



## Reading Curriculum Kindergarten

| Writing Curriculum Committee |                                                 |
|------------------------------|-------------------------------------------------|
| Name                         | Position                                        |
| Christine Moran              | <i>Director of Curriculum &amp; Instruction</i> |
| Kismet Bohajian              | <i>Interventionist</i>                          |
| Nicole Colon                 | <i>Kindergarten Teacher</i>                     |
| Noy Sapir                    | <i>Kindergarten Teacher</i>                     |

### Introduction

The River Edge School District is committed to providing a rich and rigorous curriculum so that all students can achieve at the highest levels, while developing as responsible citizens, who respect individuality. Our curriculum is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts.

Our curriculum is aligned to the New Jersey Student Learning Standards. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The River Edge curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate college and career readiness standards. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

**Born On Date: July 2024**

**Revised & Readopted Date: August 2025**

| Kindergarten English Language Arts - Reading<br>PACING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                     |
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| Unit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Pacing              |
| <a href="#">Unit 1: We Are Readers!</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | September - October |
| <a href="#">Unit 2: Expanding Our Reading Strategies:<br/>Songs, Rhymes, Poetry, And Storybooks</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | November - December |
| <a href="#">Unit 3: A Reader's Toolbox:<br/>Print Strategies and Sight Words</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | January - March     |
| <a href="#">Unit 4: Reading To Learn About The World:<br/>Informational Reading Strategies</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | April - June        |
| Equity, Diversity, and Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |
| <p>The River Edge Public School District is committed to promoting Equity, Diversity, and Inclusion (E-D-I). As per Chapter 32 (C.18A:35-4.36a), our District incorporates instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 6 as part of the District's implementation of the New Jersey Student Learning Standards.</p> <ul style="list-style-type: none"> <li>• <a href="#">River Edge E-D-I Book List</a></li> <li>• <a href="#">River Edge Kindergarten E-D-I Activities</a></li> </ul> |                     |

## Unit 1: We Are Readers!

### New Jersey Student Learning Standards

**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).

**SL.II.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.

**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.

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

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

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

- A. Recognize and produce rhyming 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.

**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.

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

### Unit Summary (Enduring Understandings)

In this unit for launching a reading workshop, the focus is on establishing essential routines and procedures, fostering a community of readers, and enhancing listening skills. Teachers introduce and practice routines such as choosing and handling books, sitting quietly, and transitioning between activities. They create a supportive environment, where students feel comfortable exploring books and sharing their thoughts, thereby building a sense of community among young readers. Listening skills are emphasized through read-aloud sessions, where students engage with stories, discuss characters and events, and practice predicting and retelling. This foundational unit aims to make reading enjoyable and interactive, setting the stage for future literacy development.

As students begin their reading journey, they will take responsibility for their own learning by choosing books that interest them and reflecting on what they learn from each story. They will practice sharing their thoughts and ideas with classmates, adjusting their communication to match the conversation. Students will also learn to listen carefully to others and use evidence from the books to support their ideas. Through the use of digital tools and interactive media, they will connect with stories in new ways, whether by listening to an audiobook or using an app to explore different characters and settings. This unit will help students understand and appreciate their own identity and the unique perspectives of others as they explore stories from around the world.

### Essential Questions

- How can readers develop a curiosity for reading?
- What strategies can readers use to make readers more inviting?
- How do students learn procedures of the reading workshop?
- How do readers establish strong reading habits?

### Skills

- Expose students to different books
- Take picture walks
- Retell stories using the pictures

### Transfer

- Discussions between students
- Orally retell stories using pictures
- Partner and tell story to a friend

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

| Instructional Goals and Pathways                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                |
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| Goal 1: Readers find books they want to read.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                |
| Pathways                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                |
| <b>Pathway #1</b> <ul style="list-style-type: none"> <li>● <b>From the Heart: Create a Heart Map</b> <ul style="list-style-type: none"> <li>○ Think about topics you want to read about this year</li> <li>○ Sketch your ideas in the heart. Leave some empty spaces to fill in as you find books you like.</li> <li>○ Add as many ideas as you can</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Pathway #2</b> <ul style="list-style-type: none"> <li>● <b>My favorite book</b> <ul style="list-style-type: none"> <li>○ Think of your favorite books, if you have any</li> <li>○ Ask yourself: Why is it your favorite?</li> <li>○ If you do not have a favorite, move onto a different pathway and come back to this pathway later</li> </ul> </li> </ul> |
| <b>Pathway #3</b> <ul style="list-style-type: none"> <li>● <b>Book Browsing From a Basket</b> <ul style="list-style-type: none"> <li>○ Look at the basket of books on the table</li> <li>○ Look at the covers. What catches your eye?</li> <li>○ Pick a book that looks fun, interesting, or has a character you know</li> <li>○ Ask yourself if it reminds you of something you like</li> <li>○ Do you want to read it or take a picture walk?</li> <li>○ Does this book make you excited?</li> <li>○ Repeat with other books</li> </ul> </li> </ul> <p>Teacher Note:</p> <ul style="list-style-type: none"> <li>● A variety of books, including picture books, fairy tales, informational texts, and poetry will need to be used for this lesson.</li> <li>● There will be five tables with a variety of fiction and nonfiction books.</li> <li>● Students will have 10 minutes to circulate from each table and sample the different books.</li> </ul> | <b>Pathway #5</b> <ul style="list-style-type: none"> <li>● <b>Book Baggies</b> <ul style="list-style-type: none"> <li>○ Choose 3-5 books that feel like a good fit to put in your book baggie.</li> <li>○ Put the books you do not like gently back into the basket.</li> </ul> </li> </ul>                                                                    |
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| <b>Goal 2: Readers follow the routines of Reading Workshop.</b>                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Pathways</b>                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Pathway #1</b> <ul style="list-style-type: none"> <li>● <b>Picture Walks</b> <ul style="list-style-type: none"> <li>○ Spend 3-4 minutes with each chosen book looking at the pictures, carefully turning the pages from beginning to end.</li> <li>○ Ask: What do you think the story will be about?</li> <li>○ Ask: What do you notice?</li> </ul> </li> </ul> | <b>Pathway #2</b> <ul style="list-style-type: none"> <li>● <b>Find a cozy reading area</b> <ul style="list-style-type: none"> <li>○ Take a carpet square or pillow</li> <li>○ Choose a spot that feels comfortable and safe</li> <li>○ Start reading or taking a picture walk</li> </ul> </li> </ul>                                                                                                                                                                                                     |
| <b>Pathway #3</b> <ul style="list-style-type: none"> <li>● <b>Read with a low voice</b> <ul style="list-style-type: none"> <li>○ Choose a book</li> <li>○ Read in a quiet or whisper voice</li> <li>○ Repeat with each book</li> </ul> </li> </ul>                                                                                                                 | <b>Pathway #4</b> <ul style="list-style-type: none"> <li>● <b>Be kind to your books</b> <ul style="list-style-type: none"> <li>○ Hold the book gently</li> <li>○ Turn the pages carefully</li> <li>○ After reading, return it</li> </ul> </li> </ul>                                                                                                                                                                                                                                                     |
| <b>Pathway #5</b> <ul style="list-style-type: none"> <li>● <b>Follow the flow of Reading Workshop</b> <ul style="list-style-type: none"> <li>○ Listen and learn a tip from the mini-lesson</li> <li>○ Go read and read and read some more</li> <li>○ Come back to the rug, and share what you did with your partners</li> </ul> </li> </ul>                        | <b>Pathway #6</b> <ul style="list-style-type: none"> <li>● <b>Work with a partner</b> <ul style="list-style-type: none"> <li>○ Find your photo and your partner's photo on the chart</li> <li>○ Find your partner spot</li> <li>○ Partner 1 puts their book in the middle</li> <li>○ Partner 1 says why they chose it and shares if they have a connection to it</li> <li>○ Partner 1 asks partner 2 if they have a connection to it</li> <li>○ Partner 2 switch roles and repeat</li> </ul> </li> </ul> |

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| <b>Pathway #6</b> <ul style="list-style-type: none"> <li>• <b>Talk and explain</b> <ul style="list-style-type: none"> <li>○ Look at your partner</li> <li>○ Talk with a clear indoor voice</li> <li>○ Point to the part of the book you are talking about</li> </ul> </li> </ul>                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |                                                                                                                                                                                                                                                                            |
| <b>Goal 3: Readers develop strong reading habits.</b>                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |                                                                                                                                                                                                                                                                            |
| <b>Pathways</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |                                                                                                                                                                                                                                                                            |
| <b>Pathway #1</b> <ul style="list-style-type: none"> <li>• <b>Body positions</b> <ul style="list-style-type: none"> <li>○ Choose if you will sit, stand, or kneel</li> <li>○ Keep your hands on the book and stay in your spot</li> </ul> </li> </ul> <p>Teacher note:</p> <ul style="list-style-type: none"> <li>• Create an anchor chart that students can refer to</li> </ul>                                                | <b>Pathway #2</b> <ul style="list-style-type: none"> <li>• <b>Pick a just right book from your book baggie</b> <ul style="list-style-type: none"> <li>○ Open to the first page</li> <li>○ Spend 5 minutes reading or taking a picture walk</li> </ul> </li> </ul> <p>Teacher note:</p> <ul style="list-style-type: none"> <li>• Look at the <a href="#">stages of emerging reading</a> for the essential levels that students go through</li> </ul> |                              |                                                                                                                                                                                                                                                                            |
| <b>Pathway #3</b> <ul style="list-style-type: none"> <li>• <b>Build stamina</b> <ul style="list-style-type: none"> <li>○ Look at the stamina thermometer</li> <li>○ Give yourself a cheer “You can read one more minute.”</li> <li>○ Read and stick with it for as long as you can</li> </ul> </li> </ul>                                                                                                                       | <b>Pathway #4</b> <ul style="list-style-type: none"> <li>• <b>Keep trying!</b> <ul style="list-style-type: none"> <li>○ It’s ok if some words are hard</li> <li>○ Practice makes you a stronger reader</li> <li>○ Remember, every reader started just like you!</li> </ul> </li> </ul>                                                                                                                                                              |                              |                                                                                                                                                                                                                                                                            |
| <b>Differentiation</b>                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |                                                                                                                                                                                                                                                                            |
| <table border="1"> <tr> <td data-bbox="163 1166 541 1323"> <b>Multilingual Learners</b> </td><td data-bbox="541 1166 1938 1323"> <ul style="list-style-type: none"> <li>• Collaborate with the ESL Specialist</li> <li>• Preview content vocabulary (<i>with pictures and labels in the student’s first language</i>)</li> <li>• Use visual clues (<i>pictures</i>)</li> <li>• Repeat directions</li> </ul> </td></tr> </table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Multilingual Learners</b> | <ul style="list-style-type: none"> <li>• Collaborate with the ESL Specialist</li> <li>• Preview content vocabulary (<i>with pictures and labels in the student’s first language</i>)</li> <li>• Use visual clues (<i>pictures</i>)</li> <li>• Repeat directions</li> </ul> |
| <b>Multilingual Learners</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Collaborate with the ESL Specialist</li> <li>• Preview content vocabulary (<i>with pictures and labels in the student’s first language</i>)</li> <li>• Use visual clues (<i>pictures</i>)</li> <li>• Repeat directions</li> </ul>                                                                                                                                                                          |                              |                                                                                                                                                                                                                                                                            |

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|                          | <ul style="list-style-type: none"> <li>• Simplify task directions</li> <li>• Check for understanding</li> <li>• Utilize peer models</li> <li>• English Language supports for parents of non-English speaking students</li> <li>• Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language</li> <li>• Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>)</li> <li>• Use of writer's checklists throughout each step of the writing process</li> <li>• Use of modified grading</li> <li>• Utilize Chromebook extensions (<i>speech-to-text</i>)</li> </ul>                                                                                                                                                                                                                    |
| <b>Special Education</b> | <ul style="list-style-type: none"> <li>• Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>)</li> <li>• Break down writing tasks into manageable units (<i>i.e. provide idea starters</i>)</li> <li>• Provide guided instruction and modeling</li> <li>• Simplify task directions</li> <li>• Provide small group instruction</li> <li>• Provide oral instructions with picture prompts</li> <li>• Clarify or reword directions and prompts</li> <li>• Monitor on-task performance</li> <li>• Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>)</li> <li>• Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>)</li> <li>• Extended time for assignments</li> <li>• Preferential seating</li> </ul> |
| <b>At Risk</b>           | <ul style="list-style-type: none"> <li>• Targeted skill/goal improvement plans within a set time frame</li> <li>• Preferential seating</li> <li>• Implement behavior chart to increase focus and work completion</li> <li>• Use of FM system to improve attention and support auditory information</li> <li>• Sensory breaks</li> <li>• Utilize Chromebook extensions (<i>speech-to-text</i>)</li> <li>• Consult with academic support teachers to address skills identified by the classroom teacher</li> <li>• Provide frequent parent communication to ensure goals are being met</li> </ul>                                                                                                                                                                                                                                                                                       |

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

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| Gifted and Talented | <ul style="list-style-type: none"><li>● Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students</li><li>● Pursue individual passions to encourage deeper engagement with the writing process</li><li>● Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>)</li><li>● Offer student choice through advanced content (<i>i.e using dialogue, writing across pages</i>)</li><li>● Allow progression of student pace through the writing process</li><li>● Provide feedback to refine writing skills and address areas for improvement</li><li>● Give specific and constructive feedback to challenge students and elevate writing to the next level</li></ul> |
| 504                 | <ul style="list-style-type: none"><li>● Extended time for assignments</li><li>● Provide prompting, reassurance, and time to formulate ideas</li><li>● Preferential seating</li><li>● Repeat directions</li><li>● Check for understanding</li><li>● Utilize instructional aides in the classroom setting</li><li>● Utilize peer models</li><li>● Use of FM system to improve attention and support auditory information</li><li>● Implement positive behavior chart to increase focus and work completion</li><li>● Sensory breaks</li><li>● Provide writer's checklists</li></ul>                                                                                                                                                                                                                                                                    |

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| Evidence of Learning - Assessment                                                           |                                                                                                                                                               |                                                                                                                                                                             |
| <b>Formative</b>                                                                            | <b>Summative</b>                                                                                                                                              | <b>Benchmark</b>                                                                                                                                                            |
| <ul style="list-style-type: none"><li>● Teacher observation</li><li>● Conferences</li></ul> | <ul style="list-style-type: none"><li>● Uppercase, Lowercase, Letter and Sound Assessment</li><li>● Sight Words Assessment</li><li>● CVC Assessment</li></ul> | <ul style="list-style-type: none"><li>● DIBELS<ul style="list-style-type: none"><li>○ Fall - LNF, PSF, NWF, WRF</li><li>○ Mid Year - LNF, PSF, NWF, WRF</li></ul></li></ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Rhyming Assessment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>○ Spring - LNF, PSF, NWF, WRF</li> </ul>                                                                                                                                                                                                                                                                            |
| <b>Core Instructional Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr.</li> <li>• <i>Rainbow Fish</i> by Marcus Pfister</li> <li>• <i>Chrysanthemum</i> by Kevin Henkes</li> <li>• <i>If You Take a Mouse to School</i> by Laura Numeroff</li> <li>• <i>Giraffes Can't Dance</i> by Giles Andreae</li> <li>• <i>We're Going on a Book Hunt</i> by Pat Miller</li> <li>• <i>Miss Brooks Loves Books(and I don't)</i> by Barbra Bottner</li> <li>• <i>The Summer Nick Taught his Cats to Read</i> by Curtis Manley</li> <li>• <i>Give Me Back My Book!</i> By Travis Foster</li> <li>• <i>How to Read A Story</i> by Kate Messner</li> <li>• <i>Let Me Finish</i> by Minh Le</li> <li>• <i>Just Read</i> by Lori Degman</li> <li>• <i>A Child of Books</i> by Oliver Jeffers</li> <li>• <i>The Book of Gold</i> by Bob Staake</li> <li>• <i>I Do Not Like Books Anymore</i> by</li> </ul> | <p><b>Digital Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Chicka Chicka Boom Boom</i></a> by Bill Martin Jr.</li> <li>• <a href="#"><i>Rainbow Fish</i></a> by Marcus Pfister</li> <li>• <a href="#"><i>Chrysanthemum</i></a> by Kevin Henkes</li> <li>• <a href="#"><i>If You Take a Mouse to School</i></a> by Laura Numeroff</li> <li>• <a href="#"><i>Giraffes Can't Dance</i></a> by Giles Andreae</li> <li>• <a href="#"><i>We're Going on a Book Hunt</i></a> by Pat Miller</li> <li>• <a href="#"><i>Miss Brooks Loves Books(and I don't)</i></a> by Barbra Bottner</li> <li>• <a href="#"><i>The Summer Nick Taught his Cats to Read</i></a> by Curtis Manley</li> <li>• <a href="#"><i>Give Me Back My Book!</i></a> By Travis Foster</li> <li>• <a href="#"><i>How to Read A Story</i></a> by Kate Messner</li> <li>• <a href="#"><i>Let Me Finish</i></a> by Minh Le</li> <li>• <a href="#"><i>Just Read</i></a> by Lori Degman</li> <li>• <a href="#"><i>A Child of Books</i></a> by Oliver Jeffers</li> <li>• <a href="#"><i>The Book of Gold</i></a> by Bob Staake</li> <li>• <a href="#"><i>I Do Not Like Books Anymore</i></a> by</li> </ul> | <p><b>Miscellaneous Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Kindergarten: Reading Units and Goals</a></li> <li>• <a href="#">Heart Map</a></li> <li>• <a href="#">Stamina Thermometer Anchor Chart</a></li> <li>• <a href="#">Reading Strategies Posters</a></li> <li>• <a href="#">Fundation Alphabet Chart</a></li> </ul> |

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| Interdisciplinary Connections                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                               |  |
| <b>Comprehensive Health And Physical Education - Community Time</b> <ul style="list-style-type: none"><li>2.1.2.EH.1. Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li></ul>                                                                                                                              |                                                                                                                                                                                                               |  |
| <b>Social Studies</b> <ul style="list-style-type: none"><li>6.1.2.CivicsCM.3. Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li><li>6.1.2.Geo.SV.2. Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</li></ul> |                                                                                                                                                                                                               |  |
| Career Readiness, Life Literacies, and Key Skills                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               |  |
| NJSLS                                                                                                                                                                                                                                                                                                                                                                              | Practices                                                                                                                                                                                                     |  |
| <ul style="list-style-type: none"><li>9.2.2.CAP.1. Make a list of different types of jobs and describe the skills associated with each job.</li><li>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.</li></ul>                                                                                                                                                       | <ul style="list-style-type: none"><li>CLKSP1 Act as a responsible and contributing community member and employee.</li></ul>                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               |  |
| Social Emotional Learning Competencies                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               |  |
| Self-Awareness: ability to recognize one’s emotions and know one’s strengths and limitations                                                                                                                                                                                                                                                                                       | Connections <ul style="list-style-type: none"><li>Writing a journal entry to reflect on thoughts and ideas</li><li>Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)</li></ul> |  |

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

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|                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>● Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)</li></ul>                                                                                                                                                                                      |                         |
| <u>Self-Management</u> : ability to regulate and control one’s emotions and behaviors, particularly in stressful situations                                                                                                | Connections <ul style="list-style-type: none"><li>● Using zones of regulation chart to monitor emotions</li><li>● Take a break with deep breathing to focus</li></ul>                                                                                                                                              |                         |
| <u>Social Awareness</u> : ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others | Connections <ul style="list-style-type: none"><li>● Writing a journal entry to reflect on understanding of key concepts</li><li>● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)</li><li>● Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)</li></ul> |                         |
| <u>Relationship Skills</u> : refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts                                        | Connections <ul style="list-style-type: none"><li>● Engaging in collaborative discussions</li><li>● Incentives for individual students and small groups</li></ul>                                                                                                                                                  |                         |
| <u>Responsible Decision-Making</u> : refers to the ability to use multiple pieces of information to make ethical and responsible decisions                                                                                 | Connections <ul style="list-style-type: none"><li>● Class rules and routines</li><li>● Engaging in collaborative discussions</li><li>● Following directions</li></ul>                                                                                                                                              |                         |
|                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                         |
| Computer Science and Design Thinking                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                    |                         |
|                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                         |
| Domain                                                                                                                                                                                                                     | Core Idea                                                                                                                                                                                                                                                                                                          | Performance Expectation |

|                                             |                                                                                                                                                    |                                                                                                                                         |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Data &amp; Analysis</b>                  | Data can be used to make predictions about the world                                                                                               | 8.1.2.DA.3: Identify and describe patterns in data visualizations<br>8.1.2.DA.4: Make predictions based on data using charts or graphs. |
| <b>Algorithms &amp; Programming</b>         | Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process. | 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.                                               |
| <b>Algorithms &amp; Programming</b>         | Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.                                         | 8.1.2.AP.4: Break down a task into a sequence of steps.                                                                                 |
| <b>Interaction of Technology and Humans</b> | Human needs and desires determine which new tools are developed.                                                                                   | 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.                                                          |

| <b>Foundational Skills</b>                      |                                               |
|-------------------------------------------------|-----------------------------------------------|
| <b>Focus Area</b>                               | <b>Resources</b>                              |
| • Rhyming                                       | • Heggerty Phonemic Awareness Curriculum Book |
| • Onset Fluency                                 | • Heggerty Phonemic Awareness Curriculum Book |
| • Segmenting                                    | • Heggerty Phonemic Awareness Curriculum Book |
| • Blending                                      | • Heggerty Phonemic Awareness Curriculum Book |
| • Letter/ Sounds for: t, b, f, n, m, i, u, c, o | • Foundations                                 |

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| <b>Unit 2: Expanding Our Reading Strategies: Songs, Rhymes, Poetry, And Storybooks</b> |
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| <b>New Jersey Student Learning Standards</b> |
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|                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>RL.CR.K.1</b> With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).                                                   |
| <b>RI.CR.K.1</b> With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).                                             |
| <b>RL.CI.K.2.</b> With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).                         |
| <b>RI.CI.K.2.</b> With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).                                               |
| <b>RL.IT.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.                                                                                              |
| <b>RI.IT.K.3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.                                                      |
| <b>RL.TS.K.4.</b> 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).                               |
| <b>RI.TS.K.4.</b> 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). |
| <b>RL.PP.K.5.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.                                                             |
| <b>RI.PP.K.5.</b> 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.                                  |

**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).

**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).

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

**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).

**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).

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

**SL.II.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.

**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.

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

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

**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.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.

**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 and 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.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.

### **Unit Summary (Enduring Understandings)**

This unit on identifying key details, with prompt and support, focuses on helping children recognize and describe characters, settings, and major events in stories. Through guided discussions and interactive activities, students learn to connect events and ideas, enhancing their comprehension skills. The unit introduces various types of informational and literary texts, enabling children to distinguish between them. Additionally, students explore similarities between characters and settings across different stories, fostering their ability to compare and contrast elements. This unit aims to develop foundational literacy skills, promoting a deeper understanding and appreciation of diverse texts.

As students grow as readers, they will take responsibility for their learning by choosing books and stories that interest them. They will practice speaking clearly and listening carefully to their peers. By discussing what they read, students will learn to support their thoughts with details from the story. They will also explore stories through videos and digital books, using technology to bring the stories to life. This helps them connect what they read with other ideas, and they will begin to recognize how books can show different perspectives and cultures. Through this process, they will build their knowledge and learn to respect the ideas and experiences of others.

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

| Essential Questions                                                                                                                                                                                                |                                                                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>• What are characters?</li> <li>• What are the parts of the story?</li> <li>• What connections can readers make to the story?</li> </ul>                                    |                                                                                                                                                                                                                                                 |
| Skills                                                                                                                                                                                                             | Transfer                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• Identify who the story is about</li> <li>• Identify the problem in the story</li> <li>• Identify how to solve the problem</li> <li>• Connect to the characters</li> </ul> | <ul style="list-style-type: none"> <li>• Name the characters</li> <li>• Talk about the problem to a partner</li> <li>• Talk about how to solve the problem</li> <li>• Make a text to self connection with the character in the story</li> </ul> |

| Instructional Goals and Pathways                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                   |
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| <b>Goal 1: Readers use all parts of a story.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                   |
| <b>Pathways</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Re-teach picture walk</b></p> <p><b>Pathway #1</b></p> <ul style="list-style-type: none"> <li>• <b>Describe characters</b> <ul style="list-style-type: none"> <li>○ Think about your character</li> <li>○ Describe the character (kind, cranky, silly)</li> <li>○ Pick a part of the story that shows why you described them that way</li> </ul> </li> </ul> <p>Teacher note:</p> <ul style="list-style-type: none"> <li>• You may want to have a chart of a few describing words that a students can choose from</li> </ul> | <p><b>Pathway #2</b></p> <ul style="list-style-type: none"> <li>• <b>Retell in order</b> <ul style="list-style-type: none"> <li>○ Say, "What happened at the beginning of the story?"</li> <li>○ Say, "What happened in the middle of the story?"</li> <li>○ Say, "What happened at the end of the story?"</li> </ul> </li> </ul> |
| <b>Pathway #3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Pathway #4</b>                                                                                                                                                                                                                                                                                                                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>● <b>Name the problem and solution</b> <ul style="list-style-type: none"> <li>○ Find the spot in your story where the character is facing a problem</li> <li>○ Read on to find the solution</li> <li>○ Remind yourself what the problem and solution is after reading the book</li> </ul> </li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>● <b>Talk with a partner</b> <ul style="list-style-type: none"> <li>○ Retell the story to your partner</li> <li>○ Describe one character</li> <li>○ Share the problem and solution</li> </ul> </li> </ul>                                           |
| <b>Goal 2: Readers use their print strategies.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                            |
| <b>Pathways</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                            |
| <b>Pathway #1</b> <ul style="list-style-type: none"> <li>● <b>Check your resources</b> <ul style="list-style-type: none"> <li>○ Stop at a word</li> <li>○ Look at each letter</li> <li>○ Use the alphabet chart to remind you of the sounds</li> </ul> </li> </ul>                                                                                                                                                                                                                                     | <b>Pathway #2</b> <ul style="list-style-type: none"> <li>● <b>Popping popcorn</b> <ul style="list-style-type: none"> <li>○ Point to the words (partner one)</li> <li>○ Look at the words (partner two)</li> <li>○ Say popcorn aloud and fist bump when you find one</li> </ul> </li> </ul> |
| <b>Pathway #3</b> <ul style="list-style-type: none"> <li>● <b>I know my letters</b> <ul style="list-style-type: none"> <li>○ Trace under each letter of each word</li> <li>○ Look for the letters you know</li> <li>○ Say the sound of the letters as you find them</li> </ul> </li> </ul>                                                                                                                                                                                                             | <b>Pathway #4</b> <ul style="list-style-type: none"> <li>● <b>Tap out words to solve them</b> <ul style="list-style-type: none"> <li>○ Say the sound of each letter</li> <li>○ Tap the sounds on each finger</li> <li>○ Blend the sounds together</li> </ul> </li> </ul>                   |
| <b>Pathway #5:</b> <ul style="list-style-type: none"> <li>● <b>Use the print strategies</b> <ul style="list-style-type: none"> <li>○ Stop when you get to a tricky word</li> <li>○ Try out one print strategy at a time to help you figure out the tricky word</li> <li>○ Finish with Lucy Lightbulb to make sure it makes sense</li> </ul> </li> </ul> <p>Teacher note:</p> <ul style="list-style-type: none"> <li>● You may not have introduced all of the print strategies at this point</li> </ul> |                                                                                                                                                                                                                                                                                            |

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

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| <b>Goal 3: Readers use all they know to read poems, songs, and rhymes.</b>                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                     |
| <b>Pathways</b>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                     |
| <b>Pathway #1</b> <ul style="list-style-type: none"> <li>● <b>Solving words by rhyming</b> <ul style="list-style-type: none"> <li>○ Read the poem, song, or rhyme</li> <li>○ Stop at a tricky word</li> <li>○ Check for a word it may rhyme with to solve</li> </ul> </li> </ul>                                                          | <b>Pathway #2</b> <ul style="list-style-type: none"> <li>● <b>Rehearse poems, songs, and rhymes</b> <ul style="list-style-type: none"> <li>○ Read the piece over one time</li> <li>○ Think about the parts you might say differently</li> <li>○ Read it again</li> </ul> </li> </ul>                                |
| <b>Pathway #3</b> <ul style="list-style-type: none"> <li>● <b>Make some words pop</b> <ul style="list-style-type: none"> <li>○ Read the piece over one time</li> <li>○ Choose words that you want to make pop</li> <li>○ Reread changing your voice at those words</li> </ul> </li> </ul>                                                 | <b>Pathway #4</b> <ul style="list-style-type: none"> <li>● <b>Read with a partner</b> <ul style="list-style-type: none"> <li>○ Pick a poem, song, or rhyme</li> <li>○ Put it between you</li> <li>○ Read the poem or rhyme together</li> <li>○ “Whisper-sing” the song</li> </ul> </li> </ul>                       |
| <b>Goal 4: Readers make connections to a text.</b>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                     |
| <b>Pathways</b>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                     |
| <b>Pathway #1</b> <ul style="list-style-type: none"> <li>● <b>Connect to problems</b> <ul style="list-style-type: none"> <li>○ Notice the problem the character is facing</li> <li>○ Say or think, “This reminds me of a problem I had when...”</li> <li>○ Name how you and the character might solve that problem</li> </ul> </li> </ul> | <b>Pathway #2</b> <ul style="list-style-type: none"> <li>● <b>Connect Texts</b> <ul style="list-style-type: none"> <li>○ Find and reread (storybook, poem, song, rhyme)</li> <li>○ Think, “What other text does this remind me of?”</li> <li>○ Put them side by side and name the connection</li> </ul> </li> </ul> |
| <b>Pathway #3</b> <ul style="list-style-type: none"> <li>● <b>Connect to character’s feelings</b> <ul style="list-style-type: none"> <li>○ Think: what is the character feeling?</li> <li>○ Think: how can you connect to the character's feelings?</li> </ul> </li> </ul>                                                                | <b>Pathway #4</b> <ul style="list-style-type: none"> <li>● <b>Pick a song, poem, or rhyme for my reading partner</b> <ul style="list-style-type: none"> <li>○ Look over all of the poems, songs, and rhymes you have or know</li> <li>○ Think, “Which would my partner like?”</li> </ul> </li> </ul>                |

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

- Illustrate your connection

Teacher note:

- Use mentor text, *Alexander and the Terrible, Horrible, No Good, Very Bad Day* or another text where the characters are having some big emotions

## Differentiation

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Multilingual Learners</b> | <ul style="list-style-type: none"> <li>● Collaborate with the ESL Specialist</li> <li>● Preview content vocabulary (<i>with pictures and labels in the student's first language</i>)</li> <li>● Use visual clues (<i>pictures</i>)</li> <li>● Repeat directions</li> <li>● Simplify task directions</li> <li>● Check for understanding</li> <li>● Utilize peer models</li> <li>● English Language supports for parents of non-English speaking students</li> <li>● Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language</li> <li>● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>)</li> <li>● Use of writer's checklists throughout each step of the writing process</li> <li>● Use of modified grading</li> <li>● Utilize Chromebook extensions (<i>speech-to-text</i>)</li> </ul> |
| <b>Special Education</b>     | <ul style="list-style-type: none"> <li>● Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>)</li> <li>● Break down writing tasks into manageable units (<i>i.e. provide idea starters</i>)</li> <li>● Provide guided instruction and modeling</li> <li>● Simplify task directions</li> <li>● Provide small group instruction</li> <li>● Provide oral instructions with picture prompts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

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|                            | <ul style="list-style-type: none"> <li>• Clarify or reword directions and prompts</li> <li>• Monitor on-task performance</li> <li>• Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>)</li> <li>• Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>)</li> <li>• Extended time for assignments</li> <li>• Preferential seating</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>At Risk</b>             | <ul style="list-style-type: none"> <li>• Targeted skill/goal improvement plans within a set time frame</li> <li>• Preferential seating</li> <li>• Implement behavior chart to increase focus and work completion</li> <li>• Use of FM system to improve attention and support auditory information</li> <li>• Sensory breaks</li> <li>• Utilize Chromebook extensions (<i>speech-to-text</i>)</li> <li>• Consult with academic support teachers to address skills identified by the classroom teacher</li> <li>• Provide frequent parent communication to ensure goals are being met</li> </ul>                                                                                                                                                                                                                                                              |
| <b>Gifted and Talented</b> | <ul style="list-style-type: none"> <li>• Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students</li> <li>• Pursue individual passions to encourage deeper engagement with the writing process</li> <li>• Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>)</li> <li>• Offer student choice through advanced content (<i>i.e using dialogue, writing across pages</i>)</li> <li>• Allow progression of student pace through the writing process</li> <li>• Provide feedback to refine writing skills and address areas for improvement</li> <li>• Give specific and constructive feedback to challenge students and elevate writing to the next level</li> </ul> |
| <b>504</b>                 | <ul style="list-style-type: none"> <li>• Extended time for assignments</li> <li>• Provide prompting, reassurance, and time to formulate ideas</li> <li>• Preferential seating</li> <li>• Repeat directions</li> <li>• Check for understanding</li> <li>• Utilize instructional aides in the classroom setting</li> <li>• Utilize peer models</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

| <ul style="list-style-type: none"> <li>• Use of FM system to improve attention and support auditory information</li> <li>• Implement positive behavior chart to increase focus and work completion</li> <li>• Sensory breaks</li> <li>• Provide writer's checklists</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                     |              |                   |                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Evidence of Learning - Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                     |              |                   |                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Core Instructional Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                     |              |                   |                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"><li>• <i>How Rocket Learned to Read</i> by Tad Hills</li><li>• <i>Under the Rock</i> by Anthony D. Fredericks</li></ul>                                                                                                      | <ul style="list-style-type: none"><li>• <a href="#"><i>How Rocket Learned to Read</i></a> by Tad Hills</li><li>• <a href="#"><i>Under the Rock</i></a> by Anthony D. Fredericks</li></ul>     | <a href="#">Resources</a> |
|                                                                                                                                                                                                                                                                |                                                                                                                                                                                               |                           |
| Interdisciplinary Connections                                                                                                                                                                                                                                  |                                                                                                                                                                                               |                           |
| <b>Comprehensive Health and Physical Education - Community Time</b> <ul style="list-style-type: none"><li>• <b>2.1.2.EH.1.</b> Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li></ul> |                                                                                                                                                                                               |                           |
| <b>Social Studies</b> <ul style="list-style-type: none"><li>• <b>6.1.2.CivicsPR.3.</b> Analyze classroom rules and routines &amp; describe how they are designed to benefit the common good.</li></ul>                                                         |                                                                                                                                                                                               |                           |
| Career Readiness, Life Literacies, and Key Skills                                                                                                                                                                                                              |                                                                                                                                                                                               |                           |
|                                                                                                                                                                                                                                                                |                                                                                                                                                                                               |                           |
| <b>NJSLS</b>                                                                                                                                                                                                                                                   | <b>Practices</b>                                                                                                                                                                              |                           |
| <ul style="list-style-type: none"><li>• <b>9.2.2.CAP.1.</b> Make a list of different types of jobs and describe the skills associated with each job.</li><li>• <b>9.4.2.CI.1</b> Demonstrate openness to new ideas and perspectives.</li></ul>                 | <ul style="list-style-type: none"><li>• <b>CLKSP1</b> Act as a responsible and contributing community member and employee.</li></ul>                                                          |                           |
|                                                                                                                                                                                                                                                                |                                                                                                                                                                                               |                           |
| Social Emotional Learning Competencies                                                                                                                                                                                                                         |                                                                                                                                                                                               |                           |
|                                                                                                                                                                                                                                                                |                                                                                                                                                                                               |                           |
| <u>Self-Awareness:</u> ability to recognize one’s emotions and know one’s strengths and limitations                                                                                                                                                            | <b>Connections</b> <ul style="list-style-type: none"><li>• Writing a journal entry to reflect on thoughts and ideas</li><li>• Regular check-ins to share feelings (Oral, Thumbs Up,</li></ul> |                           |

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                           |                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                                                                                                                  | <p>Thumbs Down, Emojis, etc.)</p> <ul style="list-style-type: none"><li>● Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)</li></ul>                                                                                                                                                           |                                |
| <p><u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations</p>                                                                                                | <p>Connections</p> <ul style="list-style-type: none"><li>● Using zones of regulation chart to monitor emotions</li><li>● Take a break with deep breathing to focus</li></ul>                                                                                                                                              |                                |
| <p><u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others</p> | <p>Connections</p> <ul style="list-style-type: none"><li>● Writing a journal entry to reflect on understanding of key concepts</li><li>● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)</li><li>● Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)</li></ul> |                                |
| <p><u>Relationship Skills</u>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts</p>                                        | <p>Connections</p> <ul style="list-style-type: none"><li>● Engaging in collaborative discussions</li><li>● Incentives for individual students and small groups</li></ul>                                                                                                                                                  |                                |
| <p><u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions</p>                                                                                 | <p>Connections</p> <ul style="list-style-type: none"><li>● Class rules and routines</li><li>● Engaging in collaborative discussions</li><li>● Following directions</li></ul>                                                                                                                                              |                                |
| <b>Computer Science and Design Thinking</b>                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                           |                                |
| <b>Domain</b>                                                                                                                                                                                                                    | <b>Core Idea</b>                                                                                                                                                                                                                                                                                                          | <b>Performance Expectation</b> |

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

|                                             |                                                                                                                                                    |                                                                                                                                                |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Data &amp; Analysis</b>                  | Data can be used to make predictions about the world                                                                                               | 8.1.2.DA.3: Identify and describe patterns in data visualizations<br>8.1.2.DA.4: Make predictions based on data using charts or graphs.        |
| <b>Algorithms &amp; Programming</b>         | Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process. | 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.                                                      |
| <b>Algorithms &amp; Programming</b>         | Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.                                         | 8.1.2.AP.4: Break down a task into a sequence of steps.                                                                                        |
| <b>Interaction of Technology and Humans</b> | Human needs and desires determine which new tools are developed.                                                                                   | 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.<br>8.2.2.ITH.2: Explain the purpose of a product and its value. |

| <b>Foundational Skills</b> |                                               |
|----------------------------|-----------------------------------------------|
| <b>Focus Area</b>          | <b>Resources</b>                              |
| • Blending                 | • Heggerty Phonemic Awareness Curriculum Book |
| • Segmenting               | • Heggerty Phonemic Awareness Curriculum Book |
| • Manipulation             | • Heggerty Phonemic Awareness Curriculum Book |

|                                                                                         |                                                                                                 |
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| <ul style="list-style-type: none"> <li>• Adding/Deleting/Isolating Sounds</li> </ul>    | <ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness Curriculum Book</li> </ul> |
| <ul style="list-style-type: none"> <li>• Letters/Sounds: v, w, y, x, z, q, u</li> </ul> | <ul style="list-style-type: none"> <li>• Foundations</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>• Blending CVC words</li> </ul>                  | <ul style="list-style-type: none"> <li>• Foundations</li> </ul>                                 |

### Unit 3: A Reader's Toolbox: Print Strategies and Sight Words

#### New Jersey Student Learning Standards

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

- A.Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B.Continue a conversation through multiple exchanges.

**SL.II.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.

**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.

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

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

**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.

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

- 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.

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

**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.

### **Unit Summary (Enduring Understandings)**

In this unit, students focus on applying grade-level phonics and understanding phonemes to build foundational reading skills. They learn to recognize and manipulate individual sounds (phonemes) within words, which helps them decode and encode words accurately. The unit emphasizes the basic features of print, such as letters, spaces, and punctuation, to help students understand how text is organized. Through guided practice and instruction, children develop their ability to apply phonics and word analysis skills to read simple, decodable texts with increasing accuracy. This approach supports their ability to blend sounds into words and read with confidence, laying the groundwork for future literacy development.

As they become stronger readers, students will also take responsibility for their learning by practicing phonics and sight words independently. They will adapt how they communicate by sharing their thoughts and asking questions during class discussions. Students will use digital tools and resources to practice their reading skills, making learning fun and engaging. They will also explore stories that help them learn about different people, places, and cultures. By doing this, they will connect what they read to their own lives and understand others better. This helps them build knowledge and respect different ideas and experiences.

### **Essential Questions**

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

| <ul style="list-style-type: none"> <li>• How do readers use all they know to recognize words?</li> <li>• What strategies do readers use to recognize words?</li> <li>• How do readers learn to recognize rhyme?</li> <li>• How do readers use all parts of the book to understand?</li> </ul> |                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Skills                                                                                                                                                                                                                                                                                        | Transfer                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Tap out each sound to blend a word together</li> <li>• Hear rhyming pairs in books</li> <li>• Identify popcorn words in the morning message and in books</li> <li>• Trace and say each letter sound</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Read CVC words</li> <li>• Hear how the language sounds</li> <li>• Read more efficiently</li> <li>• Helps decode unfamiliar words</li> </ul> |

| Instructional Goals and Pathways                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal 1: Readers use all they know to read words.</b>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                  |
| <b>Pathways</b>                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                  |
| <b>Pathway #1</b> <ul style="list-style-type: none"> <li>• <b>Check your resources</b> <ul style="list-style-type: none"> <li>○ Stop at a word</li> <li>○ Look at each letter</li> <li>○ Use the alphabet chart to remind you of the sounds</li> </ul> </li> </ul>                         | <b>Pathway #2</b> <ul style="list-style-type: none"> <li>• <b>Popping popcorn</b> <ul style="list-style-type: none"> <li>○ Point to the words (partner one)</li> <li>○ Look at each word (partner two)</li> <li>○ Say it aloud and fist bump when you find a popcorn word</li> </ul> </li> </ul> |
| <b>Pathway #3</b> <ul style="list-style-type: none"> <li>• <b>I know my letters</b> <ul style="list-style-type: none"> <li>○ Trace under each letter of each word</li> <li>○ Look for the letters you know</li> <li>○ Say the sound of the letters as you find them</li> </ul> </li> </ul> | <b>Pathway #4</b> <ul style="list-style-type: none"> <li>• <b>Tap out words to solve them</b> <ul style="list-style-type: none"> <li>○ Say the sound of each letter</li> <li>○ Tap the sounds on each finger</li> <li>○ Blend the sounds together</li> </ul> </li> </ul>                         |
| <b>Pathway #5:</b>                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● <b>Use the print strategies</b> <ul style="list-style-type: none"> <li>○ Stop when you get to a tricky word</li> <li>○ Try out one print strategy at a time to help you figure out the tricky word</li> <li>○ Finish with Lucy Lightbulb to make sure it makes sense</li> </ul> </li> </ul> <p>Teacher note:</p> <ul style="list-style-type: none"> <li>● You may not have introduced all of the print strategies at this point.</li> </ul>    |                                                                                                                                                                                                                                                                                                                                           |
| <b>Goal 2: Readers use all parts of a book to understand.</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                           |
| <b>Pathways</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |
| <b>Pathway #1</b> <ul style="list-style-type: none"> <li>● <b>Read a sentence</b> <ul style="list-style-type: none"> <li>○ Start at the first word of the sentence. Tip: This word has a capital letter</li> <li>○ Read each word left to right</li> <li>○ Touch each word as you say it</li> <li>○ Pause at the end of the sentence <ul style="list-style-type: none"> <li>■ Tip: There is often a period, question mark, or exclamation mark there</li> </ul> </li> </ul> </li> </ul> | <b>Pathway #2</b> <ul style="list-style-type: none"> <li>● <b>Use my pointer finger</b> <ul style="list-style-type: none"> <li>○ Start on the left of the page</li> <li>○ Point to each word moving to the right</li> <li>○ Start back at the left of the page if there is another line</li> </ul> </li> </ul>                            |
| <b>Pathway #3</b> <ul style="list-style-type: none"> <li>● <b>Point and match</b> <ul style="list-style-type: none"> <li>○ Look at the illustration</li> <li>○ Read the words on the page</li> <li>○ Match the words you read to the pictures</li> </ul> </li> </ul>                                                                                                                                                                                                                    | <b>Pathway #4</b> <ul style="list-style-type: none"> <li>● <b>Turn and retell</b> <ul style="list-style-type: none"> <li>○ Go to the first page of the book</li> <li>○ Tell what happened on that page</li> <li>○ Go to the next page</li> <li>○ Tell what happened</li> <li>○ Repeat through the rest of the book</li> </ul> </li> </ul> |
| <b>Goal 3: Readers use pictures to understand their book.</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                           |

## Pathways

### Pathway #1

- **Take a picture walk**
  - Look at the cover
  - Look over each page of the book
  - Think: "What will this book probably be about?"
  - Predict from the illustrations what the book will be about

### Pathway #2

- **Look at the illustrations**
  - Point to different parts of the picture
  - Think: What is happening in this picture?
  - Think: How is the character feeling?
  - Think: Where is the story taking place? How do you know?

### Pathway #3

- **Connect words and picture**
  - Read the page
  - Look closely at the picture
  - Point to a word that matches the something in the picture

### Pathway #4

- **Point to different**
  - Look at the picture
  - Label the picture
  - Create a sentence to match

## Differentiation

### Multilingual Learners

- Collaborate with the ESL Specialist
- Preview content vocabulary (*with pictures and labels in the student's first language*)
- Use visual clues (*pictures*)
- Repeat directions
- Simplify task directions
- Check for understanding
- Utilize peer models
- English Language supports for parents of non-English speaking students
- Use Google Translate or language apps (*such as Papago*) between English and the student's first language
- Break down writing tasks into manageable units (*i.e. graphic organizers, provide idea starters*)
- Use of writer's checklists throughout each step of the writing process

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

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|                            | <ul style="list-style-type: none"> <li>• Use of modified grading</li> <li>• Utilize Chromebook extensions (<i>speech-to-text</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Special Education</b>   | <ul style="list-style-type: none"> <li>• Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>)</li> <li>• Break down writing tasks into manageable units (<i>i.e. provide idea starters</i>)</li> <li>• Provide guided instruction and modeling</li> <li>• Simplify task directions</li> <li>• Provide small group instruction</li> <li>• Provide oral instructions with picture prompts</li> <li>• Clarify or reword directions and prompts</li> <li>• Monitor on-task performance</li> <li>• Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>)</li> <li>• Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>)</li> <li>• Extended time for assignments</li> <li>• Preferential seating</li> </ul> |
| <b>At Risk</b>             | <ul style="list-style-type: none"> <li>• Targeted skill/goal improvement plans within a set time frame</li> <li>• Preferential seating</li> <li>• Implement behavior chart to increase focus and work completion</li> <li>• Use of FM system to improve attention and support auditory information</li> <li>• Sensory breaks</li> <li>• Utilize Chromebook extensions (<i>speech-to-text</i>)</li> <li>• Consult with academic support teachers to address skills identified by the classroom teacher</li> <li>• Provide frequent parent communication to ensure goals are being met</li> </ul>                                                                                                                                                                                                                                                                                       |
| <b>Gifted and Talented</b> | <ul style="list-style-type: none"> <li>• Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students</li> <li>• Pursue individual passions to encourage deeper engagement with the writing process</li> <li>• Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>)</li> <li>• Offer student choice through advanced content (<i>i.e using dialogue, writing across pages</i>)</li> <li>• Allow progression of student pace through the writing process</li> </ul>                                                                                                                                                                                                                                |

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|            | <ul style="list-style-type: none"> <li>● Provide feedback to refine writing skills and address areas for improvement</li> <li>● Give specific and constructive feedback to challenge students and elevate writing to the next level</li> </ul>                                                                                                                                                                                                                                                                                                                                                |
| <b>504</b> | <ul style="list-style-type: none"> <li>● Extended time for assignments</li> <li>● Provide prompting, reassurance, and time to formulate ideas</li> <li>● Preferential seating</li> <li>● Repeat directions</li> <li>● Check for understanding</li> <li>● Utilize instructional aides in the classroom setting</li> <li>● Utilize peer models</li> <li>● Use of FM system to improve attention and support auditory information</li> <li>● Implement positive behavior chart to increase focus and work completion</li> <li>● Sensory breaks</li> <li>● Provide writer's checklists</li> </ul> |

#### Evidence of Learning - Assessment

| Formative                                                                                                            | Summative                                                                                                                                                                                       | Benchmark                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Conferences</li> <li>● Exit slips</li> </ul> | <ul style="list-style-type: none"> <li>● Uppercase, Lowercase, Letter and Sound Assessment</li> <li>● Sight Words Assessment</li> <li>● CVC Assessment</li> <li>● Rhyming Assessment</li> </ul> | <ul style="list-style-type: none"> <li>● DIBELS <ul style="list-style-type: none"> <li>○ Fall - LNF, PSF, NWF, WRF</li> <li>○ Mid Year - LNF, PSF, NWF, WRF</li> <li>○ Spring - LNF, PSF, NWF, WRF</li> </ul> </li> </ul> |

#### Core Instructional Materials

| Mentor Texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Digital Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Miscellaneous Resources                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <i>The Art Lesson</i> by Tomi Depaola</li> <li>• <i>How Rocket Learned to Read</i> by Tad Hills</li> <li>• <i>Confetti: Poems for Children</i> by Pat Mora</li> <li>• <i>This is the Way to go to School</i> by Laine Falk</li> <li>• <i>Under One Rock</i> by Anthony D. Frericks</li> <li>• <i>The Pizza That We Made</i> by Joan Hotlub</li> <li>• <i>Rhyming Dust Bunnies</i> by Jan Thomas</li> <li>• <i>Goldilocks and The Three Bears</i></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#"><i>The Art Lesson</i></a> by Tomi Depaola</li> <li>• <a href="#"><i>How Rocket Learned to Read</i></a> by Tad Hills</li> <li>• <a href="#"><i>Confetti: Poems for Children</i></a> by Pat Mora</li> <li>• <a href="#"><i>This is the Way to go to School</i></a> by Laine Falk</li> <li>• <a href="#"><i>Under One Rock</i></a> by Anthony D. Frericks</li> <li>• <a href="#"><i>The Pizza That We Made</i></a> by Joan Hotlub</li> <li>• <a href="#"><i>Rhyming Dust Bunnies</i></a> by Jan Thomas</li> <li>• <a href="#"><i>Goldilocks and The Three Bears</i></a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Kindergarten: Reading Units and Goals</a></li> <li>• <a href="#">H Brothers Posters</a></li> <li>• <a href="#">H Brothers Videos</a></li> <li>• <a href="#">H Brothers Worksheets</a></li> <li>• <a href="#">Reading Strategies Posters</a></li> <li>• <a href="#">Pathway 4 Picture Worksheet</a></li> <li>• <a href="#">Fundation Alphabet Chart</a></li> </ul> |
| <b>Interdisciplinary Connections</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Comprehensive Health and Physical Education - Community Time</b></p> <ul style="list-style-type: none"> <li>• <b>2.1.2.EH.1.</b> Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• <b>6.1.2.CivicsPR.3.</b> Analyze classroom rules and routines &amp; describe how they are designed to benefit the common good.</li> </ul>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Career Readiness, Life Literacies, and Key Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>NJSLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Practices</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                        |

- **9.1.2.RM.1** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1.** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.

- **CLKSP1** Act as a responsible and contributing community member and employee.

### Social Emotional Learning Competencies

Self-Awareness: ability to recognize one's emotions and know one's strengths and limitations

#### Connections

- Writing a journal entry to reflect on thoughts and ideas
- Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
- Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)

Self-Management: ability to regulate and control one's emotions and behaviors, particularly in stressful situations

#### Connections

- Using zones of regulation chart to monitor emotions
- Take a break with deep breathing to focus

Social Awareness: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others

#### Connections

- Writing a journal entry to reflect on understanding of key concepts
- Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
- Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)

|                                                                                                                                                                                     |                                                                                                                                                                     |
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| <u>Relationship Skills</u> : refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts | Connections <ul style="list-style-type: none"> <li>Engaging in collaborative discussions</li> <li>Incentives for individual students and small groups</li> </ul>    |
| <u>Responsible Decision-Making</u> : refers to the ability to use multiple pieces of information to make ethical and responsible decisions                                          | Connections <ul style="list-style-type: none"> <li>Class rules and routines</li> <li>Engaging in collaborative discussions</li> <li>Following directions</li> </ul> |

### Computer Science and Design Thinking

| Domain                              | Core Idea                                                                                                                                          | Performance Expectation                                                                                                                 |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Data &amp; Analysis</b>          | Data can be used to make predictions about the world                                                                                               | 8.1.2.DA.3: Identify and describe patterns in data visualizations<br>8.1.2.DA.4: Make predictions based on data using charts or graphs. |
| <b>Algorithms &amp; Programming</b> | Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process. | 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.                                               |
| <b>Algorithms &amp; Programming</b> | Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.                                         | 8.1.2.AP.4: Break down a task into a sequence of steps.                                                                                 |
| <b>Engineering Design</b>           | Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.                                   | 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.                    |

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| Foundational Skills                              |                                               |
|--------------------------------------------------|-----------------------------------------------|
|                                                  |                                               |
| Focus Area                                       | Resources                                     |
| • Segmenting                                     | • Heggerty Phonemic Awareness Curriculum Book |
| • Blending                                       | • Heggerty Phonemic Awareness Curriculum Book |
| • Isolating initial/end sounds                   | • Heggerty Phonemic Awareness Curriculum Book |
| • Letter/Sounds: a, g, d, s, e, r, p, j, l, k, h | • Foundations                                 |

| Unit 4: Reading To Learn About The World: Informational Reading Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| New Jersey Student Learning Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>RL.CR.K.1</b> With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p><b>RI.CR.K.1</b> With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p><b>RI.CI.K.2.</b> With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).</p> <p><b>RI.IT.K.3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> |

**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).

**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).

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

**SL.II.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.

**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.

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

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

**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.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, final, and medial sounds (phonemes) in spoken, single-syllable words, (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 and 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.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.

### **Unit Summary (Enduring Understandings)**

This unit centers on informative text, while continuing to apply grade-level phonics skills, with a focus on manipulating sounds in all positions within words. Students will engage in activities that develop their ability to blend, segment, and substitute sounds, enhancing their phonemic awareness. Students will use informational reading strategies, such as identifying main ideas and key details and using nonfiction text features to comprehend and interpret nonfiction texts. This dual focus aims to strengthen phonics proficiency and understanding of informational content, laying a solid foundation for future reading and academic success.

As students learn, they will take responsibility for their own learning by practicing phonics and using new strategies to understand nonfiction texts. They will adapt how they communicate when sharing ideas with classmates, adjusting their language based on what they are learning. By asking questions and discussing ideas, they will build knowledge about the world around them, connecting reading

to other subjects like science and social studies. They will also use technology to explore new ideas, enhancing their understanding through digital tools. This unit will help them not only learn facts but also understand and appreciate different perspectives and cultures.

### Essential Questions

- What is a text feature?
- What are the parts of a nonfiction book?
- What clues help you understand the book?
- What do you already know about this topic?
- What is a detail?

### Skills

- identify text features
- name some parts of a nonfiction book
- identify clues for understanding
- identify details in the story
- connect to prior knowledge

### Transfer

- Understand how to use a nonfiction book
- Understand meaning of the book
- Build interest in topic

### Instructional Goals and Pathways

**Goal 1: Readers identify and use different parts of nonfiction texts.**

### Pathways

#### Pathway #1

- **Identify nonfiction texts**
  - Take a picture walk
  - Ask yourself, “Is this a book teaching me about a topic?” If it is, you have a nonfiction text in your hands.
  - Start reading

#### Pathway #2

- **Check out the text feature**
  - Get a book
  - Look at the front cover, back cover, and title page of the book.
  - Name the main topic

#### Pathway #3

#### Pathway #4

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| <ul style="list-style-type: none"> <li>● <b>Name the author and illustrator</b> <ul style="list-style-type: none"> <li>○ Look at the cover of the book</li> <li>○ Point to the author's name</li> <li>○ Point to the illustrators name (if there is one)</li> </ul> </li> </ul>                              | <ul style="list-style-type: none"> <li>● <b>Name Main topic</b> <ul style="list-style-type: none"> <li>○ Look at the cover and title page</li> <li>○ Take a picture walk</li> <li>○ Ask yourself, "What will this book teach me?" Your answer is the main topic.</li> </ul> </li> </ul>                                           |
| <b>Goal 2: Readers compare texts.</b>                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                   |
| <b>Pathways</b>                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                   |
| <b>Pathway #1</b> <ul style="list-style-type: none"> <li>● <b>Look for what is the same</b> <ul style="list-style-type: none"> <li>○ Lay two books next to each other</li> <li>○ Turn the pages looking from book to book</li> <li>○ Name parts, facts, or features that are the same</li> </ul> </li> </ul> | <b>Pathway #2</b> <ul style="list-style-type: none"> <li>● <b>Look for what is different</b> <ul style="list-style-type: none"> <li>○ Lay two books next to each other</li> <li>○ Turn the pages looking from book to book</li> <li>○ Name parts, facts, or features that are different</li> </ul> </li> </ul>                    |
| <b>Pathway #3</b> <ul style="list-style-type: none"> <li>● <b>Compare with a partner</b> <ul style="list-style-type: none"> <li>○ Sit side by side, each with a book</li> <li>○ Turn the pages looking from book to book</li> <li>○ Name parts, facts, or features that are the same</li> </ul> </li> </ul>  | <b>Pathway #4</b> <ul style="list-style-type: none"> <li>● <b>Finding books on the same topic</b> <ul style="list-style-type: none"> <li>○ Put the topic of your book in mind</li> <li>○ Look in the library for another book on the same topic</li> <li>○ Read that book</li> <li>○ Compare the two books</li> </ul> </li> </ul> |
| <b>Goal 3: Readers name and explain the main topic and important facts.</b>                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                   |
| <b>Pathways</b>                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                   |
| <b>Pathway #1</b> <ul style="list-style-type: none"> <li>● <b>Name the main topic</b> <ul style="list-style-type: none"> <li>○ Look through the book you are reading</li> <li>○ Think, "What is this book about?"</li> <li>○ Say, "The main topic of this book is..."</li> </ul> </li> </ul>                 | <b>Pathway #2</b> <ul style="list-style-type: none"> <li>● <b>Ask questions</b> <ul style="list-style-type: none"> <li>○ Come up with a few questions about the main topic before reading</li> <li>○ Start your questions with who, what, when, where, or why</li> </ul> </li> </ul>                                              |

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|                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>○ Read to answer those questions</li> </ul>                                                                                                                                                                                                                                                         |
| <b>Pathway #3</b> <ul style="list-style-type: none"> <li>● <b>Ask and answer questions with partners</b> <ul style="list-style-type: none"> <li>○ Sit with a partner and ask them to tell you the main topic of their book</li> <li>○ Ask them a question about their book starting with who, what, when, where, why, or how</li> <li>○ Let them answer you</li> <li>○ Switch</li> </ul> </li> </ul> | <b>Pathway #4</b> <ul style="list-style-type: none"> <li>● <b>Explain the main topic with facts</b> <ul style="list-style-type: none"> <li>○ Name the main topic</li> <li>○ Turn to a page in the book and point to words and features that teach facts about the main topic</li> <li>○ Repeat with the entire book</li> </ul> </li> </ul> |

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| <b>Goal 3: Readers use print strategies.</b>                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                |
| <b>Pathways</b>                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                |
| <b>Pathway #1</b> <ul style="list-style-type: none"> <li>● <b>Check your resources</b> <ul style="list-style-type: none"> <li>○ Stop at a word</li> <li>○ Look at each letter</li> <li>○ Use the alphabet chart to remind you of the sounds</li> </ul> </li> </ul>                         | <b>Pathway #2</b> <ul style="list-style-type: none"> <li>● <b>Popping popcorn</b> <ul style="list-style-type: none"> <li>○ Point to the words (partner one)</li> <li>○ Look at the word (partner two)</li> <li>○ Say popcorn words aloud and fist bump when you find it</li> </ul> </li> </ul> |
| <b>Pathway #3</b> <ul style="list-style-type: none"> <li>● <b>I know my letters</b> <ul style="list-style-type: none"> <li>○ Trace under each letter of each word</li> <li>○ Look for the letters you know</li> <li>○ Say the sound of the letters as you find them</li> </ul> </li> </ul> | <b>Pathway #4</b> <ul style="list-style-type: none"> <li>● <b>Tap out words to solve them</b> <ul style="list-style-type: none"> <li>○ Say the sound of each letter</li> <li>○ Tap the sounds on each finger</li> <li>○ Blend the sounds together</li> </ul> </li> </ul>                       |
| <b>Pathway #5:</b> <ul style="list-style-type: none"> <li>● <b>Use the print strategies</b> <ul style="list-style-type: none"> <li>○ Stop when you get to a tricky word</li> <li>○ Try out one print strategy at a time to help you figure out the tricky word</li> </ul> </li> </ul>      |                                                                                                                                                                                                                                                                                                |

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- Finish with Lucy Lightbulb to make sure it makes sense

## Differentiation

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| <b>Multilingual Learners</b> | <ul style="list-style-type: none"> <li>● Collaborate with the ESL Specialist</li> <li>● Preview content vocabulary (<i>with pictures and labels in the student's first language</i>)</li> <li>● Use visual clues (<i>pictures</i>)</li> <li>● Repeat directions</li> <li>● Simplify task directions</li> <li>● Check for understanding</li> <li>● Utilize peer models</li> <li>● English Language supports for parents of non-English speaking students</li> <li>● Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language</li> <li>● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>)</li> <li>● Use of writer's checklists throughout each step of the writing process</li> <li>● Use of modified grading</li> <li>● Utilize Chromebook extensions (<i>speech-to-text</i>)</li> </ul> |
| <b>Special Education</b>     | <ul style="list-style-type: none"> <li>● Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>)</li> <li>● Break down writing tasks into manageable units (<i>i.e. provide idea starters</i>)</li> <li>● Provide guided instruction and modeling</li> <li>● Simplify task directions</li> <li>● Provide small group instruction</li> <li>● Provide oral instructions with picture prompts</li> <li>● Clarify or reword directions and prompts</li> <li>● Monitor on-task performance</li> <li>● Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>)</li> <li>● Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>)</li> </ul>                                                                                         |

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River Edge BOE Approved August 27, 2025

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|                            | <ul style="list-style-type: none"> <li>• Extended time for assignments</li> <li>• Preferential seating</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>At Risk</b>             | <ul style="list-style-type: none"> <li>• Targeted skill/goal improvement plans within a set time frame</li> <li>• Preferential seating</li> <li>• Implement behavior chart to increase focus and work completion</li> <li>• Use of FM system to improve attention and support auditory information</li> <li>• Sensory breaks</li> <li>• Utilize Chromebook extensions (<i>speech-to-text</i>)</li> <li>• Consult with academic support teachers to address skills identified by the classroom teacher</li> <li>• Provide frequent parent communication to ensure goals are being met</li> </ul>                                                                                                                                                                                                                                                              |
| <b>Gifted and Talented</b> | <ul style="list-style-type: none"> <li>• Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students</li> <li>• Pursue individual passions to encourage deeper engagement with the writing process</li> <li>• Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>)</li> <li>• Offer student choice through advanced content (<i>i.e using dialogue, writing across pages</i>)</li> <li>• Allow progression of student pace through the writing process</li> <li>• Provide feedback to refine writing skills and address areas for improvement</li> <li>• Give specific and constructive feedback to challenge students and elevate writing to the next level</li> </ul> |
| <b>504</b>                 | <ul style="list-style-type: none"> <li>• Extended time for assignments</li> <li>• Provide prompting, reassurance, and time to formulate ideas</li> <li>• Preferential seating</li> <li>• Repeat directions</li> <li>• Check for understanding</li> <li>• Utilize instructional aides in the classroom setting</li> <li>• Utilize peer models</li> <li>• Use of FM system to improve attention and support auditory information</li> <li>• Implement positive behavior chart to increase focus and work completion</li> <li>• Sensory breaks</li> <li>• Provide writer's checklists</li> </ul>                                                                                                                                                                                                                                                                |

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

| Evidence of Learning - Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Formative                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summative                                                                                                                                                                                                                                                   | Benchmark                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Conferences</li> <li>Exit Slips</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Uppercase, Lowercase, Letter and Sound Assessment</li> <li>Sight Words Assessment</li> <li>CVC Assessment</li> <li>Rhyming Assessment</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>DIBELS               <ul style="list-style-type: none"> <li>Fall - LNF, PSF, NWF, WRF</li> <li>Mid Year - LNF, PSF, NWF, WRF</li> <li>Spring - LNF, PSF, NWF, WRF</li> </ul> </li> </ul> |
| Core Instructional Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 |
| Mentor Texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Digital Resources                                                                                                                                                                                                                                           | Miscellaneous Resources                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li><i>The Emperor's Egg</i> by Martin Jenkins</li> <li><i>Guess What is Growing Inside This Egg</i> by Mia Posada</li> <li><i>Hurricanes</i> by Gail Gibbons</li> <li><i>Bat Pups</i> by Genevie Nilsen</li> <li><i>Peek Otter</i> by Shira Evans</li> <li><i>Dingo Pups</i> by Genevie Nilsen</li> <li><i>Lemur Pups</i> by Genevie Nilsen</li> <li><i>Crocodile Hatchlings</i> by Genevie Nilsen</li> <li><i>Lions</i> by Laura Marsh</li> </ul> | <ul style="list-style-type: none"> <li><a href="#"><i>The Emperor's Egg</i></a> by Martin Jenkins</li> <li><a href="#"><i>Hurricanes</i></a> by Gail Gibbons</li> <li><a href="#"><i>Guess What is Growing Inside This Egg</i></a> by Mia Posada</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Kindergarten: Reading Units and Goals</a></li> <li><a href="#">Reading Strategies Posters</a></li> <li><a href="#">Fundation Alphabet Chart</a></li> </ul>                   |

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| <ul style="list-style-type: none"><li>• <i>Tigers</i> by Laura Marsh</li><li>• <i>Elephants</i> by Avery Eli Hurt</li><li>• <i>Polar Bears</i> by Laura Marsh</li><li>• <i>Owls</i> by Laura Marsh</li><li>• <i>Reptiles</i> by Jenn Szymanski</li><li>• <i>Sea Otters</i> by Laura Marsh</li><li>• <i>Llamas</i> by Maya Myers</li><li>• <i>Goats</i> by Rose Davidson</li><li>• <i>Red Pandas</i> by Laura Marsh</li><li>• <i>Koalas</i> by Laura Marsh</li><li>• <i>Turtles</i> by Laura Marsh</li><li>• <i>Giraffes</i> by Laura Marsh</li><li>• <i>Lions</i> by Laura Marsh</li><li>• <i>Ponies</i> by Laura Marsh</li></ul> |                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                      |  |
| Interdisciplinary Connections                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                      |  |
| <b>Comprehensive Health and Physical Education - Community Time</b> <ul style="list-style-type: none"><li>• <b>2.1.2.EH.1.</b> Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li></ul>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                      |  |
| <b>Social Studies</b> <ul style="list-style-type: none"><li>• <b>6.1.2.CivicsPR.3.</b> Analyze classroom rules and routines &amp; describe how they are designed to benefit the common good.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                      |  |
| Career Readiness, Life Literacies, and Key Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                      |  |
| <b>NJSLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Practices</b>                                                                                                                     |  |
| <ul style="list-style-type: none"><li>• <b>9.2.2.CAP.1.</b> Make a list of different types of jobs and describe the skills associated with each job.</li><li>• <b>9.2.2.CAP.2</b> Explain why employers are willing to pay</li></ul>                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>• <b>CLKSP1</b> Act as a responsible and contributing community member and employee.</li></ul> |  |

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

- individuals to work.
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.

## Social Emotional Learning Competencies

|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                               |
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| <p><u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations</p>                                                                                                                       | <p>Connections</p> <ul style="list-style-type: none"> <li>● Writing a journal entry to reflect on thoughts and ideas</li> <li>● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)</li> <li>● Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)</li> </ul>            |
| <p><u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations</p>                                                                                                | <p>Connections</p> <ul style="list-style-type: none"> <li>● Using zones of regulation chart to monitor emotions</li> <li>● Take a break with deep breathing to focus</li> </ul>                                                                                                                                               |
| <p><u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others</p> | <p>Connections</p> <ul style="list-style-type: none"> <li>● Writing a journal entry to reflect on understanding of key concepts</li> <li>● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)</li> <li>● Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)</li> </ul> |
| <p><u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts</p>                                        | <p>Connections</p> <ul style="list-style-type: none"> <li>● Engaging in collaborative discussions</li> <li>● Incentives for individual students and small groups</li> </ul>                                                                                                                                                   |

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

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| <b>Responsible Decision-Making:</b> refers to the ability to use multiple pieces of information to make ethical and responsible decisions | <b>Connections</b> <ul style="list-style-type: none"> <li>• Class rules and routines</li> <li>• Engaging in collaborative discussions</li> <li>• Following directions</li> </ul> |
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## Computer Science and Design Thinking

| Domain                                      | Core Idea                                                                                                                                          | Performance Expectation                                                                   |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Data &amp; Analysis</b>                  | Data can be used to make predictions about the world                                                                                               | 8.1.2.DA.3: Identify and describe patterns in data visualizations                         |
| <b>Algorithms &amp; Programming</b>         | Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process. | 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks. |
| <b>Algorithms &amp; Programming</b>         | Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.                                         | 8.1.2.AP.4: Break down a task into a sequence of steps.                                   |
| <b>Engineering Design</b>                   | Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.                                   | 8.2.2.ED.1: Communicate the function of a product or device.                              |
| <b>Interaction of Technology and Humans</b> | Human needs and desires determine which new tools are developed.                                                                                   | 8.2.2.ITH.2: Explain the purpose of a product and its value.                              |

## Fundations

Reading Curriculum

Grade: Kindergarten

River Edge BOE Approved August 27, 2025

| Focus Area                                                                                                                                    | Resources                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Blending</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness Curriculum Book</li> </ul> |
| <ul style="list-style-type: none"> <li>• Segmenting</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness Curriculum Book</li> </ul> |
| <ul style="list-style-type: none"> <li>• Adding/Deleting/Isolating Phonemes</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness Curriculum Book</li> </ul> |
| <ul style="list-style-type: none"> <li>• Manipulation</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness Curriculum Book</li> </ul> |
| <ul style="list-style-type: none"> <li>• Consonant Digraphs: ch, sh wh, th, ck</li> <li>• Decoding three-sound words with digraphs</li> </ul> | <ul style="list-style-type: none"> <li>• Foundations</li> </ul>                                 |