <i>BA's High Frequency Word Cards</i> <i>BA's Student Sound Spelling Cards</i> <i>BA's Picture Word Cards</i> <i>BA's Phonics and High Frequency Words</i> pp. 36-41 Phonics-based: NA High Frequency Words: for, no,	- multiple intelligences - varied supplementary materials - tiered centers - small-group instruction

	jump, one	
Print Concepts - Identify exclamation marks - One-to-one match - Left-to-Right and Top-to-Bottom progression - Uppercase letters - Title and beginning of text - Spoken words represented in written language		- multiple intelligences - varied texts - varied supplementary materials - tiered centers - small-group instruction
Contextualized Vocabulary - Academic (Tier 2) - Domain specific (Tier 3)	Academic: open, close, small, big, indoors, outdoors, laughed, cried, sunny, rainy, happy, sad, peeped, huffed, puffed, slammed, knocked, looked, shouted, up, down, little, strong, weak, inside, outside, quiet, noisy, whispered, shouted, over, under, good, better, best, letter, grew, play, shaking, toys, money, toast, honey, milk, cookies Domain specific:	- varied texts - varied questioning strategies
Grammar - Conjunctions - Nouns - Regular plural nouns - Verbs that show action - Question words - Feeling words - End punctuation - Inflections with -ed - Use ordinal numbers to express sequence	<i>BA's Grammar, Spelling & Vocabulary Activity Book</i> pp.36-41, 98-103	- multiple intelligences - varied supplementary materials - small-group instruction

• Noun categories		
Work Stations • Guided Reading • Self-selected Independent Reading • Fluency/Partner Reading • Writing/Response • Word Work • Manuscript Writing	<i>BA's Additional Decodable Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's leveled texts</i> Classroom libraries <i>BA's Decodable Readers/eReaders</i> <i>BA's Reader's Theater scripts</i> <i>BA's Interactive eLearning Games</i> <i>BA's HeidiSongs Videos</i> <i>BA's ePhonics/Word Study Tools</i> (Pocket Chart; Elkonin Boxes; Work Mats) Letter Card Sheets <i>BA's Handwriting Practice Pages</i>	• multiple intelligences • anchor activities • varied texts • varied supplementary materials • tiered centers • tiered products • interest centers • interest groups
Speaking and Listening • Participate in collaborative conversations • Ask and answer questions to confirm understanding • Ask and answer questions to seek help, get information, or clarify	Oral Language Rehearsal	• varied questioning strategies • interest groups
Homework • Self-selected independent reading • Phonemic awareness/phonics	<i>BA's Additional Decodable Practice</i> <i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> <i>BA's Phonics & High Frequency Words Activity Book/eBook</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's Interactive eLearning Games</i> Teacher created Choice Board <i>BA's Daily Take-home Activity Calendar</i>	• varied homework

Research-based Inquiry Projects	BA's TRS "Additional Resources" pp. AR4-AR5	• Find a Message with Animal Families • Ending Slavery: Performing a Play • Make a Museum Exhibit • One of your own (with teacher approval)
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MODIFICATIONS			
<i>(Add or delete modifications appropriate for this unit)</i>			
Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students			
English Language Learners	Special Education/ Students with 504 Plans	At-Risk	Gifted and Talented
• Support recommended by the "can do" list outlined by WIDA https://www.wida.us/standards/CAN_Dos/ • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Highlight key vocabulary • Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary	• Utilize modifications and accommodations delineated in the student's IEP/504 Plan • Use multi-sensory teaching approaches. • Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas. • Model • Work with a partner • Provide concrete examples and relate new learning to previously learned material. • Solidify and refine concepts through repetition. • Provide breaks between activities • Provide opportunity to use technology to complete assignments	• Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Work with a partner • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompting by the teacher • Provide benchmarks for larger assignments with check-ins by the teacher	• Curriculum compacting • Inquiry-based instruction • Independent study that may include self-directed research • Alternative learning activities for challenging experiences • Higher order thinking skills • Adjusting the pace of lessons • Interest-based content • Real world experiences • Student-driven instruction • Guest speakers with expertise in connected field of study • Alternative resources that may include more challenging materials

	• Utilize assistive learning technology and materials • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Preferential seating	• Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Allow the use of technology to complete assignments • Preferential seating • Modify class or home assignments	
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Instructional Unit #7

Unit Name: History and Culture--Holidays and Celebrations	Duration of unit: 16 days
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Standards addressed in this unit

Standards addressed (NJ Student Learning Standards by Discipline)	Description of Standard
Content Standards	
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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.4	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	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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.		
SL.K.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.K.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Social Studies			
6.1.P.D.1	Describe characteristics of oneself, one's family and others.		
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.		
6.1.P.D.3	Express individuality and cultural diversity(through dramatic play).		
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.		
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from past and present.		
6.1.4.D.17	Explain the role of historical symbols, monuments and holidays and how they affect the American identity.		
Technology			
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		
Career Ready Practices			
CRP1	Act as a responsible and contributing citizen and employee.		
CRP2	Apply appropriate academic and technical skills.		
CRP4	Communicate clearly and effectively and with reason.		
CRP7	Employ valid and reliable research strategies.		
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP9	Model integrity, ethical leadership and effective management.		
CRP12	Work productively in teams while using cultural global competence.		
<table> <tr> <td> Enduring Understanding: - Holidays and celebrations serve as reminders of our shared past traditions. </td><td> 1-3 Essential Questions - Why do we celebrate people and events? </td></tr> </table>		Enduring Understanding: Holidays and celebrations serve as reminders of our shared past traditions.	1-3 Essential Questions Why do we celebrate people and events?
Enduring Understanding: Holidays and celebrations serve as reminders of our shared past traditions.	1-3 Essential Questions Why do we celebrate people and events?		
EVIDENCE OF STUDENT LEARNING			

Anticipated number of tests during this unit: 1 (BA Unit Test Weekly Assessments)

Anticipated number of quizzes during this unit: 2 (BA

Additional Performance Tasks:

Standards addressed (NJ Student Learning, Technology and 21st Century Life and Career Skills - list number only)	Description of activity	Formative/Summative/Alternative/Benchmark
RL.K.10	Benchmark Advance Informal Assessments (e.g., Concepts of Print; Phonological Awareness); and, Running Records.	Benchmark
RF.K.1	Identify exclamation marks, one-to-one match, left-to-right and top-to-bottom progression, uppercase letters, title and beginning of text	Formative
W.K.1-3; RF.K.1-4; L.K.1-2; L.K.4	Independent Writing	Formative
RF.K.2-3; L.K.1	Independently Completed Skill-based Worksheets	Formative
RL.K.10; RI.K.10	Unit Assessment	Summative
RL.K.10; RI.K.10; W.K.7	Inquiry-based Unit Projects	Alternative Summative
	MAP Test	Benchmark

KNOWLEDGE AND SKILLS

Knowledge: Students will know...

- w/w/, l/l/, j/j/ (RF.K.3)
- prepositions (L.K.1)
- adjectives (L.K.1)
- pronoun “I” (L.K.1)
- nouns, proper nouns, plural nouns, verbs (L.K.1)
- key events in a story (RI.K.2)
- phoneme isolation, substitution, addition, and blending (RF.K.2)
- distinguish syllables in spoken words (RF.K.2)
- use fix-up monitoring strategies (RI.K.2,3,5,7-9)
- process writing: narrative text (W.K.3,7,8)

Skills: Students will be able to ...

- isolate, substitute, add, and blend (RF.K.2)
- listen and retell key details (RI.K.2)
- identify cause and effect relationships (RI.K.3)
- use context clues (RI.K.4)
- compare and contrast two nonfiction texts (RI.K.9)
- describe the relationship between text and illustration (RI.K.7)
- make connections between illustrations and text (RI.K.7)
- use text feature: captions and labels (RI.K.5)
- identify opinions and reasons (RI.K.8)
- find text evidence: author’s reasons (RI.K.8)
- relate adjectives to their opposites (L.K.5)

● high frequency words[are, have, said, to] (L.K.2) ● contextualized vocabulary (L.K.4,5) ● action verbs (L..K.1) ● print concepts [story title, first and last letter in word, return sweep, upper and lowercase letters] (RF.K.1)	● sort words into categories (L.K.5) ● produce complete sentences (L.K.1) ● produce and use prepositions, adjectives, pronouns, nouns, proper nouns, plural nouns, and verbs (L.K.1) ● to use action verbs to show action (L..K.1) ● using inflections to understand words (L.K.4) ● participate in collaborative conversations (SL.K.1) ● write personal narrative, narrative text (W.K.3,5,8) ● use end punctuation (L.K.2) ● apply high frequency words in reading and writing (L.K.2) ● identify, understand, and apply academic and domain specific vocabulary (L.K.4) ● ask and answer questions to confirm understanding (SL.K.2) ● seek help, get information, or clarify (SL.K.3)
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INSTRUCTIONAL PLAN

Sequence of Instructional Topics	Resources for each topic	Suggested Options for Differentiation
Read-Aloud	<i>BA's Unit 7 Read-Aloud Handbook</i> pp.78-89 <i>BA's Mentor Read-Aloud</i> pp. 12-18 Other theme related books or excerpts from: Village School's library collection, or district purchased guided reading resources or from classroom libraries.	● varied questioning strategies ● varied texts
Shared Reading Mini-lessons ● Listen and retell key events ● Identify cause and effect relationships ● Find text evidence using context clues ● Compare and contrast informational text	<i>BA's Shared Readings</i> <i>BA's My Shared Readings</i> close reading booklet.	● varying organizers ● varied texts ● tiered lessons ● small-group instruction ● varied journal prompts

● Use captions and labels ● Identify opinions and reasons ● Describe relationships between texts and illustrations ● Identify author's purpose ● Build vocabulary ● Reflect on unit concepts		
Writing Mini Lessons ● Write an opinion ● Write a letter ● Write a comparison ● Write a cause and effect ● Use prepositions ● Produce complete sentences ● Add a title to the writing ● Recognize and name end punctuation ● Brainstorm, plan, draft, revise, edit and share a personal narrative	Shared and modeled writing Oral rehearsal Independent writing Writing Journal Writing Folder	● tiered lessons ● small-group instruction ● varied journal prompts ● complex instruction
Phonological Awareness & Phonics ● Phoneme isolation ● Phoneme addition ● Phoneme substitution ● Phoneme blending ● Distinguish syllables in spoken words ● w/w/, l/l/, j/j/	<i>BA's ABC book</i> <i>BA's Animal ABC book</i> <i>BA's Phonological Awareness & Phonics in Context Unit 7</i> <i>BA's Phonics and High Frequency Words</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>Wilson Letter Cards</i> <i>Picture Word Cards</i>	● tiered lessons ● tiered centers ● small-group instruction

	<i>Letter Card Sheets</i>	
Spelling - Phonics based (NA) - High Frequency Words (Tier 1)	<i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> pp.42-47, 104-109 <i>BA's High Frequency Word Cards</i> <i>BA's Student Sound Spelling Cards</i> <i>BA's Picture Word Cards</i> <i>BA's Phonics and High Frequency Words</i> pp. 40-45 Phonics-based: NA High Frequency Words: are, have, said, to	- multiple intelligences - varied supplementary materials - tiered centers - small-group instruction
Print Concepts - Story title - First/Last letter in a word - Return sweep - Upper and Lowercase letters - End punctuation		- multiple intelligences - varied texts - varied supplementary materials - tiered centers - small-group instruction
Contextualized Vocabulary - Academic (Tier 2) - Domain specific (Tier 3)	Academic: fast, cold, hot, different, same, weak, strong, sick, healthy, big, phonograph, movies, inventor, noon, midnight, ended, explained, invented, helped, believed, wanted, saved, lived, worked, enslaved, veterans, war, holidays, celebrate, honor, courage, baseball, football, helmet, soccer, ball, people, places, events, birthday, fireworks, sunshine, cupcake, bathtub, raindrop Domain specific:	- varied texts - varied questioning strategies
Grammar	<i>BA's Grammar, Spelling & Vocabulary</i>	multiple intelligences

● Use prepositions ● Produce complete sentences ● End punctuation ● Use verbs to show action ● Nouns ● Proper nouns ● Plural nouns ● Pronoun “I” ● Adjectives that describe ● Sentences	<i>Activity Book</i> pp.42-47, 104-109	● varied supplementary materials ● small-group instruction
Work Stations ● Guided Reading ● Self-selected Independent Reading ● Fluency/Partner Reading ● Writing/Response ● Word Work ● Manuscript Writing	<i>BA’s Additional Decodable Practice</i> <i>BA’s Advancing Phonics Skills</i> <i>BA’s leveled texts</i> Classroom libraries <i>BA’s Decodable Readers/eReaders</i> <i>BA’s Reader’s Theater scripts</i> <i>BA’s Interactive eLearning Games</i> <i>BA’s HeidiSongs Videos</i> <i>BA’s ePhonics/Word Study Tools</i> (Pocket Chart; Elkonin Boxes; Work Mats) Letter Card Sheets <i>BA’s Handwriting Practice Pages</i>	● multiple intelligences ● anchor activities ● varied texts ● varied supplementary materials ● tiered centers ● tiered products ● interest centers ● interest groups
Speaking and Listening ● Participate in collaborative conversations ● Ask and answer questions to confirm understanding ● Ask and answer questions to seek help, get information, or clarify ● Read on-level text with	Oral Language Rehearsal	● varied questioning strategies ● interest groups

expression		
Homework - Self-selected independent reading - Phonemic awareness/phonics	<i>BA's Additional Decodable Practice</i> <i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> <i>BA's Phonics & High Frequency Words Activity Book/eBook</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's Interactive eLearning Games</i> Teacher created Choice Board <i>BA's Daily Take-home Activity Calendar</i>	varied homework
Research-based Inquiry Projects	<i>BA's TRS "Additional Resources" pp. AR2-AR3</i>	- Create a Holiday Calendar - Make a CORNament - Design Holiday Fact Cards - One of your own (with teacher approval)

MODIFICATIONS				
<i>(Add or delete modifications appropriate for this unit)</i>				
Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students				
English Language Learners	Special Education/ Students with 504 Plans	At-Risk	Gifted and Talented	
- Support recommended by the "can do" list outlined by WIDA https://www.wida.us/standards/CAN_Dos/ - Teacher modeling - Peer modeling	- Utilize modifications and accommodations delineated in the student's IEP/504 Plan - Use multi-sensory teaching approaches. - Utilize props that may provide helpful visual,	- Using visual demonstrations, illustrations, and models - Give directions/instructions verbally and in simple written format. - Work with a partner - Increase one on one time	- Curriculum compacting - Inquiry-based instruction - Independent study that may include self-directed research - Alternative learning activities for challenging experiences - Higher order thinking skills	

• Develop and post routines • Label classroom materials • Word walls • Highlight key vocabulary • Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary	auditory, and tactile reinforcement of ideas. • Model • Work with a partner • Provide concrete examples and relate new learning to previously learned material. • Solidify and refine concepts through repetition. • Provide breaks between activities • Provide opportunity to use technology to complete assignments • Utilize assistive learning technology and materials • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Preferential seating	• Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompting by the teacher • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Allow the use of technology to complete assignments • Preferential seating • Modify class or home assignments	• Adjusting the pace of lessons • Interest-based content • Real world experiences • Student-driven instruction • Guest speakers with expertise in connected field of study • Alternative resources that may include more challenging materials
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Instructional Unit #8

Unit Name: Earth Science--Weather and Seasons	Duration of unit: 16 days
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Standards addressed in this unit

Standards addressed (NJ Student Learning Standards by Discipline)	Description of Standard
Content Standards	
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.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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.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.
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.4	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	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites

	(antonyms).
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.
SL.K.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.K.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Science	
K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.
K-PS3-2	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.
Enduring Understanding:	
The seasons have an important effect on our daily lives.	
Essential Question(s):	
How do our lives change with the seasons?	
EVIDENCE OF STUDENT LEARNING	

Anticipated number of tests during this unit: 1 (BA Unit Test)
Weekly Assessments

Anticipated number of quizzes during this unit: 2 (BA

Additional Performance Tasks:

Standards addressed (NJ Student Learning, Technology and 21st Century Life and Career Skills - list number only)	Description of activity	Formative/Summative/Alternative/Benchmark
RL.K.10	Benchmark Advance Informal Assessments (e.g., Concepts of Print; Phonological Awareness); MAP; and, Running Records.	Benchmark
RF.K.1, L.K.1	Independently use question marks, one-to-one match, return sweep, capitalization, words separated by spaces when writing.	Formative
W.K.1-3; RF.K.1-4; L.K.1-2; L.K.4	Independent Writing	Formative
RF.K.2-3; L.K.1	Independently Completed Skill-based Worksheets	Formative
RL.K.10; RI.K.10	Unit Assessment	Summative
RL.K.10; RI.K.10; W.K.7	Inquiry-based Unit Projects	Alternative Summative
	MAP Test	Benchmark

KNOWLEDGE AND SKILLS

Knowledge: Students will know...

- k/k/, y/y/, v/v/, q/kw/ (RF.K.3)
- adjectives to describe weather words (L.K.1)
- verbs (L.K.1)
- nouns (L.K.1)
- clothing words (L.K.1)
- phoneme isolation, substitution, addition, blending onset and rime, and blending (RF.K.2)
- process writing: informative text (W.K.2,7,8)
- high frequency words[look, me, come, here] (L.K.2)
- contextualized vocabulary (L.K.4,5)
- print concepts [questions marks, words separated by spaces,

Skills: Students will be able to ...

- isolate, substitute, add, and blend (RF.K.2)
- blend onset and rime (RF.K.2)
- listen and retell key events in a story (RL.K.2)
- listen and retell key details (RI.K.2)
- listen to identify cause and effect relationships (RI.K.3,8)
- identify new meaning for familiar words and use context clues (RI.K.4)
- compare and contrast two informational selections (RI.K.9)
- use illustrations and text to understand story events (RL.K.7)
- ask questions, determine text importance, summarize/synthesize (RI.K.2,3,8-9; RL.K.2-3,7)

one-to-one match, first word/last word, return sweep, spoken words represented by written language] (RF.K.1)	• identify the setting (RL.K.3) • describe sequence of events (RL.K.2) • relate adjectives to their opposites (L.K.5) • sort words into categories (L.K.5) • produce and use adjectives to describe weather words (L.K.1) • produce and use nouns to name things (L.K.1) • produce and use verbs (L.K.1) • participate in collaborative conversations (SL.K.1) • write informative text (W.K.2,5,6,8) • use end punctuation (L.K.2) • use capitalization (L.K.1-2) • apply high frequency words in reading and writing (L.K.2) • identify, understand, and apply academic and domain specific vocabulary (L.K.4) • ask and answer questions to confirm understanding (SL.K.2) • seek help, get information, or clarify (SL.K.3)
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INSTRUCTIONAL PLAN

Sequence of Instructional Topics	Resources for each topic	Suggested Options for Differentiation
Read-Aloud	<i>BA's Unit 8 Read-Aloud Handbook</i> pp.90-100 <i>BA's Mentor Read-Aloud</i> pp. 22-28 Other theme related books or excerpts from: Village School's library collection, or district purchased guided reading resources or from classroom libraries.	• varied questioning strategies • varied texts
Shared Reading Mini-lessons • Listen and retell key events • Listen to identify cause and effect relationships • Identify the setting • Identify new meaning for	<i>BA's Shared Readings</i> <i>BA's My Shared Readings</i> close reading booklet.	• varying organizers • varied texts • tiered lessons • small-group instruction • varied journal prompts

familiar words • Compare and contrast selections • Describe the connection between pieces of information in the text • Find text evidence: story elements • Describe sequence of events • Build vocabulary • Reflect on unit concepts		
Writing Mini Lessons • Write a opinion • Write a key detail • Write a narrative • Write a cause and effect • Use prepositions • Produce complete sentences • Add a title to the writing • Draft to add facts • Recognize and name end punctuation • Brainstorm, plan, draft, revise, edit and share informative writing	Shared and modeled writing Oral rehearsal Independent writing Writing Journal Writing Folder	• tiered lessons • small-group instruction • varied journal prompts • complex instruction
Phonological Awareness & Phonics • Phoneme isolation • Phoneme addition • Phoneme substitution • Phoneme blending	<i>BA's ABC book</i> <i>BA's Animal ABC book</i> <i>BA's Phonological Awareness & Phonics in Context Unit 8</i> <i>BA's Phonics and High Frequency Words</i>	• tiered lessons • tiered centers • small-group instruction

- Blend onset and rime - k/k/, y/y/, v/v/, q/kw/	<i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>Wilson Letter Cards</i> <i>Picture Word Cards</i> <i>Letter Card Sheets</i>	
Spelling - Phonics based (NA) - High Frequency Words (Tier 1)	<i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> pp.48-53, 110-115 <i>BA's High Frequency Word Cards</i> <i>BA's Student Sound Spelling Cards</i> <i>BA's Picture Word Cards</i> <i>BA's Phonics and High Frequency Words</i> pp.46-51 Phonics-based: NA High Frequency Words: look, me, come, here	- multiple intelligences - varied supplementary materials - tiered centers - small-group instruction
Print Concepts - Question marks - First/Last letter in a word - Return sweep - One-to-one match - End punctuation - Spoken words represented by written language		- multiple intelligences - varied texts - varied supplementary materials - tiered centers - small-group instruction
Contextualized Vocabulary - Academic (Tier 2) - Domain specific (Tier 3)	Academic: alike, different, struggled, trudged, howled, sugar, beautiful, blanketed, peering, sun, rain, wind, clouds, snow, storm, thunder, lightning, ice, cold, hockey, snow, seasons, activities, summer, hiking, fall, football, winter, spring, skiing, baseball, blizzard, temperature, brown, yellow, red, orange, play,	- varied texts - varied questioning strategies

	better, quietly, down, frown	
	Domain specific: NA	
Grammar • Produce complete sentences • End punctuation • Verbs • Use nouns to name things • Clothing and weather words • Adjectives that describe the weather	<i>BA's Grammar, Spelling & Vocabulary Activity Book</i> pp.48-53, 110-115	• multiple intelligences • varied supplementary materials • small-group instruction
Work Stations • Guided Reading • Self-selected Independent Reading • Fluency/Partner Reading • Writing/Response • Word Work • Manuscript Writing	<i>BA's Additional Decodable Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's</i> leveled texts Classroom libraries <i>BA's Decodable Readers/eReaders</i> <i>BA's Reader's Theater scripts</i> <i>BA's Interactive eLearning Games</i> <i>BA's HeidiSongs Videos</i> <i>BA's ePhonics/Word Study Tools</i> (Pocket Chart; Elkonin Boxes; Work Mats) Letter Card Sheets <i>BA's Handwriting Practice Pages</i>	• multiple intelligences • anchor activities • varied texts • varied supplementary materials • tiered centers • tiered products • interest centers • interest groups
Speaking and Listening • Participate in collaborative conversations • Ask and answer questions to confirm understanding • Ask and answer questions to seek help, get	Oral Language Rehearsal	• varied questioning strategies • interest groups

information, or clarify • Read on-level text with expression • Inflection/intonation ○ volume		
Homework • Self-selected independent reading • Phonemic awareness/phonics	<i>BA's Additional Decodable Practice</i> <i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> <i>BA's Phonics & High Frequency Words Activity Book/eBook</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's Interactive eLearning Games</i> Teacher created Choice Board <i>BA's Daily Take-home Activity Calendar</i>	• varied homework
Research-based Inquiry Projects	<i>BA's TRS "Additional Resources" pp. AR4-AR5</i>	• Be a Weather Reporter • Make a Weather Calendar • Learn About Weather Patterns • One of your own (with teacher approval)

MODIFICATIONS

(Add or delete modifications appropriate for this unit)

**Suggested Modifications for English Language Learners, Special Education,
Students At-risk of Failure and Gifted Students**

English Language Learners	Special Education/ Students with 504 Plans	At-Risk	Gifted and Talented
• Support recommended by the “can do” list outlined by WIDA https://www.wida.us/standards/CAN_Dos/ • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Highlight key vocabulary • Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary	• Utilize modifications and accommodations delineated in the student’s IEP/504 Plan • Use multi-sensory teaching approaches. • Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas. • Model • Work with a partner • Provide concrete examples and relate new learning to previously learned material. • Solidify and refine concepts through repetition. • Provide breaks between activities • Provide opportunity to use technology to complete assignments • Utilize assistive learning technology and materials • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time	• Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Work with a partner • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompting by the teacher • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Allow the use of technology to complete assignments • Preferential seating • Modify class or home assignments	• Curriculum compacting • Inquiry-based instruction • Independent study that may include self-directed research • Alternative learning activities for challenging experiences • Higher order thinking skills • Adjusting the pace of lessons • Interest-based content • Real world experiences • Student-driven instruction • Guest speakers with expertise in connected field of study • Alternative resources that may include more challenging materials

	• Preferential seating		
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Instructional Unit #9

Unit Name: Economics--Meeting our Needs and Wants	Duration of unit: 16 days
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Standards addressed in this unit

Standards addressed (NJ Student Learning Standards by Discipline)	Description of Standard
Content Standards	
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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.4	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	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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.
SL.K.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.K.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Social Studies	
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.12	Evaluate the impact of ideas, inventions and other contributions of prominent figures who lived in New Jersey.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Enduring Understanding: Everyday people make choices about how to meet their needs and wants.	Essential Question(s): Why do we make choices?	
EVIDENCE OF STUDENT LEARNING		
Anticipated number of tests during this unit: 1 (BA Unit Test Weekly Assessments)	Anticipated number of quizzes during this unit: 2 (BA Weekly Assessments)	
Additional Performance Tasks :		
Standards addressed (NJ Student Learning, Technology and 21st Century Life and Career Skills - list number only)	Description of activity	Formative/Summative/Alternative/Benchmark
RL.K.10	Benchmark Advance Informal Assessments (e.g., Concepts of Print; Phonological Awareness); and, Running Records.	Benchmark
RF.K.1, L.K.1	Independently use Left-to-Right progression, upper and lowercase letters, punctuation, spaces between words when writing, recognize the first and last word of a sentence.	Formative
W.K.1-3; RF.K.1-4; L.K.1-2; L.K.4	Independent Writing	Formative
RF.K.2-3; L.K.1	Independently Completed Skill-based Worksheets	Formative
RL.K.10; RI.K.10	Unit Assessment	Summative
RL.K.10; RI.K.10; W.K.7	Inquiry-based Unit Projects	Alternative Summative
	MAP Test	Benchmark
KNOWLEDGE AND SKILLS		
Knowledge: Students will know... - x/ks/, z/z/, digraphs, blends, long vowels (RF.K.3) - verbs (L.K.1) - nouns (L.K.1) - jobs (L.K.1) - question words (L.K.1)	Skills: Students will be able to ... - isolate, substitute, add, and blend (RF.K.2) - syllable blending (RF.K.2) - listen and retell key details (RI.K.2) - listen and retell key events in a story (RL.K.2) - identify and use context clues (RI.K.4)	

- expand complete sentences (L.K.1)
- sequence of events (RF.K.1)
- make text to text connections (RI.K.9)
- phoneme isolation, substitution, addition, blending, syllable blending (RF.K.2)
- process writing: opinion text (W.K.1,5,6,8)
- high frequency words[my, to, of, what] (L.K.2)
- contextualized vocabulary (L.K.4,5)
- print concepts [questions marks, words separated by spaces, spaces separate words, first word/last word, left-to-right progression, spoken words represented by written language] (RF.K.1)

- compare and contrast informational text and fiction (RI.K.9)
- make connections between illustrations and texts (RL.K.7)
- visualize, make inferences, predictions, and connections (RI.K.2,7,9; RL.K.1-3,5)
- make inferences about characters (RL.K.3)
- find text evidence: text features (RI.K.1)
- identify problem-solution text structure (RL.K.5)
- identify and use antonyms (L.K.5)
- sort words into categories (L.K.5)
- produce and use nouns to name jobs (L.K.1)
- use verbs related to needs and wants (L.K.1)
- participate in collaborative conversations (SL.K.1)
- write opinion text (W.K.2,5,6,8)
- use end punctuation (L.K.2)
- use capitalization in sentences (L.K.1-2)
- apply high frequency words in reading and writing (L.K.2)
- identify, understand, and apply academic and domain specific vocabulary (L.K.4)
- ask and answer questions to confirm understanding (SL.K.2)
- seek help, get information, or clarify (SL.K.3)

INSTRUCTIONAL PLAN

Sequence of Instructional Topics	Resources for each topic	Suggested Options for Differentiation
Read-Aloud	<i>BA's Unit 9 Read-Aloud Handbook</i> pp. 102-113 <i>BA's Mentor Read-Aloud</i> pp. 32-38 Other theme related books or excerpts from: Village School's library collection, or district purchased guided reading resources or from classroom libraries.	• varied questioning strategies • varied texts

Shared Reading Mini-lessons • Listen and retell key events • Make inferences about characters • Identify problem-solution text structure • Compare and contrast: make text to text connections • Compare and contrast: text structure • Describe the connection between illustration and text • Find text evidence: text features • Revisit the essential question • Build vocabulary	<i>BA's Shared Readings</i> <i>BA's My Shared Readings</i> close reading booklet.	• varying organizers • varied texts • tiered lessons • small-group instruction • varied journal prompts
Writing Mini Lessons • Write an opinion • Write a key detail • Write a letter • Write a narrative • Write about a problem and solution • Produce complete sentences • Add a title to the writing • Recognize and name end punctuation • Brainstorm, stating a reason, draft, revise, edit	Shared and modeled writing Oral rehearsal Independent writing Writing Journal Writing Folder	• tiered lessons • small-group instruction • varied journal prompts • complex instruction

and share opinion writing		
Phonological Awareness & Phonics - Phoneme isolation - Phoneme addition - Phoneme substitution - Phoneme blending - Syllable blending - x/x/, z/z/, digraphs	<i>BA's ABC book</i> <i>BA's Animal ABC book</i> <i>BA's Phonological Awareness & Phonics in Context Unit 9</i> <i>BA's Phonics and High Frequency Words</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>Wilson Letter Cards</i> <i>Picture Word Cards</i> <i>Letter Card Sheets</i>	- tiered lessons - tiered centers - small-group instruction
Spelling - Phonics based (NA) - High Frequency Words (Tier 1)	<i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> pp.54-59, 116-121 <i>BA's High Frequency Word Cards</i> <i>BA's Student Sound Spelling Cards</i> <i>BA's Picture Word Cards</i> <i>BA's Phonics and High Frequency Words</i> pp.52-57 Phonics-based: NA High Frequency Words: my, to, of, what	- multiple intelligences - varied supplementary materials - tiered centers - small-group instruction
Print Concepts - Punctuation - First/Last letter in a word - Spaces between words - Left-to-Right progression - Spaces separate words		- multiple intelligences - varied texts - varied supplementary materials - tiered centers - small-group instruction
Contextualized Vocabulary - Academic (Tier 2) - Domain specific (Tier 3)	Academic: uniforms, helmets, jackets, lights, sirens, hoses, ladders, before, after, great, best, hot, huge, short, easy, needs, wants, shelter,	- varied texts - varied questioning strategies

	afford, first, last, cold, easier, harder, up, down, everything, nothing, homes, food, clothing, jeans, sweater, newspaper, hat, flowers, apples, blackberry, lawn, melons, posters, too, two, no, know, blue, blew, red, read Domain specific:	
Grammar ● Produce complete sentences ● End punctuation ● Verbs related to needs and wants ● Use nouns to name jobs ● Sequence of events	<i>BA's Grammar, Spelling & Vocabulary Activity Book</i> pp.54-59, 116-121	● multiple intelligences ● varied supplementary materials ● small-group instruction
Work Stations ● Guided Reading ● Self-selected Independent Reading ● Fluency/Partner Reading ● Writing/Response ● Word Work ● Manuscript Writing	<i>BA's Additional Decodable Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's leveled texts</i> Classroom libraries <i>BA's Decodable Readers/eReaders</i> <i>BA's Reader's Theater scripts</i> <i>BA's Interactive eLearning Games</i> <i>BA's HeidiSongs Videos</i> <i>BA's ePhonics/Word Study Tools</i> (Pocket Chart; Elkonin Boxes; Work Mats) Letter Card Sheets <i>BA's Handwriting Practice Pages</i>	● multiple intelligences ● anchor activities ● varied texts ● varied supplementary materials ● tiered centers ● tiered products ● interest centers ● interest groups
Speaking and Listening ● Participate in collaborative conversations	Oral Language Rehearsal	● varied questioning strategies ● interest groups

● Ask and answer questions to confirm understanding ● Ask and answer questions to seek help, get information, or clarify ● Read on-level text with expression, pausing-full stop		
Homework ● Self-selected independent reading ● Phonemic awareness/phonics	<i>BA's Additional Decodable Practice</i> <i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> <i>BA's Phonics & High Frequency Words Activity Book/eBook</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's Interactive eLearning Games</i> Teacher created Choice Board <i>BA's Daily Take-home Activity Calendar</i>	● varied homework
Research-based Inquiry Projects	<i>BA's TRS "Additional Resources" pp. AR2-AR3</i>	● Make a Number Book ● Go Shopping ● Create an Ad ● One of your own (with teacher approval)

MODIFICATIONS

(Add or delete modifications appropriate for this unit)

**Suggested Modifications for English Language Learners, Special Education,
Students At-risk of Failure and Gifted Students**

English Language Learners	Special Education/ Students with 504 Plans	At-Risk	Gifted and Talented
• Support recommended by the “can do” list outlined by WIDA https://www.wida.us/standards/CAN_Dos/ • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Highlight key vocabulary • Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary	• Utilize modifications and accommodations delineated in the student’s IEP/504 Plan • Use multi-sensory teaching approaches. • Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas. • Model • Work with a partner • Provide concrete examples and relate new learning to previously learned material. • Solidify and refine concepts through repetition. • Provide breaks between activities • Provide opportunity to use technology to complete assignments • Utilize assistive learning technology and materials • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time	• Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Work with a partner • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompting by the teacher • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Allow the use of technology to complete assignments • Preferential seating • Modify class or home assignments	• Curriculum compacting • Inquiry-based instruction • Independent study that may include self-directed research • Alternative learning activities for challenging experiences • Higher order thinking skills • Adjusting the pace of lessons • Interest-based content • Real world experiences • Student-driven instruction • Guest speakers with expertise in connected field of study • Alternative resources that may include more challenging materials

	• Preferential seating		
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Instructional Unit #10

Unit Name: Physical Science: Forces and Motion	Duration of unit: 16 days
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Standards addressed in this unit

Standards addressed (NJ Student Learning Standards by Discipline)	Description of Standard
Content Standards	
RI.K.1	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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.4	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	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).				
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.				
SL.K.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
SL.K.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
SL.K.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
Science					
K-PS2-1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.				
K-PS2-2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.				
Technology					
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).				
Career Ready Practices					
CRP1	Act as a responsible and contributing citizen and employee.				
CRP2	Apply appropriate academic and technical skills.				
CRP4	Communicate clearly and effectively and with reason.				
CRP7	Employ valid and reliable research strategies.				
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.				
CRP9	Model integrity, ethical leadership and effective management.				
CRP12	Work productively in teams while using cultural global competence.				
<table> <tr> <td>Enduring Understanding:</td><td>Essential Question(s):</td></tr> <tr> <td> - Everything moves as the result of a force. </td><td> - What makes things move? </td></tr> </table>		Enduring Understanding:	Essential Question(s):	Everything moves as the result of a force.	What makes things move?
Enduring Understanding:	Essential Question(s):				
Everything moves as the result of a force.	What makes things move?				
EVIDENCE OF STUDENT LEARNING					

Anticipated number of tests during this unit: 1 (BA Unit Test)
Weekly Assessments

Anticipated number of quizzes during this unit: 2 (BA

Additional Performance Tasks:

Standards addressed (NJ Student Learning, Technology and 21st Century Life and Career Skills - list number only)	Description of activity	Formative/Summative/Alternative/Benchmark
RL.K.10	Benchmark Advance Informal Assessments (e.g., Concepts of Print; Phonological Awareness); and, Running Records.	Benchmark
RF.K.1, L.K.1	Identify word and letter names. Use title and beginning of text, punctuation, written language, return sweep, upper and lowercase letters	Formative
W.K.1-3; RF.K.1-4; L.K.1-2; L.K.4	Independent Writing	Formative
RF.K.2-3; L.K.1	Independently Completed Skill-based Worksheets	Formative
RL.K.10; RI.K.10	Unit Assessment	Summative
RL.K.10; RI.K.10; W.K.7	Inquiry-based Unit Projects	Alternative Summative
	MAP Test	Benchmark

KNOWLEDGE AND SKILLS

Knowledge: Students will know...

- digraphs, blends, long vowels (RF.K.3)
- verbs (L.K.1)
- nouns (L.K.1)
- plural nouns (L.K.1)
- opposites (L.K.1)
- adjectives (L.K.1)
- prepositions (L.K.1)
- direction words (L.K.1)
- sentence structure (L.K.1)
- listen and retell key details (RI.K.2)
- phoneme isolation, substitution, addition, and blending

Skills: Students will be able to ...

- isolate, substitute, add, and blend (RF.K.2)
- listen and retell key details (RI.K.2)
- identify and describe cause and effect relationships (RI.K.3)
- compare and contrast two informational texts (RI.K.9)
- describe relationships between images/illustrations and texts (RI.K.7)
- find text evidence: text features (RI.K.1)
- use text features: table of contents and captions and labels (RI.K.5)
- locate information in maps (RI.K.1)
- relate adjectives to their opposites (L.K.5)

(RF.K.2) - ask questions, determine text importance, use fix-up monitoring strategies (RI.K.1-3, 5, 7, 9) - process writing: informative text (W.K.2,5,6,8) - high frequency words[put, want, saw, this] (L.K.2) - contextualized vocabulary (L.K.4,5) - print concepts [Word and letter names, title and beginning of text, punctuation, written language, return sweep, upper and lowercase letters] (RF.K.1)	- identify real life connections between words and their use (L.K.5) - use prepositions (L.K.1) - use verbs, nouns, plural nouns, and adjectives (L.K.1) - participate in collaborative conversations (SL.K.1) - write informative text (W.K.2,5,6,8) - use end punctuation (L.K.2) - use capitalization in sentences (L.K.1-2) - apply high frequency words in reading and writing (L.K.2) - identify, understand, and apply academic and domain specific vocabulary (L.K.4) - ask and answer questions to confirm understanding (SL.K.2) - seek help, get information, or clarify (SL.K.3)
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INSTRUCTIONAL PLAN

Sequence of Instructional Topics	Resources for each topic	Suggested Options for Differentiation
Read-Aloud	<i>BA's Unit 9 Read-Aloud Handbook</i> pp. 114-125 <i>BA's Mentor Read-Aloud</i> pp. 42-46 Other theme related books or excerpts from: Village School's library collection, or district purchased guided reading resources or from classroom libraries.	- varied questioning strategies - varied texts
Shared Reading Mini-lessons - Listen and retell key details - Identify relationships in a text: cause and effect - Use text features: captions and labels	<i>BA's Shared Readings</i> <i>BA's My Shared Readings</i> close reading booklet.	- varying organizers - varied texts - tiered lessons - small-group instruction - varied journal prompts

• Describe the connection between images and text • Use text features: table of contents • Compare and contrast two informational texts • Build vocabulary • Reflect on Unit Concepts		
Writing Mini Lessons • Write an opinion • Write a key detail • Write a letter • Write a narrative • Write a cause and effect • Produce complete sentences • Add a title to the writing • Recognize and name end punctuation • Brainstorm, plan, draft, revise, edit and share informative writing	Shared and modeled writing Oral rehearsal Independent writing Writing Journal Writing Folder	• tiered lessons • small-group instruction • varied journal prompts • complex instruction
Phonological Awareness & Phonics • Phoneme isolation • Phoneme addition • Phoneme substitution • Phoneme blending • digraphs, blends	<i>BA's ABC book</i> <i>BA's Animal ABC book</i> <i>BA's Phonological Awareness & Phonics in Context Unit 10</i> <i>BA's Phonics and High Frequency Words</i> <i>BA's Additional Phonics Practice</i> <i>BA's Advancing Phonics Skills</i> <i>Wilson Letter Cards</i> <i>Picture Word Cards</i> <i>Letter Card Sheets</i>	• tiered lessons • tiered centers • small-group instruction

Spelling • Phonics based (NA) • High Frequency Words (Tier 1)	<i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook pp.60-65, 122-127</i> <i>BA's High Frequency Word Cards</i> <i>BA's Student Sound Spelling Cards</i> <i>BA's Picture Word Cards</i> <i>BA's Phonics and High Frequency Words pp.52-57</i> Phonics-based: NA High Frequency Words: put, want, saw, this	• multiple intelligences • varied supplementary materials • tiered centers • small-group instruction
Print Concepts • Punctuation • Title and beginning of text • Word and letter names • Return sweep • Upper and lowercase letters • Written language		• multiple intelligences • varied texts • varied supplementary materials • tiered centers • small-group instruction
Contextualized Vocabulary • Academic (Tier 2) • Domain specific (Tier 3)	Academic: up, down, rise, easy, hard, woman, basket, moon, person, broom, cobwebs, sky, push, pull, opposites, away, toward, big, small, take, outside, inside, across, around Domain specific: antonyms	• varied texts • varied questioning strategies
Grammar • Produce complete sentences • Prepositions: positive words • Sentence structure • Verbs, Nouns, Plural nouns, adjectives, opposites	<i>BA's Grammar, Spelling & Vocabulary Activity Book pp.60-65, 122-127</i>	• multiple intelligences • varied supplementary materials • small-group instruction

Direction words		
Work Stations - Guided Reading - Self-selected Independent Reading - Fluency/Partner Reading - Writing/Response - Word Work - Manuscript Writing	<i>BA's Additional Decodable Practice</i> <i>BA's Advancing Phonics Skills</i> <i>BA's leveled texts</i> Classroom libraries <i>BA's Decodable Readers/eReaders</i> <i>BA's Reader's Theater scripts</i> <i>BA's Interactive eLearning Games</i> <i>BA's HeidiSongs Videos</i> <i>BA's ePhonics/Word Study Tools</i> (Pocket Chart; Elkonin Boxes; Work Mats) Letter Card Sheets <i>BA's Handwriting Practice Pages</i>	- multiple intelligences - anchor activities - varied texts - varied supplementary materials - tiered centers - tiered products - interest centers - interest groups
Speaking and Listening - Participate in collaborative conversations - Ask and answer questions to confirm understanding - Ask and answer questions to seek help, get information, or clarify - Read on-level text with expression, pausing-full stop - Inflection/intonation-pitch	Oral Language Rehearsal	- varied questioning strategies - interest groups
Homework - Self-selected independent reading - Phonemic awareness/phonics	<i>BA's Additional Decodable Practice</i> <i>BA's Grammar, Spelling & Vocabulary Activity Book/eBook</i> <i>BA's Phonics & High Frequency Words Activity Book/eBook</i> <i>BA's Additional Phonics Practice</i>	varied homework

	<i>BA's Advancing Phonics Skills</i> <i>BA's Interactive eLearning Games</i> Teacher created Choice Board <i>BA's Daily Take-home Activity</i> Calendar	
Research-based Inquiry Projects	<i>BA's TRS "Additional Resources"</i> pp. AR4-AR5	• Have a Balloon Race • Marble Investigation • Make an Alphabet Book About Motion • One of your own (with teacher approval)

MODIFICATIONS				
<i>(Add or delete modifications appropriate for this unit)</i>				
Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students				
English Language Learners	Special Education/ Students with 504 Plans	At-Risk	Gifted and Talented	
• Support recommended by the "can do" list outlined by WIDA https://www.wida.us/standards/CAN_Dos/ • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Highlight key vocabulary • Utilize translation supports including peers, online assistive technology,	• Utilize modifications and accommodations delineated in the student's IEP/504 Plan • Use multi-sensory teaching approaches. • Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas. • Model • Work with a partner • Provide concrete examples and relate new learning to previously learned material.	• Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Work with a partner • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal	• Curriculum compacting • Inquiry-based instruction • Independent study that may include self-directed research • Alternative learning activities for challenging experiences • Higher order thinking skills • Adjusting the pace of lessons • Interest-based content • Real world experiences • Student-driven instruction • Guest speakers with expertise in connected field of study	

translation device and bilingual dictionary	• Solidify and refine concepts through repetition. • Provide breaks between activities • Provide opportunity to use technology to complete assignments • Utilize assistive learning technology and materials • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Preferential seating	space or other behaviors as needed. • Oral prompting by the teacher • Provide benchmarks for larger assignments with check-ins by the teacher • Provide clearly stated rubric or written expectations and grading criteria • Provide notes, study guide or flashcards • Extended time • Allow the use of technology to complete assignments • Preferential seating • Modify class or home assignments	• Alternative resources that may include more challenging materials
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Instructional Resources, Evaluation and Grading

Required Instructional Resources

Textbook: *Benchmark Advance*, Benchmark Education Company (2018)

Supplemental Readings: _____

Supplemental Materials:

Wilson Foundations materials

Scholastic Fiction Focus Guided Reading Program

Scholastic Nonfiction Focus Guided Reading Program

Perfection Learning Guided Reading Materials

Classroom leveled libraries

Student selected literary works from classroom libraries, school libraries and/or from outside sources (i.e., public libraries; or, home) for independent reading that are consistent with the district's parameters applied to Board approved reading materials.

Evaluation and Grading: :

Unit Quizzes and Tests

MAP Testing

Mid and End of Year Report Card

3*- Consistently exceeds grade level expectations

3- Accomplishing grade level expectations

2-Approaching grade level

1-Area of concern

[NJ Student Learning Standards](#)

[NJ Technology Standards](#)

[NJ 21st Century Life and Careers Standards](#)

Sequence of Topics

Marking Period 1

Day #	1	2	3	4	5	6	7	8	9	10
Topic	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch
Day #	11	12	13	14	15	16	17	18	19	20
Topic	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch
Day #	21	22	23	24	25	26	27	28	29	30
Topic	Govt	Govt	Govt	Govt	Govt	Govt	Govt	Govt	Govt	Govt
Day #	31	32	33	34	35	36	37	38	39	40
Topic	Govt	Govt	Govt	Govt	Govt	Govt	Character	Character	Character	Character

Day #	41	42	43	44	45	
Topic	Character	Character	Character	Character	Character	

Marking Period 2

Day #	1	2	3	4	5	6	7	8	9	10
Topic	Character	Character	Character	Character	Character	Character	Character	Life Sci.	Life Sci.	Life Sci.
Day #	11	12	13	14	15	16	17	18	19	20
Topic	Life Sci.	Life Sci.	Life Sci.	Life Sci.	Life Sci.	Life Sci.	Life Sci.	Life Sci.	Life Sci.	Life Sci.
Day #	21	22	23	24	25	26	27	28	29	30
Topic	Life Sci.	Life Sci.	Life Sci.	Pt. of View	Pt. of View	Pt. of View	Pt. of View	Pt. of View	Pt. of View	Pt. of View
Day #	31	32	33	34	35	36	37	38	39	40
Topic	Pt. of View	Pt. of View	Pt. of View	Pt. of View	Pt. of View	Pt. of View	Pt. of View	Pt. of View	Pt. of View	Tech & Soc
Day #	41	42	43	44	45					
Topic	Tech & Soc	Tech & Soc	Tech & Soc	Tech & Soc	Tech & Soc					

Marking Period 3

Day #	1	2	3	4	5	6	7	8	9	10
Topic	Tech & Soc	Tech & Soc	Tech & Soc	Tech & Soc	Tech & Soc	Tech & Soc	Tech & Soc	Tech & Soc	Tech & Soc	Tech & Soc
Day #	11	12	13	14	15	16	17	18	19	20
Topic	Theme	Theme	Theme	Theme	Theme	Theme	Theme	Theme	Theme	Theme
Day #	21	22	23	24	25	26	27	28	29	30
Topic	Theme	Theme	Theme	Theme	Theme	Theme	History & Culture	History & Culture	History & Culture	History & Culture
Day #	31	32	33	34	35	36	37	38	39	40
Topic	History & Culture	History & Culture	History & Culture	History & Culture	History & Culture	History & Culture	History & Culture	History & Culture	History & Culture	History & Culture
Day #	41	42	43	44	45					
Topic	History & Culture	History & Culture	E. Sci	E. Sci	E. Sci.					

Marking Period 4

Day #	1	2	3	4	5	6	7	8	9	10
Topic	E. Sci.	E. Sci.	E. Sci.	E. Sci.	E. Sci.	E. Sci.	E. Sci.	E. Sci.	E. Sci.	E. Sci.
Day #	11	12	13	14	15	16	17	18	19	20
Topic	E. Sci.	E. Sci.	E. Sci.	Economics	Economics	Economics	Economics	Economics	Economics	Economics
Day #	21	22	23	24	25	26	27	28	29	30
Topic	Economic	Economic	Economic	Economic	Economic	Economic	Economic	Economic	Economic	Phy. Sci.
Day #	31	32	33	34	35	36	37	38	39	40
Topic	Phy. Sci.	Phy. Sci.	Phy. Sci.	Phy. Sci.	Phy. Sci.	Phy. Sci.	Phy. Sci.	Phy. Sci.	Phy. Sci.	Phy. Sci.
Day #	41	42	43	44	45					
Topic	Phy. Sci.	Phy. Sci.	Phy. Sci.	Phy. Sci.	Phy. Sci.					

Submitted by:	Kara Renfroe Nicole Ward	Date:	July 16, 2019
Supervisor	Alicia Farese	Date:	July 25, 2019
Board of Education Curriculum & Instruction Committee Approval		Date:	08/21/19
Board of Education Approval		Date:	08/28/19