

ENGLISH LANGUAGE ARTS
KINDERGARTEN

BOARD APPROVAL DATE: August 2020

**BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised
2016**

Unit Overview (Standards Coverage)				
Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	RF.K.1-4, RL.K.1-7, RL.K.10, RI.K.1-2, RI.K.4-7, RI.K.10, W.K.1-3, W.K.8, L.K.1-2, L.K.5-6, SL.K.1-6	Students will develop phonics, phonemic awareness, reading, and writing skills.	Through reading and writing: <ul style="list-style-type: none"> • identify letters and letter sounds • identify phonemes and read CVC words • identify key details of text • write using drawings and simple labels 	60 Days (9/16/19 - 12/9/19)
Unit 2	RF.K.1-4, RL.K.1-6, RL.K.7, RL.K.10, RI.K.1-8, RI.K.10, W.K.1-3, W.K.5-8, L.K.1-2, L.K.4-6, SL.K.1-6	Students will understand they need strategies and knowledge of letters and sounds to decode and encode words.	Through reading and writing: <ul style="list-style-type: none"> • Read and spell cvc-e words • Read with purpose and understanding • Sequence events of a story • Determine and discuss cause and effect • Discuss the key details in a literature piece • Produce a writing piece utilizing their knowledge of the writing process. • Blend & Segment words with cvc-e syllable pattern. • Sequence Events • Identify main idea and supporting details • Ask and answer questions about text 	60 Days (12/10/19 - 3/17/20)
Unit 3	RF.K.1-4, RL.K.1-7, RL.K.9-10, RI.K.1-10, W.K.1-3, W.K.5-8, L.K.1-2, L.K.4-6, SL.K.1-6,	By the conclusion of this unit, students should be readers and writers and view themselves as both through book talks, book writing and multiple opportunities	Through reading and writing: <ul style="list-style-type: none"> • Find and say the initial, middle vowel and the last sound in words. • Blend and divide onsets and rhymes of words. • Retell details in a story 	60 Days (3/18/20 - 6/18/20)

Curricular Framework – KINDERGARTEN ENGLISH LANGUAGE ARTS

		to listen, talk, read and write about text every day.	<ul style="list-style-type: none">• Write a complete grammatically correct sentence• Tell how two nonfiction or fiction books are alike or different.• Discuss major events in a story as well as characters and setting.	
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This document outlines in detail the answers to following four questions:

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

[Units of Study Overview](#)

Unit 1- KINDERGARTEN ENGLISH LANGUAGE ARTS

Content & Practice Standards (write in full)	Interdisciplinary Standards	Critical Knowledge & Skills
<p><u>Progress Indicators for Reading Foundational Skills</u> RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p><u>Progress Indicators for Reading Literature</u> RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p><u>Progress Indicators for Reading Informational Text</u> RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>Through read-alouds and grade-level texts, students can identify key details that pertain to our science and social studies standards.</p> <p><u>Science</u> K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p> <p><u>Social Studies</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate an understanding of rules by following classroom routines. ● demonstrate responsibility by initiating simple classroom tasks and jobs. ● demonstrate appropriate behavior when collaborating with others. ● determine locations of places and interpret information available on maps/globes. ● explain how the present is connected to the past. 	<ul style="list-style-type: none"> ● identify letters and letter sounds ● identify phonemes and read CVC words ● identify key details of text ● write using drawings and simple labels

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
 RI.K.5. Identify the front cover, back cover, and title page of a book.
 RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
 RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
 RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Progress Indicators for Writing

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
 W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
 W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
 W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Progress Indicators for Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

Curricular Framework – KINDERGARTEN ENGLISH LANGUAGE ARTS

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

Speaking and Listening

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

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

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

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

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

Unit 1 KINDERGARTEN ENGLISH LANGUAGE ARTS

Stage 1 – Desired Results

UNIT SUMMARY

Students will develop a knowledge of letters and letter sounds and will begin to apply these skills to understand and read simple words. Students will also develop a physical understanding of books, as well as identify and comprehend details of various forms of texts. Students will prepare to draw and write informative, opinion, and narrative samples.

CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)

- Fountas & Pinnell Resources
- [New Jersey Student Learning Standards for English Language Arts \(Kindergarten\)](#)
- Student Journals
- Emergent readers, grade-level texts, F&P Leveled books, Big Books, and read-aloud books
- Guided Reading Collection
- MobyMax
- Literacy Centers
- Shared/Interactive Reading & Writing

UNDERSTANDINGS

Students will understand that...

Curricular Framework – KINDERGARTEN ENGLISH LANGUAGE ARTS

- letters make sounds that when joined together make words.
- books have parts (front cover, title page, back cover)
- books have authors and illustrators
- there are different types of text (fiction, non-fiction, poems, etc.)
- they can identify key details of a text and use illustrations/pictures to help them better understand a text
- writing is a process that begins with generating ideas and then drawing and/or writing to create a product

Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p> <ul style="list-style-type: none"> • Follow from left to right, top to bottom, and page to page • Develop one-to-one correspondence (RF.K.4) • Identify the front cover, back cover, and title page of a book. (RI.K.5) • Identify types of text (fiction, non-fiction, poetry, etc) • Identify the author and illustrator of the story (RI.K.6) (RI.K.6) • Tell that letters make up words • Understand that words are separated by spaces. • Write c, o, g, a, d, s, l, i, t, f • Produce the sounds of short a, o, i • Identify, isolate, categorize and blend sounds in words • Begin to develop ideas to write about 	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <ul style="list-style-type: none"> • Identify letters c, o, g, a, d, s, l, i, t, f (RF.K.1) • Write letters c, o, g, a, d, s, l, i, t, f (L.K.1) • Identify the short sound of a, o, and i; and the sounds of c, g, d, s, l, i, t, f (RF.K.3) • Read CVC words with c, o, g, a, d, s, l, i, t, f (RF.K.1-3) • Isolate, identify, categorize and blend phonemes (RF.K.1-3) • Discuss key details from informational and literary text (RL.K.1, 7) (RI.K.1, 7) (SL.K.1-4, 6) (L.K.6) • Recognize and understand that texts may have settings related to different places and people (RL.K.1-3, 7, 10) (RI.K. 1-2, 7, 10) • Infer character’s intentions, feelings, and motivations using text and pictures (RL.K.1-3) (RI.K.1-2) • Notice when a character changes or learns a lesson (RL.K.1-3) (RI.K.1-2) • Notice and ask questions where meaning is lost or understanding is interrupted (RL.K.4) (RI.K.4) (L.K.1) (K-ESS2, K-ESS3) • Follow the events in simple narratives (RL.K.3) (K-ESS2, K-ESS3) • Tell the important events in a story using the pictures (after hearing the text read several times) (RL.K.2, RL.K.10) (RI.K.2, RL.K.10) (L.K.5) (K-ESS2, K-ESS3) • Predict what will happen next in a story (RL.K.10) (RI.K.10) (K-ESS2, K-ESS3) • Hear and say rhyming words (RF.K.2) • Generate ideas for writing (W.K.3) (K-ESS2, K-ESS3) • Draw and label objects beginning with c, o, g, a, d, s, l, i, t, f (W.K.2) (L.K.1-2) (SL.K.5) (K-ESS2, K-ESS3) • Understand that you can talk, draw, and write about things that have happened to you, i.e. Drawing of something you like to do, favorite things, favorite place (W.K.1, 8) (L.K.1-2) (SL.K.5)
Stage 2 – Assessment Evidence	
Performance Tasks:	Other Evidence (Alternate Assessments):

Curricular Framework – KINDERGARTEN ENGLISH LANGUAGE ARTS

What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?

How will students demonstrate their understanding (meaning-making and transfer) through complex performance?

Informative Writing

- Create a book with letters c, o, g, a, d, s, l, i, t, f and read to classmates

Narrative Writing

- Draw a labelled picture of something that makes you glad (happy)

What other means of assessment will be used throughout this unit?

- Early Learner Screener (Brigance)
- Shared Reading Observations (Indicators for Reading Foundational Skills)
- Writer's Notebook (Journal)
- Writing/Teacher Created Rubric
- Running Records
- F&P (for Trimester 2 Data)

Optional Assessments (on an individualized as-need only basis):

- Phonemic Awareness
- F&P Early Reading Behavior Assessment
- Shared/Interactive Writing
- Sorts

Stage 3 – Learning Plan

The purpose of the above standards and lessons is to develop a foundation for pre-reading skills. Learning to identify, write, and say the sounds for letters c, o, g, a, d, s, l, i, t, f will give students the knowledge to read CVC words and isolate/blend phonemes.

Students will first learn the following letters and letter-sound relationships: c, o, g, a, d, s, l, i, t, and f. Students will then use this information to read CVC words containing these letters and isolate/blend phonemes. With prompting and support, students will develop oral speaking skills to ask and answer questions about key details in a text and learn unknown words. Students will apply this knowledge to the conventions of standard English and draw and label pictures to describe events.

To learn these skills, students will collaboratively partake in reading and writing activities as a class, and then demonstrate knowledge through retelling, predicting, sharing ideas, writing, drawing, and sorts (moving from whole group, to small group, and then to independent practices). As a final product, students will create a summative book with letters c, o, g, a, d, s, l, i, t, f and read to classmates. Students will also independently draw a labelled picture of something that makes you glad (happy).

Learning experiences will include whole class read-alouds, shared reading, interactive writing, and independently writing as well as individual drawing and writing activities. Students will use various manipulatives such as magnetic letters and objects to develop strong oral language skills and phonemic awareness through real-world objects.

PROGRESS MONITORING

Students progress will be monitored through running records and observations (by standards). Students will produce sorts and response writing through both labels and pictures. While students are working independently or in collaborative groups, the teacher will walk around to guide and give feedback to students. Students who do not understand will be pulled in a small group to receive one-on-one feedback using a similar re-teaching activity. Shared read-alouds will be used in whole group and small group settings to develop pre-reading skills such as one-to-one pointing and understanding the basic features of print.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Curricular Framework – KINDERGARTEN ENGLISH LANGUAGE ARTS

Gifted & Talented:

- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

Tier I:

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- Phonics First
- MobyMax individualized learning path
- Maximum guided reading instruction

ELL:

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives
- Title 1/Remedial pull-out focused on targeted intervention and strategy

504s:

- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

SPED:

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction

- Use of graphic organizers to complete assignments

Unit 2 KINDERGARTEN ENGLISH LANGUAGE ARTS		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p><u>Progress Indicators for Reading Foundational Skills</u></p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p><u>Progress Indicators for Reading Literature</u></p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p><u>Progress Indicators for Reading Informational Text</u></p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>Through read-alouds and grade-level texts, students can identify key details that pertain to our science and social studies standards.</p> <p><u>Science</u></p> <p>K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p>K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.</p> <p>K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p> <p><u>Social Studies</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate an understanding of rules by following classroom routines. ● demonstrate responsibility by initiating simple classroom tasks and jobs. ● demonstrate appropriate behavior when collaborating with others. ● describe characteristics of oneself, one's family and others. ● demonstrate an understanding of family roles and traditions. ● express individuality and cultural diversity. ● learn about and respect other cultures within the classroom. ● determine locations of places and interpret information available on maps/globes. ● explain how the present is connected to the past. 	<ul style="list-style-type: none"> ● Read and spell cvc-e words ● Read with purpose and understanding ● Sequence events of a story ● Determine and discuss cause and effect ● Discuss the key details in a literature piece ● Produce a writing piece utilizing their knowledge of the writing process. ● Blend & Segment words with cvc-e syllable pattern. ● Sequence Events ● Identify main idea and supporting details ● Ask and answer questions about text

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
 RI.K.5. Identify the front cover, back cover, and title page of a book.
 RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
 RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
 RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Progress Indicators for Writing

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
 W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
 W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
 W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Progress Indicators for Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

Curricular Framework – KINDERGARTEN ENGLISH LANGUAGE ARTS

<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><u>Speaking and Listening</u></p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>		
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Unit 2 KINDERGARTEN ENGLISH LANGUAGE ARTS

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><u>READING</u> Students will understand they need strategies and knowledge of letters and sounds to decode words.</p> <p><u>WRITING</u> Students will understand that as writers they need to provide pictures and details.</p>	<ul style="list-style-type: none"> ● Fountas & Pinnell Resources ● New Jersey Student Learning Standards for English Language Arts (Kindergarten) ● Student Journals ● Emergent readers, grade-level texts, F&P Leveled books, Big Books, and read-aloud books ● Guided Reading Collection ● MobyMax ● Literacy Centers ● Shared/Interactive Reading & Writing

UNDERSTANDINGS

Students will understand that...

READING
Students will understand they need strategies and knowledge of letters and sounds to decode words.

WRITING

Students will understand that as writers they need to provide pictures and details.

Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p> <ul style="list-style-type: none"> ● Follow from left to right, top to bottom, and page to page (RF.K.1) ● Identify the front cover, back cover, and title page of a book. (RI.K.5) ● Identify types of text (fiction, non-fiction, poetry, etc) (RL.K.5) ● Identify the author and illustrator of the story (RL.K.6) ● Tell that letters make up words (RF.K.1) ● Understand that words are separated by spaces. (RF.K.1) ● Write e, h, u, b, r, n, m, p, v, w (L.K.1) ● Produce the sounds of short e and u (RF.K.3) ● Identify, isolate, categorize and blend sounds in words (RF.K.2) ● Begin to develop ideas to write about 	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <ul style="list-style-type: none"> ● Identify letters e, h, u, b, r, n, m, p, v, w (RF.K.1) ● Write letters e, h, u, b, r, n, m, p, v, w (L.K.1) ● Identify the short sound of e and u; and the sounds of h, b, r, n, m, p, v, w (RF.K.2) ● Read CVC words with e, h, u, b, r, n, m, p, v, w (RF.K.1-3) ● Isolate, identify, categorize and blend phonemes (RF.K.2) ● Discuss key details from informational and literary text (R.K.1-3) ● Understand when a story could happen in real life and when it could not happen in real life ● Understand that illustrations can have different meanings for different people (RL.K.7) ● Recognize and understand that texts may have settings related to different places and people (RL.K.1-3, 7, 10) (RI.K. 1-2, 7, 10) ● Infer character’s intentions, feelings, and motivations using text and pictures (RL.K.1-3) (RI.K.1-2) ● Check understanding of the plot of the story and ask questions if meaning is lost (RL.K.4) (RI.K.4) (L.K.1) (K-ESS2, K-ESS3) ● Tell stories in response to pictures (RL.K.2, RL.K.10) (RI.K.2, RL.K.10) (L.K.5) (K-ESS2, K-ESS3) ● Predict story outcomes ● Understand that that some nonfiction books are like a story and some tell information and are not like a story (RL.K.5) ● Understand and talk about familiar topics ● Understand that a nonfiction texts can have different meanings for different people ● Infer the importance of a topic ● Gain new information from illustrations ● Generate ideas for writing (W.K.3) (K-ESS2, K-ESS3) ● Draw and label objects beginning with e, h, u, b, r, n, m, p, v, w (W.K.2) (L.K.1-2) (SL.K.5) (K-ESS2, K-ESS3) ● Understand that you can talk, draw, and write about things that have happened to you in your own life and how they made you feel ● Understand that you can write to tell about your drawings (W.K.1, 8) (L.K.1-2) (SL.K.5) ● Understand that a friendly letter can be written in various forms eg: note, card, letter, invitation, email

Stage 2 – Assessment Evidence

Performance Tasks:	Other Evidence (Alternate Assessments) :
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Curricular Framework – KINDERGARTEN ENGLISH LANGUAGE ARTS

What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?

How will students demonstrate their understanding (meaning-making and transfer) through complex performance?

Informative Writing

- Create a book with letters e, h, u, b, r, n, m, p, v, w and read to classmates

Narrative Writing

- Write a friendly letter to a friend in class or parent

What other means of assessment will be used throughout this unit?

- Shared Reading Observations (Indicators for Reading Foundational Skills)
- Writer's Notebook (Journal)
- Writing/Teacher Created Rubric
- Running Records
- F&P (for Trimester 3 Data)

Optional Assessments (on an individualized as-need only basis):

- Phonemic Awareness
- F&P Early Reading Behavior Assessment
- Shared/Interactive Writing
- Sorts

Stage 3 – Learning Plan

The purpose of the above standards and lessons is to continue to develop a foundation for reading skills. Learning to identify, write, and say the sounds for letters e, h, u, b, r, n, m, p, v, w will give students deeper knowledge to read and create CVC words and isolate/blend phonemes. Students will build on their ability to generate ideas for writing and will understand that you can talk, draw, and write about things that have happened to you in your own life and how they made you feel. Students will also understand that a friendly letter can be written in various forms eg: note, card, letter, invitation, email.

Students will dig deeper about their letter knowledge with the following letters: e, h, u, b, r, n, m, p, v, and w. Students will then use this information to read and write CVC words containing these letters and isolate/blend phonemes. With prompting and support, students will develop oral speaking skills to ask and answer questions about key details in a text and learn unknown words. Students will apply this knowledge to the conventions of standard English and draw and write simple sentences to describe events.

To learn these skills, students will collaboratively partake in reading and writing activities as a class, and then demonstrate knowledge through retelling, predicting, sharing ideas, writing, drawing, and sorts (moving from whole group, to small group, and then to independent practices). As a final product, students will create a summative book with letters e, h, u, b, r, n, m, p, v, w and read to classmates. Students will also compose a friendly letter to a friend in class or a parent.

Learning experiences will include whole class read-alouds, shared reading, interactive writing, and independently writing as well as individual drawing and writing activities. Students will use various manipulatives such as magnetic letters and objects to develop strong oral language skills and phonemic awareness through real-world objects.

PROGRESS MONITORING

Students progress will be monitored through running records and observations (by standards). Students will produce sorts and response writing through both labels and pictures. While students are working independently or in collaborative groups, the teacher will walk around to guide and give feedback to students. Students who do not understand will be pulled in a small group to receive one-on-one feedback using a similar re-teaching activity. Shared read-alouds will be used in whole group and small group settings to develop pre-reading skills such as one-to-one pointing and understanding the basic features of print.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

Tier I:

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data
-

Tier II:

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- Phonics First
- MobyMax individualized learning path
- Maximum guided reading instruction

ELL:

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives
- Title 1/Remedial pull-out focused on targeted intervention and strategy

504s:

- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

SPED:

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments

Unit 3 KINDERGARTEN ENGLISH LANGUAGE ARTS		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p><u>Progress Indicators for Reading Foundational Skills</u></p> <p>Print Concepts RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> 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. <p>Phonological Awareness RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> ● Recognize and produce rhyming words. ● Count, pronounce, blend, and segment syllables in spoken words. ● Blend and segment onsets and rimes of single-syllable spoken words. ● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) ● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p><u>Progress Indicators for Reading Literature</u></p> <p>Key Ideas and Details RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p>	<p><u>TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.</u></p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <ul style="list-style-type: none"> A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make 	<ul style="list-style-type: none"> ● Identify letters short u, b,l, ck, g, w, v, x, j, qu, y, ● Write letters u, b,l, ck, g, w, v, x, j, qu, y, z ● Identify the sound of short u, b,l, ck, g, w, v, x, j, qu, y, z ● Isolate, identify, categorize and blend phonemes ● Discuss the sequence of events, cause and effect, problem and solution, character, setting, & events & main idea and details in literary and informational text ● Generate and organize ideas for writing and use short and long sentences when writing ● Find and say the initial, middle vowel and the last sound in words. ● Blend and divide onsets and rhymes of words. ● Retell details in a story ● Write complete grammatically correct sentences ● Tell how two nonfiction or fiction books are alike or different. ● Discuss major events in a story as well as characters and setting.

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

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

Craft and Structure

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.5. Identify the front cover, back cover, and title page of a book.

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

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in

informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at

www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Progress Indicators for Writing

Text Types and Purposes

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

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

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

Production and Distribution of Writing

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

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

Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather

information from provided sources to answer a question.

Progress Indicators for Language

Conventions of Standard English

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

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

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

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

Vocabulary Acquisition and Use

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

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

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

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

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

Speaking and Listening (all year)

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

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SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.		
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Unit 3 KINDERGARTEN ENGLISH LANGUAGE ARTS

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>By the conclusion of this unit, students should be readers and writers and view themselves as both through book talks, book writing and multiple opportunities to listen, talk, read and write about text every day.</i></p>	<ul style="list-style-type: none"> ● Fountas & Pinnell Resources ● New Jersey Student Learning Standards for English Language Arts (Kindergarten) ● Student Journals ● Emergent readers, grade-level texts, F&P Leveled books, Big Books, and read-aloud books ● Guided Reading Collection ● MobyMax ● Literacy Centers ● Shared/Interactive Reading & Writing

UNDERSTANDINGS

Students will understand that...

READING

- Students will explore mystery genre and its unique traits.
- Students become strong readers through collaboration and inquiry across multiple genres.

WRITING

- Genre writing in response to genre reading
- Students will apply reading standards to writing.

Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p> <ul style="list-style-type: none"> ● Follow from left to right, top to bottom, and page to page ● Identify the front cover, back cover, and title page of a book. ● Identify types of text (fiction, non-fiction, poetry, etc) ● Identify the author and illustrator of the story ● Tell that letters make up words ● Understand that words are separated by spaces. ● Write k, q, j, x, y, z ● Produce the sounds of short and long a, e, i, o, u ● Identify, isolate, categorize and blend sounds in words ● Begin to develop ideas to write about 	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <ul style="list-style-type: none"> ● Identify letters k, q, j, x, y, z ● Write letters k, q, j, x, y, z ● Identify the short sound of e and u; and the sounds of k, q, j, x, y, z ● Read CVC words with k, q, j, x, y, z ● Isolate, identify, categorize and blend phonemes ● Discuss key details from informational and literary text ● Recall important information about characters after a story is read ● Think about what the characters are feeling from their facial expressions and gestures ● Understand that a “lesson” in traditional literature can be applied to their own lives ● Infer character’s intentions, feelings, and motivations using text and pictures ● Check understanding of the plot of the story and ask questions if meaning is lost

	<ul style="list-style-type: none"> ●Include the problem and its resolution in retelling what happened in a text ●Acquire new content words from texts and graphics ●Understand and talk about familiar topics ●Understand that a nonfiction texts can have different meanings for different people ●Infer the importance of a topic ●Gain new information from illustrations ●Generate ideas for writing ●Draw and label objects beginning with k, q, j, x, y, z ●Understand that you can talk, draw, and write about things that have happened to you in your own life and how they made you feel ●Understand that you can write to tell about your drawings ●Express opinions about texts (write a book review) ●Write a summary that includes the story problem and how it is resolved.
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Stage 2 – Assessment Evidence

<p>Performance Tasks: <i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i></p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p> <p>Informative Writing ●Create a book with letters k, q, j, x, y, z and read to classmates</p> <p>Narrative Writing ●Write about favorite school project or event.</p>	<p>Other Evidence (Alternate Assessments): <i>What other means of assessment will be used throughout this unit?</i></p> <ul style="list-style-type: none"> ●Shared Reading Observations (Indicators for Reading Foundational Skills) ●Writer’s Notebook (Journal) ●Writing/Teacher Created Rubric ●Running Records ●F&P <p>Optional Assessments (on an individualized as-need only basis):</p> <ul style="list-style-type: none"> ●Phonemic Awareness ●F&P Early Reading Behavior Assessment ●Shared/Interactive Writing ●Sorts
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Stage 3 – Learning Plan

The purpose of the above standards and lessons is to continue to develop a foundation for reading skills through application in reading and writing. Students will have a multi-text approach to have opportunities every day to listen, talk, read and write about text.

Students will dig deeper about their letter knowledge and use this information to read and write within reading and writing activities as a class, in collaborative small groups and sharing out. Students will have the opportunity to also show mastery of skills through independent practice. Learning experiences will include whole class read-alouds, shared reading, interactive writing, and independently writing as well as individual drawing and writing activities. Students will use various manipulatives such as magnetic letters and objects to develop strong oral language skills and phonemic awareness through real-world objects.

PROGRESS MONITORING

Students progress will be monitored through running records and observations (by standards). Students will produce sorts and response writing through both labels and pictures. While students are working independently or in collaborative groups, the teacher will walk around to guide and give feedback to students. Students who do not understand will be pulled in a small group to receive one-on-one feedback using a similar re-teaching activity. Shared read-alouds will be used in whole group and small group settings to develop pre-reading skills such as one-to-one pointing and understanding the basic features of print.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

Tier I:

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- Phonics First
- MobyMax individualized learning path
- Maximum guided reading instruction
- Title 1/Remedial pull-out focused on targeted intervention and strategy

ELL:

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives
- Title 1/Remedial pull-out focused on targeted intervention and strategy

504s:

- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

SPED:

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments

