

## **BUTLER SCHOOL DISTRICT**

### **Grade K English Language Arts Curriculum**

Authored by:  
Casey Collinge  
Allison Kreisinger

Adapted from:  
New Jersey Student Learning Standards  
New Jersey Department of Education Instructional Units for English Language Arts

Reviewed by:  
Dr. Daniel R. Johnson, Superintendent  
Suzanne Greco, Humanities Supervisor

Adopted:  
June 25, 2020

Last Updated:  
June 2023

Members of Butler Board of Education  
President: Tracy Luciani  
Vice President: Karen Smith  
John Ahmuty  
Alison Allison  
Heather Grecco  
Jamie Tacinelli  
Jane Tadros  
Mark Thomas  
Chris Ziegler  
Lauren Grecco, Alternative Bloomingdale Representative

Butler School District  
34 Bartholdi Avenue  
Butler, NJ 07405  
[www.butlerboe.org](http://www.butlerboe.org)

## **Vision for English Language Arts**

A successful English Language Arts education builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive global citizens. Throughout their kindergarten through grade 12 experience, students in Butler Public Schools will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

## **Practices of English Language Arts**

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the abilities to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably, to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

## **COURSE OVERVIEW**

The Butler School District's Kindergarten Curriculum was developed to help students reach mastery of grade level expectations according to the New Jersey Student Learning Standards. In this course, students will:

- Gain confidence in foundational reading and writing skills.
- Practice retelling and asking and answering questions about familiar stories.
- Discover the purpose of reading by making connections inside and outside of the text.
- Understand that authors write for different purposes.
- Engage in various reading and writing experiences.

## **GOALS**

The goals of the Kindergarten English Language Arts Curriculum are the Kindergarten Progress Indicators within the New Jersey Student Learning Standards.

## **ASSESSMENT**

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

## **SCOPE AND SEQUENCE for English Language Arts** ***(Pacing Guide)***

<b>UNIT 1: READING</b>	<b>Estimated Time</b>
Module I: Launching Reading Habits	September-December (4 months)
Module II: Fiction	January-March(3 months)
Module III: Non-Fiction	April - June (3 months)

<b>UNIT 2: WRITING</b>	<b>Estimated Time</b>
Module I: : How Writers Work	September-December (4 months)
Module II: Functional/ List & Label	January-March(3 months)
Module III: How-To/ Personal Narrative	April - June (3 months)

<b>UNIT 3: PHONICS</b>	<b>Estimated Time</b>
Module I: Word and Letter Awareness/ Rhyming	September-November (3 months)
Module II: Building Letter Sound Association	December-March (4 months)
Module III: Blending, Segmenting and Fun with Sounds	April - June (3 months)

### **AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

### **INTEGRATED ACCOMMODATIONS AND MODIFICATIONS**

**Students with IEPs, 504s, and/or Students at Risk of Failure** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

**Gifted & Talented Students** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

**English Language Learners** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

## **21ST CENTURY THEMES & SKILLS**

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

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

## **CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

## **CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

## **STATEMENT ON DIVERSE TEXTS IN CURRICULA, CLASSROOMS, and LIBRARIES**

In the Butler Public Schools, we offer diverse texts to students in book clubs, classroom libraries, and the school library, as well as encouraging diverse text choices from home and the use of public library collections. We always welcome the opportunity to partner with and assist parents as they guide their child's learning and reading experiences. We hope to cultivate lifelong readers who read broadly and think critically about what they read.

Teachers and staff members of the Butler Public School district are committed to creating a community learning experience that is safe, welcoming, and inclusive for all students regardless of race or ethnicity, sexual orientations and gender identities, mental and physical abilities, and religious beliefs. We recognize that learning the experiences, perspectives, and contributions of a diverse population broadens a student's

education, empathy, and understanding of their world. It sets them up for success not only in high school but in all college and career experiences as a well-informed citizen in a participatory democracy.

In addition to the many benefits of including diverse texts in the classroom, it is also now a requirement in New Jersey to provide equitable access to a high-quality education that is inclusive and reflective of the rich diversity of our state. See [NJ law and NJ Department of Education mandates](#).

**Diverse texts and choices create:**

- A safe and welcoming learning environment for all of our students
- An enriched critical thinking experience that understands different perspectives when exploring complex themes and topics
- Empathy and agency for positive change in support of and service to communities near and far
- Students prepared for success in diverse college, career, and life pursuits

Unit 1
Reading
UNIT SUMMARY
<p><b>Module 1: Launching Reading Habits</b></p> <p>This Unit provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshop. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this unit, students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.</p> <p><b>Module 2: Fiction</b></p> <p>Fiction encompasses many different types of stories—fantastical, magical, traditional, historical, mythological, or realistic. There is something for everyone. Fiction transports readers to an imaginary place and time, into a world that may feel familiar or foreign. By reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.</p> <p><b>Module 3: Non-Fiction</b></p> <p>Nonfiction is a rich, engaging genre offering a variety of topics that will entice any reader. So often students feel like "experts" about the topics or subjects they have read about. Nonfiction reading sparks students' curiosity and opens their eyes to new worlds and different points of view. Nonfiction has so much to offer readers and is an essential genre to study. By reading and studying three types of nonfiction (reference, literary, and biography), students will develop an understanding of various forms, features, and purposes of nonfiction. Their reading of nonfiction texts will be enhanced by an understanding of the structure, layout, and text features associated with each particular type of nonfiction writing.</p>

## NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

### Module 1: Launching Reading Habits

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

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

**L.WF.K-1.3.** Demonstrate command of the conventions of sentence composition.

- 1. Repeat a sentence, identifying how many words are in the sentence.

**L.KL.K.1.** With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

**L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

**RI.CR.K.1** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

**RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

**RI.CI.K.2.** With prompting and support, identify the main topic of an informational text and key details (e.g., who, what, where, when, why, how).

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

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

### Module II: Fiction

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

- A. Follow words from left to right, top to bottom, and page by page.

- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

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

**RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

**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) and identify features of print (front cover, back cover, and title page of a book).

**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 (e.g., what moment in a story an illustration depicts).

**RL.CT.K.8.** With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

**RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

**RI.CI.K.2.** With prompting and support, identify the main topic of an informational text and key details (e.g., who, what, where, when, why, how).

**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) and identify features of print (front cover, back cover, and title page of a book).

**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 (e.g., what moment in a story an illustration depicts).

**RL.CT.K.8.** With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

### **Module 3: Non-Fiction**

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

- A. Follow words from left to right, top to bottom, and page by page.



- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

**RI.CR.K.1** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

**RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

**RI.CI.K.2.** With prompting and support, identify the main topic of an informational text and key details (e.g., who, what, where, when, why, how).

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

**RI.TS.K.4.** Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

**RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**RI.MF.K.6.** 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). (In a science unit students may look at images of the impacts humans have on land, water, air, and/or other living things in the local environment and describe the relationship between the illustrations and the text.)

**RI.AA.K.7.** With prompting and support, identify the reasons an author gives to support points in a text.

**RI.CT.K.8.** With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences illustrations, descriptions, or procedures).

## **Science**

**K-PS2-1 Motion and Stability: Forces and Interactions** 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 Motion and Stability: Forces and Interaction:** 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.

**K-2-ETS1-2 Engineering and Design:** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**K-2-ETS1-3 Engineering and Design:** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

## **Social Studies**

**6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.EconET.1: Explain the difference between needs and wants  
6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

### **CAREER READINESS, LIFE LITERACIES, and KEY SKILLS**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.  
 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.  
 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

#### **ENDURING UNDERSTANDINGS**

1. Reading is an important part of developing as an individual.
2. While reading, it is important to stop and think.
3. Reading activates your schema.
4. Readers use strategies to construct meaning.
5. Rules are an important part of participating in a community.
6. Working as a team and using resources can help solve problems.
7. Sharing thoughts and feelings through writing and speaking can make a difference.
8. Visual materials enhance understanding.
9. People rely on a variety of resources to obtain information.
10. Readers use strategies to construct meaning.
11. People communicate through words.
12. People read to learn or to entertain.

#### **ESSENTIAL QUESTIONS**

1. Why do people read?
2. What do people read?
3. How do readers prepare for reading?
4. Why do we learn letter sounds and high frequency words?
5. How can we become reflective readers?
6. Why do we have rules?
7. How can we solve a problem?
8. Why do we need to listen to others?
9. How can I express myself clearly in writing and speaking?
10. Why is it important to add detail to my work?
11. How can I build stamina in reading?
12. Why do we ask questions?
13. How can we become reflective readers?
14. What connections can I make to a text?

### **STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)**

With prompting and support, students will:

- Begin to develop an understanding of themselves as readers;
- Begin to learn how to self-select appropriate texts;
- Begin to set goals for themselves as readers;
- Learn the expectations and routines for actively participating in a reading community;
- Practice participating in collaborative conversations about texts;
- Learn how to follow agreed-upon rules for discussions;
- Begin to identify the central or big idea of a text;

- Begin to ask and answer questions to clarify understanding of a topic under discussion;
- Practice recognizing the similarities and differences among genres and subgenres, including fiction, poetry, and nonfiction;
- Practice asking and answering questions in order to demonstrate an understanding of the key details in a text;
- Begin to identify and use various text features and structures to locate and understand key information in a text; and
- Express their opinions about the books they listen to and read.
- Ask and answer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support
- Engage in stories by listening and participating with purpose and understanding (e.g., shared reading, interactive read alouds, and guided reading)
- Print is organized with spaces in between words and can be followed from left to right and page to page
- identify major events in a story, with prompting and support
- readers-match written words to spoken words in order to develop fluency and comprehension skills
- an author gives reasons to support ideas in a text
- identify ideas and reasons the author writes about in a text
- texts have similarities and differences and I can identify them
- identify real-life connections between words and their use (e.g., note places at school that are colorful)
- distinguish shades of meaning among verbs describing the same general action by acting out the meanings
- Talk with many different people about kindergarten topics and texts while taking turns listening and speaking with others, following the agreed upon rules for discussions
- Read high-frequency and sight words with automaticity
- Identify characters in a story, with prompting and support

identify settings in a story, with prompting and support

- Retell stories including key details, with prompting and support (e.g., who, what, when, where, why and how)
- Express our thoughts, ideas and feelings clearly
- Match written words to spoken words in order to develop fluency and comprehension skills.
- Read emergent decodable readers with purpose and understanding.
- Recognize different kinds of texts.
- Determine and clarify the meaning of unknown words.
- Explore word relationships and nuances.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

## **SUGGESTED ACTIVITIES**

*Teachers will...*

- Facilitate selected mini lessons from Schoolwide Units of Study including but not limited to: recognizing details of a text, modeling thinking about texts (wondering, activating schema etc.), and building stamina
- Confer with students individually about their reading to help them improve
- Complete running records and monitor students reading progress with various assessments.
- Read mentor texts aloud to students and pause to think aloud to demonstrate reading strategies and skills
- Facilitate turn and talks
- Model Reader Responses on one of the following: favorite part, character, setting, event, beginning, middle, end, recalling facts on chart board.
- Create differentiated literacy centers that practice the following skills:
  - fine motor
  - high frequency words
  - phonics
  - handwriting
- Model recalling a personal narrative and creating a beginning, middle, and end writing piece.
- Teach students how to choose an appropriate book and use the classroom library.
- Monitor and facilitate independent reading time.

*The students will...*

- Practice thinking about texts in
  - whole group
  - small groups
  - pairs
  - individually during independent reading time.
- Practice reading strategies in whole groups and independent reading;
  - Eagle Eyes (look at the illustration)
  - Lips the Fish (start with the first letter)
  - Stretchy Snake (stretch out sounds and blend)
- Practice “whole body listening” during turn and talks and operate with agreed upon rules for conversations.
- Create Reader’s Response of read aloud lessons on one of the following: favorite part, character, setting, event, beginning, middle, end, recalling facts
- Read a take home leveled book
- Build stamina and utilize decoding strategies in independent reading time
- Participate in the shared reading of “Why do builders need so many big machines?”
- Participate in guided reading small groups.
- Think critically about the civil rights movement through teacher selected read aloud lessons and activities.

## EVIDENCE OF LEARNING

### Formative Assessments:

Classroom Discussion  
Reader’s Notebook Entries

### Summative Assessment:

End of Trimester Assessments  
Portfolio Pieces

Anecdotal Notes Peer Assessment Thumbs up and down Rubrics Participation and teacher observation Mini Whiteboard Responses Running Records Think-Pair-Share		ESGI
<b>Benchmark Assessment:</b> mCLASS Universal Screener ESGI Assessments Schoolwide Running Record		<b>Alternative Assessments:</b> Reader's Responses Alphabet Journal Daily Centers
<b>INSTRUCTIONAL RESOURCES</b>		
<b>Core Instructional Resource:</b> <u>Schoolwide</u> Reading Grade K: <ul style="list-style-type: none"> <li>- Launching</li> <li>- Fiction</li> <li>- Non-Fiction</li> </ul> Decodeable Readers Schools Help us Learn (Social Studies) Poetry Journals	<b>Leveled Texts:</b> <i>Scholastic</i> Reading A-Z Classroom Leveled Readers	<b>Supplemental Resources:</b> Explode the Code Reading A-Z Raz Kids Orton Gillingham RLAC Schoolwide Unit Mentor Texts Mentor Texts
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>		
See Appendix A		

<b>UNIT 2</b>
<b>Unit II: Writing</b>
<b>UNIT SUMMARY</b>
Module 1: How Writers Work At the beginning of kindergarten, a focus of writing habits is placed on nurturing young writers. Actively engaging students in writing routines allows them to think about how writers work and what writers do so that they can emulate this process. Kindergarten students perceive authors and illustrators as untouchable beings and sometimes do not even view them as real people. The difference between writers and everyone else is that they open themselves up to see the world around them and record all of their observations and ideas. As your students begin to understand what writers do, they will also begin to develop writing identities and experience

how writers feel when they write. This unit is to introduce students to the writing process and to getting to know why writers write in the ways they do.

#### Module 2: Functional/ List & Label

Functional writing is real-world writing. It is practical or persuasive in purpose and intended for a specific audience. As such it is an excellent genre for students to immerse themselves in as they are already involved with and surrounded by functional writing in their homes, at school, and everywhere they go. Functional writing is particularly engaging for emergent writers and readers who are learning about words and reading familiar text in their environment. List and label books are informative/explanatory texts that kindergarten students compose by focusing on one topic of interest and supplying some information on that topic, using words and pictures. Students will go beyond deciding what they will write about and realize the need to plan how they will write it. "How will this topic or idea look on the page?" becomes an important question for our young writers to consider. This module provides a powerful part of writing the types of books that emergent readers and writers enjoy.

#### Module 3: How-To /Personal Narrative

So much of early reading and writing at home and in school involves learning how-to processes that kindergarten students are already familiar with the structure and purpose of such writing. As such, it is an excellent genre for students to immerse themselves in and attempt to emulate. Personal Narrative writing focuses on teaching kindergarteners how to communicate the stories of their lives, both orally and in pictures and words. This study lays the foundation for the way your classroom community will thoughtfully respond to the books and authors they read. Young writers will take on new language as they learn how to question, identify, and discuss writers' craft. By reading like writers, we are in effect inviting the authors into our classrooms.

### NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

#### Module 1: How Writers Work

**L.WF.K-1.1.** Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.

**L.KL.K.1.** With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

**W.AW.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

**W.RW.K.7.** With prompting and support, engage in brief but

regular writing and drawing tasks

## **Module 2: Functional/ List & Label**

### **L.WF.K-1.1. Demonstrate command of the conventions of writing.**

- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write the upper and lowercase alphabets from memory.
- F. Write a common grapheme (letter or letter group) for each phoneme.
- G. Orally segment the phonemes in any single syllable, spoken word.
- H. Recognize that each syllable is organized around a vowel sound.

### **L.WF.K-1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with**

- 2. Write or select a missing initial or final consonant when spelling a CVC word.
- 3. Spell VC [at, in] and CVC [pet, mud] words with short vowel sounds.
- 4. Write (20) frequently used words accurately.
- 5. Attempt phonetic spellings of unknown words.

### **W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).**

### **W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. (Students may draw, dictate, and compose text that explains their design solution for reducing the impact that humans have on the environment.)**

- A. Introduce a topic.
- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures

### **W.RW.K.[10]7. With prompting and support, engage in brief but regular writing and drawing tasks.**

## **Module 3: How-To /Personal Narrative**

### **L.WF.K-1.1. Demonstrate command of the conventions of writing.**

- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write the upper and lowercase alphabets from memory.
- F. Write a common grapheme (letter or letter group) for each phoneme.
- G. Orally segment the phonemes in any single syllable, spoken word.
- H. Recognize that each syllable is organized around a vowel sound.

**L.WF.K-1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with:

2. Write or select a missing initial or final consonant when spelling a CVC word.
3. Spell VC [at, in] and CVC [pet, mud] words with short vowel sounds.
4. Write (20) frequently used words accurately.
5. Attempt phonetic spellings of unknown words.

**W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. (Students may draw, dictate, and compose text that explains their design solution for reducing the impact that humans have on the environment.)

- A. Introduce a topic.
- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

**W.NW.K.3.** Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.
- C. Provide a reaction to [what happened] the experiences or events.

**W.WP.K.4.** With prompts and support from adults, recognize that writing carries a message and should make sense to others.

**W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

**W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W.RW.K.7.** With prompting and support, engage in brief but regular writing and drawing tasks.

## INTERDISCIPLINARY CONNECTIONS

### Science

**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.

**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

### Social Studies

**6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.

**6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.



**6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

## **CAREER READINESS, LIFE LITERACIES, and KEY SKILLS**

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.TL.5: Describe the difference between real and virtual experiences.

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

### **ENDURING UNDERSTANDINGS**

1. Writing is an important part of growing as an individual.
2. Writing is a way of communicating.
3. Everyone has different opinions.
4. Rules are an important part of participating in a community.
5. Working as a team and using resources can help solve problems.
6. Sharing thoughts and feelings through writing and speaking can make a difference.
7. Visual materials enhance understanding.
8. People rely on a variety of resources to obtain information.
9. People communicate through words.
10. We can respect another person's opinions and perspective.
11. Change happens through communication.
12. Authors have different purposes in writing.
13. I can write for different purposes.
14. I can gather information to help me answer a question.
15. Details help enrich my writing.

### **ESSENTIAL QUESTIONS**

1. What is an opinion?
2. How can I express myself clearly in writing and speaking?
3. Why is it important to add detail to my work?
4. How can I show respect?
5. How can I break a task down into steps?
6. How do I compare and contrast two things?
7. Why is it important to add detail to my work?
8. How can I build stamina in writing?

## **STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)**

*Students are learning to/that...*

- Print is organized with spaces in between words and can be followed from left to right and page to page

- Create opinion pieces name a topic and state an opinion, using a combination of drawing, dictating, and writing
- Create a narrative piece either real or imagined
- Create an informational piece
- Talk with many different people about kindergarten topics and texts while taking turns listening and speaking with others, following the agreed upon rules for discussions
- Read high-frequency and sight words with automaticity
- Print upper and lowercase letters
- Identify syllables in words we say
- Count, say, identify, and blend syllables in spoken words
- Blend and segment onsets and rimes in words we say
- Isolate (separate) and pronounce (say) the first, middle, and last sounds in CVC words
- Add or change sounds to words to make new one-syllable words
- Write a story using pictures and words (written or dictated)
- Write a story using pictures and words (written or dictated) in the order it happened
- Recognize that vowels have long and short sounds
- Use the short vowel sounds when spelling words
- Strengthen writing through self-reflection and suggestions from peers
- Express our thoughts, ideas and feelings clearly
- Match written words to spoken words in order to develop fluency and comprehension skills. .
- Produce and share writing.
- Recognize and name end punctuation.
- Spell simple words using phonetic spelling.
- Determine and clarify the meaning of unknown words.
- Explore word relationships and nuances.

## SUGGESTED ACTIVITIES

### *Teachers will...*

- Facilitate selected mini lessons from Writers Workshop Units of Study including but not limited to: opinion illustrating, and labeling.
- Confer with students individually about their writing and reading to help them improve
- Read mentor texts aloud to students and pause to think aloud to demonstrate reading strategies and skills
- Model Reader Responses on one of the following: favorite part, character, setting, event, beginning, middle, end, recalling facts on chart board.
- Model writing “how to” writing for students.
- Confer on “how to” writing with students.
- Model opinion writing.
- Lead a study of the Civil Rights movement focusing on equality, communication, and respect.

### *The students will...*

- Create “how to” writing with illustrations and text.
- Share and confer with peers on “how to” writing assignments.
- Begin to use digraphs in writing.
- Begin to use sneaky e or magic e in writing and reading.
- Gather facts about the daily weather to create a “weather journal”.

- Participate in comparing and contrasting teacher selected items in large and small groups.
- Create personal narratives
- Peer share and edit personal narratives
- Create portfolio pieces beginning with illustrations, adding detail, and labeling.
- Practice reading strategies in whole groups and independent reading.
- Practice “whole body listening” during turn and talks and operate with agreed upon rules for conversations.
- Participate in literacy centers
- Create opinion writing pieces.
- Peer share and edit opinion writing.
- Draw a machine doing work in response to a Mystery Science activity
- Participate in the shared reading of “Why do builders need so many big machines?”
- Draw and invent a monster trap in response to a Mystery Science activity

## EVIDENCE OF LEARNING

### Formative Assessments:

Classroom Discussion  
 Writer’s Notebook Entries  
 Anecdotal Notes  
 Peer Assessment  
 Thumbs up and down  
 Rubrics  
 Participation and teacher observation  
 Mini Whiteboard Responses  
 Think-Pair-Share

### Summative Assessment:

End of Trimester Assessments  
 Portfolio pieces

### Benchmark Assessment:

mCLASS Universal Screener and Benchmarks  
 ESGI Assessments

### Alternative Assessments:

Writer’s Responses  
 Poetry journal  
 Daily Centers

## INSTRUCTIONAL RESOURCES

### Core Instructional Resource:

Schoolwide

Reading Grade K:

- Launching
- Fiction
- Non-Fiction

Decodable Readers

Schools Help us Learn (Social Studies)

Poetry Journals

### Leveled Texts:

*Scholastic*

Reading A-Z

### Supplemental Resources:

Schoolwide Unit Mentor Texts  
 Mentor Texts

<u>Schoolwide</u> Reading: Fiction My Place in the World (Social Studies) Writing: Personal Narrative		
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>		
See Appendix A		

<b>UNIT 3</b>
<b>Unit III: Phonics</b>
<b>UNIT SUMMARY</b>
<p>At the beginning of Kindergarten, we introduce and reinforce targeted foundational skills and strategies systematically. Each phase includes engaging lessons and activities for students to learn about the sounds of language and how print works. Each lesson teaches specific foundational skills in a progression designed to allow for meaningful application during reading and writing workshops and learning at home. The lessons balance explicit teaching with opportunities to apply skills using authentic language when listening, speaking, reading, and writing. Additionally, it includes one or two transitional weeks that provide opportunities for students to practice newly learned skills and strategies in interactive learning centers, while the teacher observes and/or administers individual qualitative and quantitative assessments.</p>
<b>NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS</b>
<p>Module 1 Word and Letter Awareness/Rhyming</p> <p><b>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</b></p> <ul style="list-style-type: none"> <li>A. Follow words from left to right, top to bottom, and page by page.</li> <li>B. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>C. Understand that words are separated by spaces in print.</li> <li>D. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p><b>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>A. Recognize and produce rhyming words.</li> </ul>

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

- C. Read high-frequency words grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

**L.WF.K-1.1. Demonstrate command of the conventions of writing.**

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.

**L.WF.K-1.3. Demonstrate command of the conventions of sentence composition.**

- 1. Repeat a sentence, identifying how many words are in the sentence.
- 9. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

**L.VL.K.[4]2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

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

**L.VI.K.[5]3. With guidance and support from adults, explore word relationships and nuances in word meanings.**

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**Module 2: Building Letter Sound Association**

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

- D. Recognize and name all upper- and lowercase letters of the alphabet.

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

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.

- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, medial [vowel,] and final sounds (phonemes) in [three-phoneme (consonant-vowel-consonant, or CVC)] in spoken, single-syllable words. (This does not include [CVCs ending with] simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F.. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words grade level irregular words with automaticity.

**L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.**

**L.WF.K-1.1. Demonstrate command of the conventions of writing.**

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write the upper and lowercase alphabets from memory.
- F. Write a common grapheme (letter or letter group) for each phoneme.

**L.KL.K.[3]1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.**

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

Module 3

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

- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, medial [vowel,] and final sounds (phonemes) in [three-phoneme (consonant-vowel-consonant, or CVC)] in spoken, single-syllable words. (This does not include [CVCs ending with] simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F.. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

**L.WF.K-1.1. Demonstrate command of the conventions of writing.**

- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write the upper and lowercase alphabets from memory.
- F. Write a common grapheme (letter or letter group) for each phoneme.
- G. Orally segment the phonemes in any single syllable, spoken word.
- H. Recognize that each syllable is organized around a vowel sound.

**L.WF.K-1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with:**

1. Represent phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
2. Write or select a missing initial or final consonant when spelling a CVC word.
3. Spell VC [at, in] and CVC [pet, mud] words with short vowel sounds.
4. Write (20) frequently used words accurately.
5. Attempt phonetic spellings of unknown words.
6. Short vowels and single consonants.
7. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
8. Initial and final consonant blends (must, slab, plump).

**L.WF.K-1.3. Demonstrate command of the conventions of sentence composition.**

2. Write simple sentences.
3. Capitalize the first word in a sentence and include spaces between words.
4. Use end punctuation.

**L.KL.K.[3]1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.**

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

**INTERDISCIPLINARY CONNECTIONS**

**Science**

**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-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.\*

**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface.

**Social Studies**

**6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

**6.1.5.HistorySE.2:** Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

**6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**CAREER READINESS, LIFE LITERACIES, and KEY SKILLS**



9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

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

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

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Letters represent sounds: Students understand that each letter of the alphabet represents a specific sound or a combination of sounds. They learn to recognize and associate the sounds with their corresponding letters.</li> <li>• Letter-sound correspondence: Students grasp the concept that there is a predictable relationship between letters and the sounds they make. They learn to identify the sounds made by individual letters and letter combinations (such as digraphs like "th" and "ch").</li> <li>• Phonemic awareness: Students develop the ability to identify and manipulate individual sounds (phonemes) in spoken words. They learn to recognize and produce rhyming words, identify initial and final sounds, and blend and segment sounds in words.</li> <li>• Decoding and blending: Students acquire skills to decode or sound out words by blending individual sounds together. They learn to apply their knowledge of letter-sound relationships to read simple words and gradually progress to more complex words.</li> <li>• Sight word recognition: Students learn to identify and read high-frequency words (also known as sight words) that appear frequently in text, such as "the," "and," "is," and "my." These words are often taught as whole units because they may not follow regular phonetic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we use our sounds to read books?</li> <li>• How can we use our sight words to read books?</li> <li>• Do the words make sense?</li> <li>• What reading strategies can we use when we come to an unknown word?</li> </ul>

- Print awareness: Students understand the basic features of print, including the concept that written words are made up of letters and spaces. They learn to recognize and differentiate between uppercase and lowercase letters, as well as understand the left-to-right and top-to-bottom directionality of written text.
- Vocabulary development: Students expand their vocabulary by encountering new words in the context of reading and listening. They learn to associate words with their meanings, explore word families and synonyms, and use new words in their oral and written communication.
- Reading is a process in which readers make meaning from predictable patterned texts
- Reading is an active process, it is the key to knowledge and is the key to understanding our world and ourselves
- Reading is a lifetime skill that enhances learning and enjoyment
- Effective readers use appropriate strategies as needed to construct meaning

### **STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)**

*Students are learning to/that...*

- Recognize and name all upper- and lower-case letters
- Write the upper and lowercase alphabets from memory.
- Read high-frequency and sight words with automaticity
- Print upper and lowercase letters
- Recognize and make rhyming words
- Identify syllables in words we say
- Count, say, identify, and blend syllables in spoken words
- Blend and segment onsets and rimes in words we say
- Write or select a missing initial or final consonant when spelling a CVC word.
- Spell VC [at, in] and CVC [pet, mud] words with short vowel sounds.
- Write (20) frequently used words accurately.
- Attempt phonetic spellings of unknown words.

- Short vowels and single consonants.
- Repeat a sentence, identifying how many words are in the sentence.
- Write simple sentences.
- Capitalize the first word in a sentence and include spaces between words.
- Use end punctuation
- Isolate (separate) and pronounce (say) the first, middle, and last sounds in CVC words
- Add or change sounds to words to make new one-syllable words
- Recognize that vowels have long and short sounds
- Use the short vowel sounds when spelling words
- Express our thoughts, ideas and feelings clearly
- Match written words to spoken words in order to develop fluency and comprehension skills.
- Read emergent/decodable readers with purpose and understanding.
- Recognize and name end punctuation.
- Spell simple words using phonetic spelling.
- Determine and clarify the meaning of unknown words.
- Explore word relationships and nuances.

## SUGGESTED ACTIVITIES

*Teachers will...*

- Lead multisensory phonics games and activities in small and large groups
- Lead daily multisensory routines that enforce letter sound and high frequency word recognition
- Collaborate with students to create Letter of the week chart boards.
- Create differentiated literacy centers that practice the following skills:
  - fine motor
  - high frequency words
  - phonics
  - handwriting
- Select short poems based on current units to study in poetry journals.
- Introduce blends and digraphs and collaborate in making phonics chartboards.
- Recognize that vowels have long and short sounds
- Use the short vowel sounds when spelling words
- Introduce digraphs using various visuals and phonics based games.
- Introduce sneaky e or magic e as a phonics rule.
- Lead students in “weather journal” project.
- Introduce a Venn Diagram and other graphic organizers for comparing and contrasting.

*The students will...*

- Identify grammar and high frequency words in teacher selected weekly poetry.
- Illustrate weekly poetry in a poetry journal.
- Create “how to” writing with illustrations and text.
- Share and confer with peers on “how to” writing assignments.
- Begin to use digraphs in writing.

- Begin to use sneaky e or magic e in writing and reading.
- Gather facts about the daily weather to create a “weather journal”.
- Participate in comparing and contrasting teacher selected items in large and small groups.
- Participate in multisensory phonics games and activities focusing on:
  - beginning, middle, and ending sounds
  - rhyming words
  - syllables
- Participate in daily multisensory routines for skywriting and High frequency word tapping
- Create an alphabet journal based on learned letter sounds
- Participate in literacy centers
- Identify grammar and high frequency words in teacher selected weekly poetry.
- Illustrate weekly poetry in a poetry journal.

## EVIDENCE OF LEARNING

### Formative Assessments:

Classroom Discussion  
 Reader’s and Writer’s Notebook Entries  
 Anecdotal Notes  
 Peer Assessment  
 Thumbs up and down  
 Rubrics  
 Participation and teacher observation  
 Mini Whiteboard Responses  
 Running Records  
 Think-Pair-Share  
 Literacy Centers  
 Phonics Games

### Summative Assessment:

Portfolio pieces  
 Weather journal  
 End of Trimester Assessment  
 ESGI  
 One on One Assessments

### Benchmark Assessment:

mCLASS Universal Screener and Benchmarks  
 ESGI Assessments

### Alternative Assessments:

Poetry Journal  
 Weather Journal

## INSTRUCTIONAL RESOURCES

### Core Instructional Resource:

Schoolwide: Grade K  
 Word and Letter Awareness  
 Rhyming  
 Building Letter Sound  
 Association  
 Blending, Segmenting and Fun  
 with Sounds

### Leveled Texts:

*Scholastic*  
 Reading A-Z

### Supplemental Resources

Explode the Code  
 Reading A-Z  
 Raz Kids  
 Orton Gillingham  
 RLAC  
 Mentor Texts
 

- Schoolwide

Weather All Around Us (Science)		
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>		
<b>See Appendix A</b>		

## **Appendix A: Integrated Accommodations and Modifications**

### **Special Education:**

Provide modified notes and access to extra copies online  
 Provide oral reminders and check student work during independent work time  
 Model skills/techniques to be mastered  
 Check and sign assignment planner  
 Preferential seating  
 Pair visual prompts with verbal presentations  
 Modified or scaffolded homework and classwork  
 Extended time as needed  
 Provide graphic organizers and study guides

### **Multilingual Learners:**

Provide scaffolded assignments and assessments  
 Pair visual prompts with visual presentations  
 Check and sign assignment planner  
 Native Language translation  
 Extended time for assignment and assessment as needed  
 Highlight key vocabulary  
 Use graphic organizers  
 Provide verbal and written directions  
 Preferential seating with an English-speaking peer

### **At Risk of Failure:**

Check and sign assignment planner  
 Encourage class participation and reinforce skills  
 Model skills and assignments  
 Extended to time to complete class work  
 Preferential seating  
 Provide extra help outside of class and 1:1 instruction when needed  
 Communicate regularly with students' other teachers  
 Provide positive feedback for tasks well done  
 Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

### **Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

**Students with 504 Plans**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers