



ELA-Kindergarten					
Unit Number	Knowledge Domain 1	Unit Title	Star Light, Star Bright: Nursery Rhymes and Fables	Unit Length	12 Days Anchor Text: Nursery Rhymes & Fables (Read-Aloud) Text Tye: Literary Lexile: 760L
Unit Summary					
An introduction to nursery rhymes and fables, including Mother Goose poems and Aesop’s fables. By listening to nursery rhymes and repeating or reciting them, students learn vocabulary and build phonemic awareness. Well-known fables introduce students to new vocabulary and prompt discussion of character, virtues, and behavior.					
Overall Learning Outcomes:	• Demonstrate understanding of key vocabulary • Identify rhyming words • Identify literary elements such as character, main events, and moral lessons. • Compare and contrast characters from different rhymes and fables • Sequence events in a rhyme or story • Retell a story by drawing and writing details about the characters and events • Domain Assessment				
Big Ideas:	• Nursery rhymes and fables have been favorites with children for generations. • Traditional rhymes help students learn vocabulary and build phonemic awareness. • Listening to and learning to recite nursery rhymes help students develop language awareness, leading to better readers and writers.				

NJSLS Standard(s):	• L.RF.K.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • RL.CR.K.1 – With prompting and support, ask and answer questions about key details in a literary text. • RL.CI.K.2 – With prompting and support, identify the central message and/or lesson in a literary text. • RL.IT.K.3 – With prompting and support, identify characters, settings, and major events in a story. • RL.TS.K.4 – Recognize common types of literary texts (e.g., storybooks, poems). • RL.PP.K.5 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. • RL.MF.K.6 – With prompting and support, describe the relationship between illustrations and the story in which they appear. • RL.CT.K.8 – With prompting and support, identify basic similarities and differences between two literary texts on the same topic. • W.NW.K.3 – Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events. • SL.PE.K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults. • SL.II.K.2 – Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions. • SL.ES.K.3 – Ask and answer questions in order to seek help, get information, or clarify something that is not understood. • SL.PI.K.4 – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. • L.KL.K.1 – Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.VL.K.2 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
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Resources & Instructional Materials
Core Instructional Materials: • Amplify CKLA Skills, 3rd Edition • CKLA Student Workbooks • CKLA Teacher Guides • CKLA Sound/Spelling Cards • CKLA Decodable Readers/Big Books • Decodable Texts: Unit-specific CKLA decodable Readers/Big Books Supplemental Materials: • Heggerty for Phonemic Awareness • DIBELS/mCLASS assessment materials • i-Ready individualized instructional resources

- Teacher-selected phonemic awareness/phonics reinforcement materials
- Boost Reading
- i-Ready My Path
- Whiteboards
- Letter tiles
- Chaining Folders

Assessment Evidence

Formative Assessments	Summative Assessments	Benchmark Assessments	Alternative Assessments
• Pre-assessments • Observations • Anecdotal Notes • Daily Warm-ups • Conferencing • Writing responses • Student work samples • Class Discussion/Participation • Guided Reading Notes (phonics, fluency, retelling) • Writing Class Assessment Records • Individual Writing Assessment • Making Words (Using Letter-Tiles)	• Unit Assessments • Student Performance Assessment • Published Writing • Phonics/Tricky Word assessments	• Dibels/mClass • i-Ready • Link It	• Teacher observation • Oral responses • Letter-tile demonstrations • Graphic organizers • Dictated responses • Performance demonstrations

Possible Modifications and Accommodations			
Special Education/504 Learners	At-Risk Students	Gifted and Talented	English Language Learners
- Follow all accommodations, modifications, assistive technology, and instructional supports specified in the student's IEP and/or 504. - Provide explicit, systematic instruction with modeling, guided practice, corrective feedback, and cumulative review. - Use decodable or text controlled aligned to taught phonics patterns when foundational reading is the instructional focus. - Provide text-to-speech, audiobooks, enlarged print, speech-to-text, word prediction, adapted writing tools, or other assistive technology when permitted and appropriate. - Use of a graphic organizer, sentence frames, word banks, checklists, exemplars, and partially completed models. - Allow alternate response modes when the response format is not the skill to be measured. - Use of concrete materials and objects (manipulatives) - Opportunities for cooperative partner work. - Differentiated center-based small group instruction - Provide reteach pages if necessary - Provide several ways to solve a problem if possible - Provide visual aids and anchor charts - Tiered lessons and assignments - Highlight key directions - Test in alternative site - Use of word processor - Break longer writing assignments into	Many of the instructional supports identified for students with disabilities may also be appropriate for students considered at risk for school failure. Teachers should use ongoing assessment data to select and adjust supports based on individual student needs. - Provide explicit modeling, think-alouds, worked examples, and guided practice before independent application. - Chunk multi-step reading and writing tasks into manageable parts and check for understanding between steps. - Use multiple means of representation, including oral explanation, visuals, gestures, graphic organizers, manipulatives, and digital supports. - Use of mnemonics - Provide multiple means for students to demonstrate learning, such as oral response, written response, drawing, pointing, or performance based demonstration when appropriate to their learning target. - Support auditory presentations with visuals - Use flexible grouping based on current skill needs, formative assessment, and instructional purpose. - Provide additional processing time, repetition, rehearsal, and opportunities for cumulative review as appropriate. - Use accessible, grade-appropriate texts and materials while preserving the intended standard and instructional	- Enrichment projects - Higher-level cooperative learning activities - Provide higher-order questioning and discussion opportunities - Tiered centers - Tiered assignments - Alternate assignments/ enrichment assignments - Provide texts at higher reading level - Extension activities - Pairing direct instruction w/coaching to promote self directed learning	- Preteach and explicitly teach essential academic and content vocabulary using student-friendly definitions, visuals, gestures, and examples. - Use visuals, gestures, and examples. - Provide sentence frames and sentence starters to support oral and written responses. - Model oral language and provide opportunities for structured partner talk and rehearsal before whole group responses - Provide repeated exposure to new vocabulary and language structures in meaningful concepts. - Allow additional processing time - Strategically pair students for collaborative learning and language development. - Provide access to home-language resources when appropriate and available - Maintain access to grade-level content while providing linguistic scaffolds.

planning, drafting, revising, and editing stages with feedback at each stage. Adjust quantity, complexity, or response demands when required by IEP while maintaining access to grade-level content to the greatest extent possible.	goal whenever possible. Provide timely, specific feedback and opportunities to revise or retry work.		
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Cross-Curricular Connections	
Interdisciplinary Connections	Diversity, Equity, and Inclusion
Mathematics: Apply sequencing and ordinal concepts when ordering events from familiar rhymes and fables. Identify and describe patterns found in repetitive nursery rhymes. Social Studies: Explore how nursery rhymes, fables, and traditional stories are passed down through generations and reflect different cultures and communities. Discuss how stories can teach shared values, expectations, and lessons about behavior. Visual & Performing Arts: Use movement, rhythm, dramatic play, illustrations, and/or music to retell and represent nursery rhymes and fables. Students may act out characters and events or create illustrations representing important story elements. Social Emotional Learning: Discuss characters' choices, feelings, consequences, virtues, and moral lessons. Students identify how characters solve problems and consider how different choices might change an outcome.	Expose students to nursery rhymes, fables, and traditional stories from a variety of cultures and perspectives. Encourage students to recognize similarities and differences among stories, characters, experiences, and lessons while developing respect for different traditions and viewpoints.