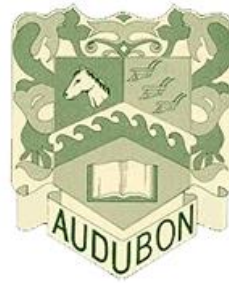


Audubon Public Schools



Grade Kindergarten: English Language Arts

Curriculum Guide

Developed by:

Ms. Christine Brady

Mrs. Kimberly Coyle-Felix

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Course Description

Grade K: English Language Arts

In Kindergarten, students begin to build concepts and skills to become independent readers. Students will develop concepts about print and decoding, comprehension and vocabulary strategies in order to read leveled texts, in fiction and informational genres. Students will begin to work through the writing process to plan and write in a variety of genres, which demonstrate basic conventions of kindergarten writing. Students will begin to develop and demonstrate a command of the conventions of standard English grammar and usage when reading, writing, speaking and listening. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth; including whole groups, small groups, and individual teaching techniques in the classroom.

Overview / Progressions

Overview		Reading		Writing	Speaking & Listening	Language	Foundational
Trimester 1	Focus standards (Objectives) R- Fiction W- Personal Narrative	RL.K.2 RL.K.3 RL.K.6 RL.K.7 RL.K.10	RI.K.5	W.K.3 W.K.7	SL.K.1 SL.K.2 SL.K.6	L.K.1A,D L.K.2A-D L.K.4A L.K.5A-C	RF.K.1A-D RF.K.2A-C
	Ancillary standards (Review)						
Trimester 2	Focus standards (Objectives) R- Fiction, Guided reading W- Personal Narrative, 3rd Person Narrative	RL.K.1 RL.K.4 RL.K.5 RL.K.9 RL.K.10		W.K.1 W.K.3 W.K.5	SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.1B-F L.K.2A-D L.K.5D L.K.6	RF.K.1C RF.K.2D,E RF.K.3A-D RF.K.4A,B
	Ancillary standards (Review)	RL.K.2 RL.K.3 RL.K.6 RL.K.7		W.K.7		L.K.1A L.K.4A L.K.5A-C	RF.K.1A,B,D RF.K.2A-C
Trimester 3	Focus standards (Objectives)	RL.K.5 R.L.K10	R.I.K1 R.I.K2 R.I.K3	W.K.1 W.K.2 W.K.5	S.L.K.1.A,B S.L.K.2 S.L.K.3	L.K.1.A-F L.K.4.B	R.F.K.2D R.F.K.3A-D R.F.K.4A,B

			R.I.K.4 R.I.K.5 R.I.K.6 R.I.K.7 R.I.K.8 R.I.K.9 R.I.K.10	W.K.6 W.K.7 W.K.8	S.L.K.4 S.L.K.5 S.L.K.6		
	Ancillary standards (Review)	R.L.K.1 R.L.K.4 R.L.K.9		W.K.3		L.K.2.A-D L.K.5D L.K.6	R.F.K.1.C R.F.K.4.A,B

Subject: ELA	Grade: Kindergarten	Unit: 1	1st Trimester
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Focus Standards: Foundational Skills	Critical Knowledge and Skills
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> ● RF.K.1.A Follow words from left to right, top to bottom and page by page. ● RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters. ● RF.K.1.C Understand that words are separated by spaces in print. ● RF.K.1.D Recognize and name all upper and lowercase letters of the alphabet. 	<ul style="list-style-type: none"> ● Understand directionality within a book ● Understand that words are made up of letters ● Identify spaces within a sentence ● Identify upper and lowercase letters
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.A. Recognize and produce rhyming words.</p> <p>RF.K.2.B. Count, pronounce, blend and segment syllables in spoken words.</p> <p>RF.K.2.C. Blend and segment onsets and rimes of single syllable spoken words.</p>	<ul style="list-style-type: none"> ● Recognize and produce rhyming words ● Count and segment syllables in words ● Pronounce and blend syllables in words ● Blend and segment onsets and rimes of CVC words

Focus Standards: Reading		Critical Knowledge and Skills
RL.K.2. With prompting and support, retell familiar stories, including key details (who, what, where, when, why, how).		<ul style="list-style-type: none"> ● Use key story elements- who, where, when, what, why and how to retell stories
RL.K.3 With prompting and support, identify characters, setting and major events in a story.		<ul style="list-style-type: none"> ● Identify characters, setting and story events in order
	RI.K.5. Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> ● Identify how books work ● Identify key components of a book
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.		<ul style="list-style-type: none"> ● Identify key elements of a book and their role in books
RL.K.7. With prompting and support, describe the relationship between illustrations and the		<ul style="list-style-type: none"> ● Make a connection between illustrations and text

story in which they appear.		
RL.K.10. Actively engage in group reading activities with purpose and understanding.	.	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits
Focus Standards: Writing Skills		Critical Knowledge and Skills
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.		<ul style="list-style-type: none"> ● Draw a picture to tell a story ● Label items in picture using letters, words and sentences ● Write stories in order ● Include a reaction to the event
W.K.7. Participate in shared research and writing projects (explore a number of books by a favorite author and express opinions about them).		<ul style="list-style-type: none"> ● Express opinions about authors and their various books
Focus Standards: Speaking and Listening		Critical Knowledge and Skills
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> ● SL.K.1.A Follow agreed upon norms for discussion. 		<ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)

<ul style="list-style-type: none"> ● SL.K.1.B Continue a conversation through multiple exchanges. 	<ul style="list-style-type: none"> ● Use strategies to respond to the comments of others to build the conversation ● Ask question(s) when confused during a discussion
<p>SL.K.2 Confirm understanding of 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>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions
<p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p>	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences ● Speak audibly to naturally express ideas
<p>Focus Standards: Language</p>	<p>Critical Knowledge and Skills</p>
<p>LK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● L.K.1.A. Print all upper- and lowercase letters. 	<ul style="list-style-type: none"> ● Formation of upper and lowercase letters

<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● L.K.2.A. Capitalize the first word in a sentence and the pronoun I ● L.K.2.B. Recognize and name end punctuation ● L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds ● L.K.2.D. Spell simple words phonetically drawing on knowledge of sound-letter relationships. 	<ul style="list-style-type: none"> ● Recognize the names of people, days of the week, and months of the year ● Capitalize the appropriate words in the date and the names of people ● Identify different types of end punctuation ● Apply appropriate end punctuation to writing ● Recognize the comma ● Explain the purpose and function of a comma ● Apply rules for using commas in writing to dates and to single word series ● Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation ● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words ● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling)
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meaning.</p> <ul style="list-style-type: none"> ● L.K.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ● L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). ● L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy). 	<ul style="list-style-type: none"> ● Group words into categories that logically fit together ● Explain why the words belong in a group ● Identify attributes of words put into categories ● Use the attribute to extend the definition of categorized words ● Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● R-Reading Foundation Skills Checklist ● R/W/F- Kindergarten Baseline Assessments ● R- Anecdotal notes ● W- Observation and discussion during writing conferences ; Anecdotal Notes ● SL-Observation, participation, discussion ● L- Observation when speaking and writing ● F- Observation during drill sounds, dictation and practice 	<ul style="list-style-type: none"> ● W- On Demand (independent) writing samples ● R/W/F/L Common Grade Level Assessment ● L-Writing On Demand pieces ● F- Unit assessments ● SL-Author’s Share
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● R- High Frequency Readers ● R- Comprehension Toolkit ● W- Lucy Calkins ● W-6+1 Traits Toolkit ● L- Writing workshop ● F- Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards, Fluency passages 	<ul style="list-style-type: none"> ● R/W - Author Study- David Shannon, Eric Litwin, Doreen Cronin, Mercer Mayer ● R/W- ABC, Back to School books, fall, Halloween, Thanksgiving, apples, pumpkins, bats, spiders, fire safety (non-fiction and fiction) ● R-Bookflix ● R-Hoopla ● R-Tumblebooks ● R-Razkids ● W- teacher model ● W- Graphic organizers ● W- Anchor charts ● R/W/F/L- Youtube videos ● L/F- Smart board files to teach skills ● R/W L/F-Google classroom & Slides ● R/W/L/F- Social Distancing

Cross-Curricular Connections

- Mystery Science
- Read alouds in science and social studies- beginning of the year books about kindness, friendship, how to share, rules, etc; apples, pumpkins, bats, spiders, Thanksgiving books
- STEAM
- Theme/ art-All About Me; Columbus Day; Halloween, Thanksgiving
- Teach and assess language and foundational skills during writing workshop
- BookFlix
- Raz Kids

Enduring Understanding

Essential Questions

READING:

- RL.K.2. Good readers retell familiar stories, including key details (who, what, where, when, why, how).
- RL.K.3 Good readers identify characters, setting and major events in a story.
- RI.K.5. Good readers identify the front cover, back cover, and title page of a book.
- 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 the illustrations and the story.
- RL.K.10. Good readers actively engage in group reading activities with purpose and understanding.

WRITING:

- W.K.3 Good writers 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
- WK.7 Good writers explore a number of books by a favorite author and express opinions about them

READING:

- RL.K.2 How can you retell a story by answering who, what, hen, why and how?
- RL.K.3 How can you identify the characters, setting and events in a story?
- RI.K.5. Where is the front cover of the book, back cover of the book and the title page of the book?
- RL.K.6. Who is the author and illustrator of the story and how does their job help to tell the story?
- RL.K.7. How is the picture connected to the story?
- RL.K.10. How do good readers engage in group reading activities with purpose and understanding?

WRITING:

- WK.3 How do writers narrate a story?
- WK.7 What is your opinion about this text?

Differentiation

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software

Subject: ELA	Grade: Kindergarten	Unit: 2	2nd Trimester
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Focus Standards: Foundational Skills	Critical Knowledge and Skills
RF.K.1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> ● RF.K.1.C Understand that words are separated by spaces in print. 	<ul style="list-style-type: none"> ● Identify spaces within a sentence
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.D Isolate and pronounce the initial, medial vowel, and final consonant sounds (phonemes) in three-phoneme (C-V-C words). (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> ● Tap and blend CVC words ● Make new simple, one-syllable words by manipulating sounds

<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.B Associate the long and short vowel sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.C Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<ul style="list-style-type: none"> ● Use 1:1 letter-sound correspondence when reading and writing ● Use correct long and short vowels when reading and writing ● Read sight words quickly ● Distinguish differences between similarly spelled words
<p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A Read emergent readers with purpose and understanding.</p> <p>RF.K.4.B Read grade level text with purpose and understanding.</p>	<ul style="list-style-type: none"> ● Read emergent text fluently and with comprehension. ● Read grade level text fluently and with comprehension
<p>Focus Standards: Reading</p>	<p>Critical Knowledge and Skills</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>	<ul style="list-style-type: none"> ● Ask and answer- who, what, where, when, why, how-when listening to or reading a text
<p>RL.K.4 Ask and answer questions about unknown words in a text.</p>	<ul style="list-style-type: none"> ● Ask about unknown words when listening to or reading a text
<p>RL.K.5 Recognize common types of texts (e.g. storybooks, poems).</p>	<ul style="list-style-type: none"> ● Differentiate between types of texts
<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<ul style="list-style-type: none"> ● Compare and contrast elements of familiar stories

<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>		<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits
<p>Focus Standards: Writing Skills</p>		<p>Critical Knowledge and Skills</p>
<p>W.K.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. <i>My favorite book is...</i>).</p>		<ul style="list-style-type: none"> ● Draw a picture to express an opinion about a topic or book ● Label items in the picture using letters, words and sentences ● Write an opinion about a topic or book
<p>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.</p>		<ul style="list-style-type: none"> ● Draw a picture to tell a story ● Label items in the picture using letters, words and sentences ● Write stories in order ● Include a reaction to the event
<p>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).</p>		<ul style="list-style-type: none"> ● Work with a peer writing partner to improve writing
<p>Focus Standards: Speaking and Listening</p>		<p>Critical Knowledge and Skills</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> <ul style="list-style-type: none"> ● SL.K.1.A Follow agreed upon norms for discussion. ● SL.K.1.B Continue a conversation through multiple exchanges. 		<ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts

	<ul style="list-style-type: none"> ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) ● Use strategies to respond to the comments of others to build the conversation ● Ask question(s) when confused during a discussion
<p>SL.K.2 Confirm understanding of 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>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions
<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> ● Ask questions when unsure of something

SL.K.4 Describe familiar people, places, things and events, and with prompting and support, add additional detail.	<ul style="list-style-type: none"> ● Describe people, places, things and events with detail
SL.K.5 Add drawing or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> ● Using drawings to show details in descriptions
SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences ● Speak audibly to naturally express ideas
Focus Standards: Language	Critical Knowledge and Skills
<p>LK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● L.K.1.B Use frequently occurring nouns and verbs. ● L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (<i>e.g. dog, dogs, wish, wishes</i>). ● L.K.1.D Understand and use question words (interrogatives) (<i>e.g. who, what, where, when, why, how</i>). ● L.K.1.E Use the most frequently occurring prepositions (<i>e.g. to, from, in, out, on, off, for, of, by, with</i>). ● L.K.1.F Produce and expand complete sentences in shared language activities. 	<ul style="list-style-type: none"> ● Demonstrate knowledge of nouns and verbs when speaking and writing ● Demonstrate knowledge of plurals (/s/ and /es/) when speaking and writing ● Demonstrate the knowledge of question words when speaking and writing ● Demonstrate the knowledge of prepositions when speaking and writing ● Demonstrate the knowledge of complete sentences when speaking and writing

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

- L.K.2.A. Capitalize the first word in a sentence and the pronoun I.
- L.K.2.B. Recognize and name end punctuation.
- L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds.
- L.K.2.D. Spell simple words phonetically drawing on knowledge of sound-letter relationships.

- Recognize the names of people, days of the week, and months of the year
- Capitalize the appropriate words in the date and the names of people
- Identify different types of end punctuation
- Apply appropriate end punctuation to writing
- Recognize the comma
- Explain the purpose and function of a comma
- Apply rules for using commas in writing to dates and to single word series
- Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation
- Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
- Apply knowledge of phonemic awareness and

	<p>spelling conventions to spell untaught words (inventive spelling)</p>
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meaning.</p> <ul style="list-style-type: none"> ● L.K.5.D Distinguish shades of meaning among verbs describing the same general actions (e.g. <i>walk, march, strut, prance</i>) by acting out the meanings. 	<ul style="list-style-type: none"> ● Demonstrate diversity in their choice of verbs in speaking and writing
<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ● Use vocabulary accurately in speaking and writing ● Listen, share and read a variety of texts ● Use new words and phrases when writing, reading and responding to texts

Ancillary Standards

RL.K.2,3,6,7; W.K.7; L.K.1A,4A, 5A-C; RF.K.1A,B,D, 2A-C

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● R-Reading Foundation Skills Checklist ● R- Running Records ● R- Anecdotal notes ● R/W/F- Response to Literature writing assignments (GR) ● W- Observation and discussion during writing conferences ; Anecdotal Notes ● W- Classroom journals ● SL-Observation, participation, discussion ● L- Observation when speaking and writing ● F- Observation during drill sounds, tapping, dictation and practice 	<ul style="list-style-type: none"> ● R- Scott Foresman Benchmark Running Records ● W- On Demand (independent) writing samples ● R/W/F/L Common Grade Level Assessment ● L-Writing On Demand pieces ● F- Unit assessments ● SL-Author’s Share
Suggested Primary Resources	Suggested Supplemental Resources

<ul style="list-style-type: none"> ● R- High Frequency Readers ● R- Comprehension Toolkit ● W- Lucy Calkins ● W-6+1 Traits Toolkit ● L- Writing Workshop ● F- Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards, Fluency passages 	<ul style="list-style-type: none"> ● R/W - Author Study- Jan Brett, Kevin Henkes, Mo Willems ● R/W- Various gingerbread books, December holidays, winter, arctic animals, penguins, Groundhog Day, Valentine’s day, Presidents’ Day (non-fiction and fiction) ● R- Guided reading books ● R-Bookflix ● R-Hoopla ● R-Tumblebooks ● R-Razkids ● W- teacher model ● W- Graphic organizers ● W- Anchor charts ● R/W/F/L- Youtube videos ● L/F- Smart board files to teach skills ● R/W L/F-Google classroom & Slides ● R/W/L/F- Social Distancing
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Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Mystery Science ● Read alouds in science and social studies ● STEAM ● Theme/ art-gingerbread, December holidays, winter themes and holidays ● Teach and assess language and foundational skills during writing workshop ● BookFlix ● Raz Kids 	
Enduring Understanding	Essential Questions

READING:

- RL.K.1 Good readers ask and answer questions about key details in text.
- RL.K.4 Good readers ask questions about unknown words in a text.
- RL.K.5 Good readers recognize different types of texts.
- RL.K.9 Good readers compare and contrast the adventures of characters in a story.
- RL.K.10. Good readers actively engage in group reading activities with purpose and understanding.

WRITING:

- W.K.1 Good writers use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or 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.3 Good writers use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5 Good writers strengthen writing through response and self-reflection using questions and suggestions from peers (e.g. adding details).

READING:

- RL.K.1 What questions do good readers ask to better understand a text?
- RL.K.4 How do good readers understand words in a text?
- RL.K.5 How do you know what type of text this is?
- RL.K.9 How do good readers compare and contrast?
- RL.K.10. How do good readers engage in group reading activities with purpose and understanding?

WRITING:

- WK.1 How do writers express an opinion?
- WK.3 How do writers narrate a story?
- W.K.5 What techniques do good writers use to strengthen their writing?

Differentiation

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Subject: ELA	Grade: Kindergarten	Unit: 3	3rd Trimester
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Focus Standards: Foundational Skills	Critical Knowledge and Skills
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.D Isolate and pronounce the initial, medial vowel, and final consonant sounds (phonemes) in three-phoneme (C-V-C words). (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<ul style="list-style-type: none"> ● Using affixes and inflections ● Know and apply grade-level phonics and word analysis skills in decoding words (GR) ● Breaking apart most CVC words
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.B Associate the long and short vowel sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.C Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<ul style="list-style-type: none"> ● 1 to 1 letter-sound correspondence when reading and writing ● Use correct long and short vowels when spelling ● Read sight words quickly ● Distinguish the difference between similarly spelled words

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A Read emergent readers with purpose and understanding. RF.K.4.B Read grade level text with purpose and understanding.		<ul style="list-style-type: none"> ● Read emergent text fluency and with comprehension ● Read grade level text with fluency and comprehension
Focus Standards: Reading		Critical Knowledge and Skills
	RI.K.1 With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ● Understand what key details in the text are ● Determine what key details are in a text ● Recall key details of texts ● Ask and answer questions about key details ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support
	RI.K.2 With prompting and support, identify main topic and retell key details of text.	<ul style="list-style-type: none"> ● Understand what main topic is ● Determine the main topic ● Determine the key details after reading
	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in text.	<ul style="list-style-type: none"> ● Identify key story details ● Describe the characters in a story using key details ● Describe the setting of a story using key details

		<ul style="list-style-type: none"> ● Describe the major events in a story using key details ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are linked
	RI.K.4 With prompting and support ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ● Draw on prior knowledge and information from the text to answer questions about unknown words
RL.K.5 Recognize common types of texts (e.g. storybooks, poems).	RI.K.5 Identify the front cover, back cover and the title page of a book.	<ul style="list-style-type: none"> ● Know where the front and back of the book are ● Locate the title page of the 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.	<ul style="list-style-type: none"> ● Locate the author and illustrator of the book ● Describe the job of an author and illustrator of a book as it relates to a particular book
	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (eg., what person, place, thing, or idea in the text an illustration depicts.)	<ul style="list-style-type: none"> ● Describe how the illustrations connect to the story and help us visual what the story is about.
	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> ● Understand what key points in a text are ● Describe key points in the text ● Understand why an author uses certain points in the 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).	<ul style="list-style-type: none"> ● Understand similarities and differences are ● Describe what is the same about multiple texts ● Describe what is different about multiple texts
RL.K.10 Actively engage in group reading activities with purpose and understanding.	RI.K.10 Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits
Focus Standards: Writing Skills		Critical Knowledge and Skills
W.K.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. <i>My favorite book is...</i>).		<ul style="list-style-type: none"> ● Express opinions about books
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.		<ul style="list-style-type: none"> ● Write information pieces
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).		<ul style="list-style-type: none"> ● Make writing better based on feedback from peers ● Review own writing and make changes to make it better
WK.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		<ul style="list-style-type: none"> ● Use technology to publish writing pieces
WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		<ul style="list-style-type: none"> ● Collaborate with others on a topic and produce a writing piece

<p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● Answer questions based on information learned
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</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> <ul style="list-style-type: none"> ● SL.K.1.A Follow agreed upon norms for discussion. ● SL.K.1.B Continue a conversation through multiple exchanges. 	<ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) ● Use strategies to respond to the comments of others to build the conversation ● Ask question(s) when confused during a discussion
<p>SL.K.2 Confirm understanding of 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>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding

	<ul style="list-style-type: none"> ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding
SL.K.4 Describe familiar people, places, things and events and with prompting and support, provide additional detail	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly express ideas
SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences

	<ul style="list-style-type: none"> ● Speak audibly to naturally express ideas
Focus Standards: Language	Critical Knowledge and Skills
<p>LK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● L.K.1.A. Print all upper- and lowercase letters. ● L.K.1.B. Use frequently occurring nouns and verbs ● L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) ● L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) ● L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, off, by, with) ● L.K.1.F. Produce and expand complete sentences in shared language activities 	<ul style="list-style-type: none"> ● Formation of upper and lowercase letters ● Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading) ● Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking ● Demonstrate knowledge of prepositions ● Create complete sentences and extend them
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> ● L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word. 	<ul style="list-style-type: none"> ● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts ● Explain the meaning of common affixes

Ancillary Standards

RL.K.1,4,9; W.K.3; L.K.2A-D,5D, 6; RF.K.1C, 4A,B

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● R-Reading Foundation Skills Checklist ● R- Kindergarten Baseline Assessments ● R- Anecdotal notes ● R/W/F- Response to Literature writing assignments (GR) ● W- Observation and discussion during writing conferences ; Anecdotal Notes ● W- Classroom journals ● SL-Observation, participation, discussion ● L- Observation when speaking and writing ● F- Observation during drill sounds, tapping, dictation and practice 	<ul style="list-style-type: none"> ● R-DRA2 ● W- On Demand (independent) writing samples ● R/W/F/L Common Grade Level Assessment ● L-Writing On Demand pieces ● F- Unit assessments ● SL-Author’s Share
Suggested Primary Resources	Suggested Supplemental Resources

<ul style="list-style-type: none"> ● R- Comprehension Toolkit ● W- Lucy Calkins ● W-6+1 Traits Toolkit ● L- Writing workshop ● F- Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards, Fluency passages 	<ul style="list-style-type: none"> ● R/W - Author Study- Dr. Seuss, Leo Lioni, Robert Munsch, Eric Carle, Jack Prelusky ● R/W- St. Patrick's Day, Easter, spring, summer, Mother's day, Father's Day, Rain, birds, kites, rainbows, butterflies, insects, zoo animals (non-fiction and fiction) ● R- Guided reading books ● R-Bookflix ● R-Hoopla ● R-Tumblebooks ● R-Razkids ● W- teacher model ● W- Graphic organizers ● W- Anchor charts ● R/W/F/L- Youtube videos ● L/F- Smart board files to teach skills ● R/W L/F-Google classroom & Slides ● R/W/L/F- Social Distancing
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Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Mystery Science ● Read alouds in science and social studies ● STEAM ● Theme/ art-ST. Patrick's Day, Easter, spring, summer, butterflies, animals ● Teach and assess language and foundational skills during writing workshop ● BookFlix ● Raz Kids 	

Enduring Understanding	Essential Questions
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READING:

- RL.K.5 Good readers recognize common types of texts (e.g. storybooks, poems).
- RL.K.10. Good readers actively engage in group reading activities with purpose and understanding.
- RI.K.1 With prompting and support, good readers ask and answer questions about key details in a text
- RI.K.2 With prompting and support, good readers identify main topic and retell key details of text
- RI.K.3 With prompting and support, good readers describe the connection between two individuals, events, ideas, or pieces of information in text.
- RI.K.4 With prompting and support good readers ask and answer questions about unknown words in a text.
- RI.K.5. Good readers 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 (eg., what person, place, thing, or idea in the text an illustration depicts.)

READING:

- R.L.K.5 What type of text are you reading?
- RL.K.10. How do good readers engage in group reading activities with purpose and understanding?
- R.I.K.1 What are the key details in the text?
- R.I.K.2 What is the main topic and details about the book?
- R.I.K.3 How do these people, events or ideas connect?
- R.I.K.4 What questions do good readers ask to figure out unknown words
- RI.K.5. Where is the front cover of the book, back cover of the book and the title page of the book?
- R.I.K.6 Who is the author and illustrator and what is their role?
- R.I.K.7 How are the illustrations and text connected in the story?
- R.I.K.8 What supports the author's main points?
- R.I.K.9 How are these to text similar and different to each other?
- R.I.K.10 How do good readers actively engage in reading activities?

- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions or procedures)
- RI.K.10 Actively engage in group reading activities with purpose and understanding

WRITING:

- W.K.1 Good writers use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or 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 Good writers 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.5 With guidance and support from adults, good writers strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details)

WRITING:

- WK.1 What is the name of the book or topic you are writing and what is your opinion ?
- WK.2 What informational writing piece are you writing and what is it about?
- W.K.5 How did you make your writing better?
- W.K.6 What digital tool did you use to publish your writing?
- W.K.7 What shared writing did you work on?
- W.K.8 What experiences or information did you use to help you with your writing?

<ul style="list-style-type: none"> ● WK.6 With guidance and support from adults, good writers explore a variety of digital tools to produce and publish writing, including in collaboration with peers ● WK.7 Good writers Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) ● WK.8 With guidance and support from adults, good writers recall information from experiences or gather information from provided sources to answer a question 	
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Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation 		<ul style="list-style-type: none"> ● Problem Solving ● Communication

<ul style="list-style-type: none"> ● Critical Thinking 	<ul style="list-style-type: none"> ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software

Appendix A

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Christine Brady, Lisa McGilloway, Beth Canzanese
Revised by: Christine Brady
Reapproved June 2017

Course Title: English Language Arts Unit Name: Foundational Skills Grade Level: K

Content Statements The ultimate goal of reading is comprehension. In order to understand what is being read, proficient readers must have a guiding knowledge of the sounds that letters make individually and in combinations. Knowledge of letter sounds and spelling patterns allows students to read fluently in a variety of texts. The explicit instruction of vocabulary words during literacy instruction and in the content areas assists students in reading and comprehending texts across the curriculum. Fluent reading and vocabulary acquisition support students in reading more texts and enhances student writing.	NJSLS RF.K. 1-4 L.K.1-6 SL.K.1-6
Overarching Essential Questions How can I begin to use my knowledge about letters and the sounds they make to read words? How can I read words to show that I understand them? How can I learn new words?	Overarching Enduring Understandings There are many ways to figure out a word I do not know. If I know the sounds that letters make, I can read and understand.

	I can learn new words from books, my teachers and from what people say.
<p>Unit Essential Questions</p> <p>How can I use classroom routines to help learn phonics in ways such as:</p> <ul style="list-style-type: none"> ● Use supplies independently? ● Use name charts, word walls, and pocket charts? ● Put cut up sentences together? ● Sort and match picture and letter cards? ● Play Phonics games? <p>How can I show that I understand the basic ideas of letters by:</p> <ul style="list-style-type: none"> ● Knowing the difference between print and pictures? ● Understanding the job of words in a story? ● Understand the concept of a letter, word, and sentence? ● Use left to right when I am reading? ● Use 1:1 correspondence to develop fluency and comprehension? ● Use my own name to learn about other words and make connections? ● Understand how the ideas of first and last can help me when I am reading? <p>How can I show that I understand the connections between sounds, letters, and words in ways such as:</p> <ul style="list-style-type: none"> ● Recognizing word boundaries? ● Segmenting sentences into words? ● Hear, connect, and generate rhyming words? ● Hear, say, and blend syllables? ● Hear, segment, and blend onsets and rimes? 	<p>Unit Enduring Understandings</p> <p>I can use what I know about letters and the sounds letters make to read new words (word solving actions).</p> <p>I can read words on their own and in groups called sentences. I can use my voice to show expression when reading sentences.</p> <p>I can learn new words through my own reading in and out of school and with my teacher’s help.</p>

<ul style="list-style-type: none"> ● Hear and say individual phonemes in words? ● Hear, segment or blend words into up to four phonemes? ● Hear and say beginning and ending phonemes and recognize those that are similar? ● Add or manipulate beginning and ending phonemes in words? ● Hear and say middle phonemes in words? ● Add, delete, or manipulate phonemes in the beginning, middle, or end of a word when reading and writing? <p>How can I show my knowledge of letters in ways such as:</p> <ul style="list-style-type: none"> ● Understand the concept of a letter? ● Distinguish letter forms? ● Produce letter names? ● Categorize letters by feature? ● Understand alphabetical order? ● Recognize upper and lower case letters? ● Recognize consonants and vowels? ● Understand the special uses of letters (initials)? ● Understand that words are made up of letters? ● Make connections between words by recognizing letters and letter placement? ● Recognize the sequence of letters in words? ● Recognize letters in words and in continuous text? ● Use efficient and consistent motions to form letters? <p>How can I demonstrate my knowledge of letter sound relationships in ways such as:</p> <ul style="list-style-type: none"> ● Recognize that letters represent consonant sounds? 	
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<ul style="list-style-type: none">● Recognize and use beginning and ending consonant sounds and the letters that represent them?● Recognize similar beginning and ending consonant sounds?● Understand that letters represent consonant and vowel sounds?● Hear and identify short vowel sounds and the letters that represent them in the beginning and middle of words?● Hear and identify long vowel sounds in words and the letters that represent them?● Recognize that words have letter patterns connected to sounds such as the C-V-C pattern?● Recognize and use simple and more difficult phonograms with the VC pattern?● Recognize and use phonograms with the VCe (vowel-consonant- silent e) pattern? <p>How can I use my knowledge of words to help me read and write in ways such as:</p> <ul style="list-style-type: none">● Read high frequency words with automaticity?● Recognize and learn concept words (names of colors, days of week, etc.)?● Recognize and use words that are related?● Understand the concept of a syllable and how it contains a vowel sound?● Recognize and use one or two syllables in words?● Recognize and understand simple compound words?● Understand the concept of a plural and use plurals that add –s?● Recognize and use endings that add –s to make a word agree with the subject?	
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<ul style="list-style-type: none"> ● Recognize and use endings that add –ing to words? ● Recognize and use endings that add -ed to words? ● Make connections between names and other words and use these connections to read and write other words? ● Use known words to monitor reading and spelling? ● Recognize and spell known words quickly? ● Use letter/sound knowledge to monitor reading and spelling? Use parts of known words that are like other words? ● Change beginning or ending letters to make new words? ● Say words slowly to hear sounds and use sounds to write letters in new words? ● Recognize and use word parts (onsets and rimes) to read a word? 	
<p>Unit Rationale</p> <p>Comprehension is the heart of reading instruction but it cannot occur if students cannot read the words in texts they choose or in the reading material they are assigned. Students must be taught phonics explicitly in order to master the sounds that letters and letter combinations create. In addition, students must have a repertoire of strategies to use to decode unknown words. The ability to read words successfully and at an appropriate rate allows readers to focus their attention on meaning. The acquisition of vocabulary allows students to read fluently and to use these words in their writing.</p>	<p>Unit Overview</p> <p>In this unit students will begin to learn the connections between sounds and letters. They will learn that letters can be combined in various ways to produce words. Students will manipulate beginning, middle, and ending sounds in letters to produce new words. They will use this knowledge of letters to help them begin to read new words. Students will also recognize and use high frequency words in their reading and writing. Finally, students will learn that there are strategies they can use when they encounter new words in their reading.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p>	

Worksheets in content areas
 Monitoring for Meaning comprehension instruction
 Word Wizard – students get extra points for hearing, seeing, or using targeted words outside of the classroom
 Picture Dictionaries
 Fluency Activities – repeated readings, choral readings, Reader’s Theater, partner reading
 Smartboard activities
 Word games
 Read alouds to introduce vocabulary or have students notice new or known sounds, letters, patterns
 Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Christine Brady, Lisa McGilloway, Beth Canzanese
Revised by: Christine Brady
Reapproved June 2017

Course Title: English Language Arts Unit Name: Comprehension Grade Level: K

Content Statements	NJSJS
Reading is a balanced application of skills used with the ultimate goal of comprehending what is read. Comprehension involves the flexible and purposeful use of a variety of reading strategies: monitoring for meaning (metacognition), questioning, creating sensory images (visualizing), inferring, using schema (background knowledge), determining importance, and synthesizing. These skills and strategies can be learned	RL.K.1-7,9-10 RI.K.1-10 L.K.1-6 SL.K.1-6

<p>and applied in a Reading Workshop setting as well as across the curriculum.</p>	
<p>Overarching Essential Questions</p> <p>What do readers do?</p> <p>How can I read words in my reading at school and at home?</p> <p>What can I tell others about what I am reading?</p> <p>Where can I find out about things I want to learn?</p> <p>How can I compare and contrast books about the same subject?</p>	<p>Overarching Enduring Understandings</p> <p>Reading Workshop gives me the chance to read different kinds of books.</p> <p>I have to be able to figure out what a word is before I can understand its meaning.</p> <p>When I read I am having a conversation with the author, I am using many strategies at once, and I am thinking about the meaning. Soon, I will do all of these things automatically.</p> <p>If I want to learn something new, I can read books and look at pictures.</p> <p>Good authors give reasons for their opinions or statements.</p>
<p>Unit Essential Questions</p> <p>How can I work independently in Reading Workshop in ways such as:</p> <ul style="list-style-type: none"> ● Work with the teacher and classmates during guided reading? ● Bring my guided reading book home to practice for homework? ● Use tools in the classroom to support guided reading (alphabet chart, chunk chart, word wall)? ● Use the classroom work board to rotate through daily centers? ● Know how to work quietly by myself in centers? 	<p>Unit Enduring Understandings</p> <p>I can think about what I am reading to be sure that my reading is making sense when reading on my own or with others.</p> <p>I can ask questions before, during, and after reading to help me understand what I am reading when reading on my own or with others..</p> <p>I can create sensory images, ‘a movie in my mind,’ while reading in order to understand what I am reading on my own or with others..</p>

<ul style="list-style-type: none"> ● Know what to do when I am done and center and how to clean up afterwards? ● Begin to understand how to choose a just right book with the teacher’s help? ● Listen to what others say about their reading? <p>How can I monitor for meaning while reading in ways such as:</p> <ul style="list-style-type: none"> ● Recognize when my reading is not making sense? ● Begin to understand ways that I can “fix up” my reading when it does not make sense? ● Use pictures to help me understand what I am reading? <p>How can I use questions to help my reading in ways such as:</p> <ul style="list-style-type: none"> ● Listen to the questions that the teacher asks during reading to guide my questioning when reading on my own or with others? <p>How can I create sensory images while reading in ways such as:</p> <ul style="list-style-type: none"> ● Create sensory images during reading? <p>How can I make inferences when I am reading in ways such as:</p> <ul style="list-style-type: none"> ● Begin to use story clues to make predictions about what I am going to read? ● Make simple predictions during reading? <p>How can I use my schema to help me understand what I am reading in ways such as:</p>	<p>I can begin to infer, or read between the lines, in order to read beyond the words on the page when reading on my own and with others.</p> <p>I can use my background knowledge to help understand and connect what I am reading to what I already know when reading on my own or with others.</p> <p>I can determine what is important to help me to understand the texts I am reading when reading on my own and with others.</p> <p>I can begin to synthesize by using two or more strategies at the same time in order to come to discover something new when reading on my own or with others.</p>
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<ul style="list-style-type: none">● Use schema to help me make meaningful text to text connections?● Use schema to help me make meaningful text to self connections?● Use my schema to help me make predictions?● Know what kind of a book I am reading (fiction or nonfiction) and use that to help me understand what I am reading? (text features) <p>How can I determine what is important about what I am reading and use it to help my understanding in ways such as:</p> <ul style="list-style-type: none">● Retell the events of a story in order? (what)● Tell the characters of a story? (who)● Tell the setting of a story? (where, when)● Tell the problem of a story? (what)● Tell how the problem in a story was solved? (how)● Tell why characters and events occurred stating evidence from the story.● Use graphs, charts, or graphic organizers as a tool to help me understand what I am reading? <p>How can I begin to synthesize while reading in ways such as:</p> <ul style="list-style-type: none">● Use more than one strategy when I am reading a text?● Begin to understand how synthesizing can help me understand themes? <p>What are the strategies I can use when reading text that is difficult for me to comprehend?</p>	
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<p>Unit Rationale</p> <p>The ultimate goal of the reader is to understand the text. Readers need a repertoire of strategies to help them make sense of text in all content areas as well as in daily reading. The seven comprehension strategies must be taught explicitly and purposefully so that students are fluent in the use of each one. Additionally, students must be guided in applying these strategies in a variety of reading contexts for pleasure as well as for information. Mastery of these strategies will lead to the ability to understand reading materials both in and out of the classroom. The ability to understand what is read is vital to a learner in the 21st century.</p>	<p>Unit Overview</p> <p>In this unit students will be introduced to the comprehension strategies and the concept that reading is more than just words, it is about making meaning. Students will be introduced to the strategies that readers can use in order to help them understand texts with a focus on Using Schema, Creating Sensory Images, and Determining Importance. With support, they will begin to understand that these strategies can be used across the curriculum. Extensive teacher modeling, shared reading, and read-alouds will be used to help introduce and guide the application of each strategy.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Reading Response Logs, Journals Guided Reading Groups Author Studies Focus Lessons Seasonal Read Alouds Teacher created assessments of texts read Anchor Charts – mentor authors, reading strategy use, etc. Whole class identification of details in read aloud stories Whole class comparison and contrast of two different texts Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.</p>	

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Written By: Christine Brady, Lisa McGilloway, Beth Canzanese
Revised by: Christine Brady
Reapproved June 2017

<p>Content Statements</p> <p>In this unit narrative writing skills will be introduced. The craft of narrative writing will be explored through a variety of reading experiences. Craft will also be introduced through the experiences of drafting, revising, and publishing pieces. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS</p> <p>W.K.1,3,5-8 L.K.1-6 SL.K.1-6</p>
<p>Overarching Essential Questions</p> <p>How do I learn to be a writer? What do I need to be a writer?</p> <p>How can authors show me the rules of writing? How can I use these rules in my own writing?</p> <p>How can I write stories about myself and others?</p>	<p>Overarching Enduring Understandings</p> <p>I can write in many different ways.</p> <p>Writing and reading are connected.</p> <p>Authors can be mentors as I learn to write.</p> <p>I can write a story by understanding why I am writing.</p>
<p>Unit Essential Questions</p> <p>How can I begin to work by myself in Writing Workshop in ways such as:</p> <ul style="list-style-type: none"> ● Use tools such as vowel charts, word walls, name charts, and ABC charts independently? ● Use a folder to store writing in process and finished work? ● Sketch pictures to help my writing? <p>How can I begin to understand mechanics such as:</p> <ul style="list-style-type: none"> ● Using proper pencil grip, paper position, and beginning strokes? ● Spelling my own name? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p>

<ul style="list-style-type: none"> ● Writing the letters of the alphabet? ● Going right to left when I am writing? ● Going from top to bottom when I am writing? ● Use a capital at the beginning of a sentence? ● Use a capital for the word “I”? ● Use a capital for people’s names? ● Use a period? ● Use a question mark? ● Use an exclamation point? ● Recognize and use endings, -ed, -s, -ing? ● Use spaces between my words and sentences? ● Spell all district approved high frequency words correctly? ● Use sounds to help spell words? <p>How can I write stories about myself or others?</p> <ul style="list-style-type: none"> ● How can I write at least 3 sentences to create a small moment story? ● How can I show that words tell a story? ● How can I make a small moment story better by adding reactions, thoughts, observations, or feelings? ● How can I write endings? 	<p>I can use feedback from my teacher or my peers to strengthen my writing..</p> <p>I can reflect on my own pieces and see ways to strengthen them</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.I can use my knowledge of spelling patterns to help me spell and read words.</p>
<p>Unit Rationale</p> <p>Writing involves both process and product. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in the narrative genre. Experiences in reading a variety of narrative texts and analyzing the author’s craft aid in the creation of a student’s own narrative piece.</p>	<p>Unit Overview</p> <p>In this unit students will begin to learn what writers do to be successful Writing Workshop participants. They will begin shared reading and discussion of narrative texts in order to uncover the craft used by authors of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces in this genre. Stories will begin to write a story of their own with more than one sentence.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p>	

Read alouds, shared reading, and class discussion of touchstone texts with narrative elements
 Whole group, small group, and individual analysis of touchstone narrative texts
 Writer’s Notebook – collecting seeds and writing territories
 eBooks and Google books for narrative texts
 use of PPP programs
 Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.
 Writing Folder – create and decorate with pictures, cutouts, etc to generate writing ideas
 Weekend News – students complete weekend news sheet to bring in on Mon. to help generate ideas throughout the week
 “Catch a Story” – keep story ideas in your ‘pocket’ for future writing
 Tell a Story across pages – plan by touching each page of a booklet
 Tell a Story across your fingers – plan a story with a beginning, middle, end
 Use a true life experience for a small moment story
 Detail Strips – work with a partner to add strips to stories

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Course Title: English Language Arts Unit Name: Writing – Expository Grade Level: K

Content Statements	NJSLS
<p>In this unit expository writing skills will be introduced. The craft of expository writing will be explored through a variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting and publishing pieces. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>W.K.2, 4-8 L.K.1-6 SL.K.1-6</p>

<p>Overarching Essential Questions</p> <p>How do I learn to be a writer? What do I need to be a writer?</p> <p>How can authors show me the rules of writing? How can I use these rules in my own writing?</p> <p>How can I write about what I am learning?</p>	<p>Overarching Enduring Understandings</p> <p>I can write in many different ways.</p> <p>Writing and reading are connected.</p> <p>I can write about what I am learning by drawing, telling someone to write down what I say or writing it, myself, on paper or on WORD. I can say what I am writing about and I can give some information about that topic.</p>
<p>Unit Essential Questions</p> <p>How can I begin to work by myself in Writing Workshop in ways such as:</p> <ul style="list-style-type: none"> ● Use tools such as vowel charts, word walls, name charts, and ABC charts independently? ● Use a folder to store writing in process and finished work? ● Sketch pictures to help my writing? <p>How can I begin to understand mechanics such as:</p> <ul style="list-style-type: none"> ● Using proper pencil grip, paper position, and beginning strokes? ● Spelling my own name? ● Writing the letters of the alphabet? ● Going right to left when I am writing? ● Going from top to bottom when I am writing? ● Use a capital at the beginning of a sentence? ● Use a capital for the word “I”? ● Use a capital for people’s names? ● Use a period? ● Use a question mark? ● Use an exclamation point? ● Use spaces between my words and sentences? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process are prewriting, drafting, revising, editing, and publishing.</p> <p>I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to strengthen my writing.</p> <p>I can self reflect on my own pieces and see ways to strengthen them..</p> <p>I can use texts that I read to help guide my own writing.</p>

<ul style="list-style-type: none"> ● Recognize and use endings, -ed, -s, -ing? ● Spell all district approved high frequency words correctly? ● Use sounds to help spell words? <p>What skills can I use to write about what I am learning?</p> <ul style="list-style-type: none"> ● How can I write facts in my own words? ● How can I write answers to questions in all the subject areas I study? ● What kinds of vocabulary words can I use when I write about my learning? 	<p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p> <p>Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.</p>
<p>Unit Rationale</p> <p>Most of what we read on a daily basis is written in expository or informational format. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in this genre. Experiences in reading a variety of expository pieces and analyzing the author’s craft aid in the creation of a student’s own expository piece. Techniques used by writers of informational text aid students in writing across the curriculum.</p>	<p>Unit Overview</p> <p>In this unit students will be introduced to the routines and behaviors of successful Writing Workshop participants. They will read and analyze expository and informational texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of mentor texts with expository elements Whole group, small group, and individual analysis of mentor expository texts eBooks and Google books for expository texts use of internet Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers. Cross curricular projects: Soc. Studies – write facts about topics such as: Pilgrims, Presidents, etc. Science – lab reports, animal fact books</p>	

Research an animal – use guided reading books to create fact books; include the name of the book, the main topic and illustrations that show facts not written, otherwise
 Autobiography – complete graphic organizer and write
 Biography – interview a classmate and write a biography

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Course Title: English Language Arts Unit Name: Writing – Opinion Grade Level: K

<p>Content Statements</p> <p>In this unit opinion writing skills will be introduced. The craft of opinion writing will be explored through a variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting and publishing pieces. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS</p> <p>W.K.1,5-8 L.K.1-6 SL.K.1-6</p>
<p>Overarching Essential Questions</p> <p>How do I learn to be a writer? What do I need to be a writer?</p> <p>How can authors show me the rules of writing? How can I use these rules in my own writing?</p> <p>What is an opinion?</p> <p>How can I tell my opinion about a book I read?</p>	<p>Overarching Enduring Understandings</p> <p>I can write in many different ways.</p> <p>Writing and reading are connected.</p> <p>My opinion is what I think about something I have learned, read, felt, seen or heard.</p> <p>I can tell an opinion about a book I read by talking, drawing, dictating and writing on paper or on a</p>

	computer. I can include the name and topic of the book.
<p>Unit Essential Questions</p> <p>How can I begin to work by myself in Writing Workshop in ways such as:</p> <ul style="list-style-type: none"> ● Use tools such as vowel charts, word walls, name charts, and ABC charts independently? ● Use a folder to store writing in process and finished work? ● Sketch pictures to help my writing? <p>How can I begin to understand mechanics such as:</p> <ul style="list-style-type: none"> ● Using proper pencil grip, paper position, and beginning strokes? ● Spelling my own name? ● Writing the letters of the alphabet? ● Going right to left when I am writing? ● Going from top to bottom when I am writing? ● Use a capital at the beginning of a sentence? ● Use a capital for the word “I”? ● Use a capital for people’s names? ● Use a period? ● Use a question mark? ● Use an exclamation point? ● Use spaces between my words and sentences? ● Recognize and use endings, -ed, -ing, -s? ● Spell all district approved high frequency words correctly? ● Use sounds to help spell words? <p>What skills can I use to write about my opinion?</p> <ul style="list-style-type: none"> ● How can I write about my opinion in my own words? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process are prewriting, drafting, revising, editing, and publishing.</p> <p>I can use technology to write.</p> <p>I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to strengthen my writing.</p> <p>I self reflect on my own pieces and see ways to strengthen them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p>

<ul style="list-style-type: none"> • How can I make sure that my opinion is clear? 	<p>I can communicate my opinion by using words, illustrations and layout.</p> <p>I can ask an adult to write down what I say.</p> <p>I can make sure my opinion is clear by communicating my reasons.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of mentor texts with opinion elements Whole group, small group, and individual analysis of opinions in mentor texts eBooks and Google books for opinions in texts use of internet Cross curricular projects: Soc. Studies – discuss opinion versus fact in social studies texts Science – hypothesis Group research - an animal – use guided reading books to create lists of opinion statements, record them on paper and then in WORD. Autobiography – complete graphic organizer and write Biography – interview a classmate and write a biography Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.</p>	

Appendix

Differentiation

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
Intervention	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software