Stafford Township School District

English Language Arts Curriculum

Grade K Reading

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Unit 1: Launching Reading Unit		Duration: 40 days (September-October)
Standards		
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.6.	Speak audibly and express thoughts, feelings, and ideas clearly.	
RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).	
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).	
RI.K.5.	Identify the front cover, back cover, and title page of a book.	
RI.K.10.	Actively engage in group reading activities with purpose and understanding	
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
R.F.K.1.	Demonstrate understanding of the organization and basic features of print. ● Follow words from left to right, top to bottom, and page by page. ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print. ● Recognize and name all upper- and lowercase letters of the alphabet.	
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. 　A. Read emergent-readers with purpose and understanding. 　B. Read grade level text for purpose and understanding.	
	Interdisciplinary Connections **Social Studies Standards**	
6.1.2.CivicsCM.2:	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).	
	Computer Science & Design Thinking Standards	
9.4.2.TL.6:	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).	

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

https://www.nj.gov/education/standards/clicks/index.shtml

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Essential Understandings	Essential Questions
● Good readers recognize that spoken words are represented by written language; they understand that words move left to right, from top to bottom, and page by page.	● How can I become a better listener and speaker? ● How do we use our knowledge of letters and sounds to read words?

● Pre-reading skills and the development of phonological and phonemic awareness will be the focus of this unit. Listening and conversation skills will be developed.	

Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Assessments**
Personal author study. Through some basic research (book jacket, online search, etc.) students present three books by their favorite author and share something that they learned about the author.	**Formative Assessments:** ● Observation/Anecdotal Notes ● Questioning/Conversation ● Running records ● Pre-assessments ● Student/Teacher ● Conferencing **Summative Assessments:** ● Conferencing ● Running Records ● Report Card Assessments **Benchmarks Assessments:** ● DRA2 ● DIBELS **Alternative Assessments:** ● LLI Reading Records and Comprehension Questions

	● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments

Knowledge and Skills	
Content:	**Skills**
Instructional Strategies for Teachers: ● Model how to ask and answer questions ● Model for students how to ask who, what, when, and where questions throughout the reading of the text ● Demonstrate the purpose of a question mark ● Assist students in determining what constitutes a "key detail" in a text ● Read and reread stories to the students while increasing the complexity of the discussion of characters, settings, actions, problems, solution, and	*Students will be able to …* ● Understand that readers have different purposes for different books ● Use pictures to help understand how stories unfold ● Reread to help remember a story ● Look at the pictures and think about what the characters are doing/saying to help understand confusing parts ● Make voices match the character's voice ● Talk about favorite parts of books with a partner ● Talk to a buddy about parts of books that are interesting

resolution as children become more familiar with the story and text

- Discuss the main components of a story (e.g., setting, characters, problems, events, solution, resolution)
- Ask questions that will require children to identify characters, settings, and major events (Some examples might include: "Where did the story take place?" "Who are the characters in the story?" "Which character had a problem?" or "How did the character solve his/her problem?")
- Use story maps during and after reading to help children learn the elements of a book or story
- Use a picture-walk to make inferences and draw conclusions about the text

Fundations Unit 1

- Identify front cover, back cover, and title page of a book
- Recognize and name capital and lowercase letters of the alphabet.
- Distinguish sounds in orally stated words and manipulate and blend sounds to make new words
- Discriminate between letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom)
- Find the title and author of a text
- Use pictures and text to draw conclusions and answer who, what, and where questions.
- Listen to, understand, and recognize a variety of texts
- Identify real-life connections between words and their use
- Identify new meanings for familiar words and apply them accurately
- Predict events of the read aloud and review predictions after the read aloud
- Ask and answer questions about books read aloud or independently
- Formulate sentences whose purpose is to ask questions
- Understand the use of a question mark
- Identify important details about a story
- Create sentences beginning with some question words related to the story such as "who," "what," "when," and "where"

Literature

Little Bear by Else Holmelund
Pancakes for Breakfast by Tomie DePaola
Bigmama's by Donald Crews

Instructional Plan

Suggested Activities	Resources
With prompting and support from the teacher, students describe the relationship between key events of the overall story of *Little Bear* by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak.	Book- *Little Bear* by Else Holmelund
Read two texts on the topic of pancakes (e.g. Tomie DePaola's *Pancakes for Breakfast* and Christina Rossetti's "Mix a Pancake") and have the students distinguish between the text that is a storybook and the text that is a poem.	Book- *Pancakes for Breakfast* by Tomie DePaola Poem- Mix a Pancake by Christina Rossetti
Choose a story to read aloud to the class. Pair each student with a partner, and provide each two-person group with index cards that state the key details of the read-aloud along with several extraneous details that were not a part of the text. Challenge the students to illustrate the key details of the text by placing the cards in order and eliminating the extraneous cards. Allow the students to share their solutions orally by presenting their information to the class.	*Chrysanthemum*-Kevin Henkes (or another teacher choice) Index cards with key details Poem- Itsy Bitsy Spider and Word Tile Activity-Appendix Page 28 Schoolwide Launching Reading Unit
During a read-aloud, prompt students to ask and answer questions about key details in the text. Provide guided questioning techniques as examples for students. Demonstrate how questions always end with a question mark. Focus on questions which begin with the words who, what, when, and where. Experiment with higher level questions that begin with how and why. After thorough demonstration and guidance regarding key details and how these key details can be discovered through questioning techniques, provide the opportunity for students to listen to another read-aloud. Challenge them to orally create their own questions and record their responses. Connect the questions to the evidence from the text, and require the students to demonstrate their understanding of these key details by drawing a picture or writing a short response.	"Wonder and Think" lesson 6 (Schoolwide Nonfiction Unit) appendix page 37 lists question words
Choose a book to be read aloud, but do not show the cover or the pictures. Read the book to the students. Place the students in groups of three and designate a "job" for each	A familiar fairy tale or favorite fiction storybook

student in the group as follows: 1) draw a picture of the setting; 2) draw a picture of the main character; and 3) draw a picture of your favorite part of the book. The students in each group will not discuss their individual drawings until each has finished. Next, group all of the students together who had the same "jobs." Students will share all of the setting pictures, main character pictures, and favorite book part pictures. Last of all, the teacher will share the original illustrations, and the students will evaluate which pictures were closest to what the illustrator really drew. They will explain why the illustrator chose to depict the illustration in the way he/she did.	
Students create a reading word wall by writing down words and their definitions on index cards with the help of a buddy or teacher and a dictionary. (On going).	Index cards and writing tools
Students will read a poem book together and create a rhythmic beat. Students will reread and discuss other possible ways of presenting the poem. For example, students can choral read, clap it out, take turns, echo read, act it out, sing it.	Anchor chart with other suggested reading
With the help of a buddy and the teacher, students will create a chart describing behavior that is expected during independent reading.	Chart Tablet, markers, illustrations, etc.
Website Resources:	
www.starfall.com	www.abcya.com
Accommodations & Modifications	

Basic Skills
- Graphic Organizer
- Teacher modeling
- Vary activities by choice
- Reminders as needed
- Words will vary depending on text and prior knowledge
- Pre-Teach vocabulary or pre-teach lesson

Economically Disadvantaged
- Graphic Organizer
- Teacher modeling
- Vary activities by choice
- Reminders as needed
- Words will vary depending on text and prior knowledge
- Pre-Teach vocabulary or pre-teach lesson

Gifted and Talented
- Higher level questioning
- Reader Response extension
- Peer mentoring
- "Book Club"

English Language Learners
- Picture Prompts
- Words will vary depending on text and prior knowledge.
- Story map graphic organizer

Students with IEPs
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues

Students with 504 plan
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues

Students At Risk Of School Failure
- Provide Peer Tutoring
- Multisensory Instruction (ex. write sight words in sand trays)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Unit 2: Fiction Unit		Duration: 50 days (November-January)
Standards		
RI.K.2.	With prompting and support, identify the main topic and retell key details of 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.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.	
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.	
L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
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.	
Interdisciplinary Connections		
Social Studies Standards		
6.1.2.CivicsCM.2:	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).	
Computer Science & Design Thinking Standards		
9.4.2.TL.6:	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).	
	Career Readiness, Life Literacies and Key Skills This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy. https://www.nj.gov/education/standards/clicks/index.shtml	

	9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. **9.2 Career Awareness** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. **9.3 Career and Technical Education** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. **9.4 Life Literacies and Key Skills** This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy. **Career Readiness, Life Literacies and Key Skills** 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Essential Understandings	**Essential Questions**
● Good readers make connections and retrieve and activate prior knowledge to connect to what is known and deepen understanding of the texts they read. ● Good readers are able to identify and locate text features. (glossary, index, table of contents) ● Analyze text to find authors purpose. ● Good readers are better able to recognize and understand text when they are familiar with text structure and genre features.	● How do readers use nonfiction text features to help learn and gain new understandings? ● How can I use strategies to gain knowledge and information?

Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Assessments**

Students present a nonfiction book of their choice. Research through the use of sticky notes ("WOW", "!", ":)", etc.) organize important facts and information to share.	**Formative Assessments:** ● Observation/Anecdotal Notes ● Questioning/Conversation ● Running records ● Pre-assessments ● Student/Teacher ● Conferencing **Summative Assessments:** ● Conferencing ● Running Records ● Report Card Assessments **Benchmarks Assessments:** ● DRA2 ● DIBELS **Alternative Assessments:** ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Reading A-Z Guided Level Assessments

	● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments

Knowledge and Skills

Content:	Skills
Instructional Strategies for Teachers: ● Model the use of graphic organizers (ex. KWL Charts) to ask and answer questions about key details in informational text ● Model and guide students in answering and generating questions about key details in informational text (both read and listened to) ● Prompt and support students as they make predictions about the text ● Provide opportunities for students to listen to a variety of complex and age-appropriate informational text ● Explain how informational text has a main topic ● Give examples of informational text and the main topics of each ● Challenge students to determine the main topic of an informational text just by looking at the illustrations ● Guide students to list the important details revealed in an informational text ● Provide opportunities and guidance for students to retell the text orally, through pictures, or in writing	*Students will be able to …* ● Identify basic similarities in and differences between two texts on the same topic ● Ask and answer questions about key details in a text ● Recognize common types of text ● Identify the front cover, back cover, and title page of a book ● Describe the relationship between illustrations and the text in which they appear ● Recognize common types of text ● Retell familiar stories using vocabulary words and story elements (e.g., setting, characters, and main events). ● Distinguish fantasy from reality ● Recognize and discuss how informational text differs from literary text ● Formulate sentences to properly ask a question ● State the answers to questions by referring to key details/facts ● Demonstrate how key details/facts form the necessary information critical to informational text ● Understand that an individual is a person, an event is a thing that happens, an idea is something we think of, and pieces of information are what makes up informational text ● Explain how two people in an informational text may be connected

Fundations Unit 2	● Describe how two events in an informational text are connected ● Describe how two ideas in an informational text are connected ● Recognize and describe how two pieces of information in an informational text may be connected

Literature
What Do You Do with a Tail Like This? By Steve Jenkins and Robin Page
Grandpa's Face by Eloise Greenfield

Instructional Plan	

Suggested Activities	Resources
The teacher will read a book aloud to the class and guide the class to participate in a 3-2-1 activity that will allow them to ask and answer questions about key details in the text. A "3-2-1" is: three things they discovered, two things they found interesting, and one question they still have. Students respond to the 3-2-1 in discussion and/or writing and share answers with a partner.	The "Fun" in the facts appendix page 72 (Schoolwide Nonfiction Unit)
Provide an opportunity for the students to be authors and illustrators. Inform the class that, in pairs, each student in the class is going to write an informational book. Allow the students to form pairs (or you choose the pairs). One student will be the author, and the other will be the illustrator. Working together, the students should create a mini-informational booklet. One student will be the author and provide the words, and the other student will be the illustrator and provide the pictures.	Visit a Library (in school or personal classroom library) for student driven selection
Students ask and answer questions about the animals (e.g., hyena, alligator, platypus, and scorpion) they encounter in Steve Jenkins and Robin Page's *What Do You Do with a Tail Like This?*	Book- *What Do You Do with a Tail Like This?* By Steve Jenkins and Robin Page

Students create a reading word wall by writing down words and their definitions on index cards with the help of a buddy or teacher and a dictionary. (On going).	Index cards and writing tools
Students will pretend to be a reporter and they will interview a partner in the classroom about their life. With this information, students will create a "buddy biography" brochure about their partner.	Appendix p. 49
Using Kahoot, students will interact with technology and their peers to a game based on research about Healthy Habits book.	IPads
Students will participate in International Day by wearing outfits that correspond to a specific country. (Nonfiction Lesson 2 - What We Wear)	Classroom rotation/activities
Website Resources:	
National Geographic Kids	Science Kids

Accommodations & Modifications

Basic Skills
- KWL chart
- Teacher guided pairings
- Venn Diagram
- Words will vary depending on text and prior knowledge
- Questioning techniques and amount of information being supplied

Economically Disadvantaged
- KWL chart
- Teacher guided pairings
- Venn Diagram
- Words will vary depending on text and prior knowledge
- Questioning techniques and amount of information being supplied

Gifted and Talented
- Higher level questioning

● Reader response extension ● Peer mentoring ● "Book Club" to expand reading
English Language Learners ● KWL chart ● Venn Diagram ● True or False, work with partners, and allow additional time ● Sharing with partners written or oral
Students with IEPs ● Provide differentiated instruction as needed ● Follow all IEP modifications ● Provide manipulatives or the opportunity to draw solution strategies ● Preview lesson and pre-teach vocabulary ● Use visual cues
Students with 504 plan ● Provide differentiated instruction as needed ● Follow all 504 plan modifications ● Provide manipulatives or the opportunity to draw solution strategies ● Preview lesson and pre-teach vocabulary ● Use visual cues
Students At Risk Of School Failure ● Provide Peer Tutoring ● Multisensory Instruction (ex. write sight words in sand trays) ● Use Audio Books ● Allow Extra Time To Complete Assignments Or Tests ● Work In A Small Group ● One On One Instruction

Unit 3: Nonfiction	Duration: 55 days (February-April)

Standards

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.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.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
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.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ● 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.
RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

	- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. - Read high-frequency and sight words with automaticity. - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
1.1.2.C.1	Identify basic elements of theatre and describe their use in a variety of theatrical performances.
1.1.2.C.	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
1.3.2.C.1	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
	Interdisciplinary Connections
	Social Studies Standards
6.1.2.CivicsCM.2:	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).
	Computer Science & Design Thinking Standards
9.4.2.TL.6:	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
	Career Readiness, Life Literacies and Key Skills This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy. https://www.nj.gov/education/standards/clicks/index.shtml **9.1 Personal Financial Literacy** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a

student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills
This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Essential Understandings	Essential Questions
Good readers make connections with text (text-to-text, text-to-self) Good readers use prior knowledge and textual information to draw conclusions, make predictions, and form interpretations. Analyze text to identify story elements.	How can you identify the difference between realistic fiction vs. fantasy? How can you identify important elements of fictional literature?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	Assessments
Engineering Activity **Overview** Based on the *Three Little Pigs* story, the students are to imagine that there are no bricks available and that they have to help the third pig by using the Engineering Design Process. They will build a house for the third little pig so that when the	**Formative Assessments:** ● Observation/Anecdotal Notes ● Questioning/Conversation ● Running records ● Pre-assessments

wolf comes to visit, he will not huff and puff and blow the house down.

Objectives

Students will be able to:
- Brainstorm several ideas for making a strong house
- Predict which materials will be best for building
- Use prior and new knowledge to design the device
- Compare the suitability of different designs
- Describe in simple terms what an engineer does

http://www.ciese.org/curriculum/engineering/three_little_pigs.html

- Student/Teacher
- Conferencing

Summative Assessments:

- Conferencing
- Running Records
- Report Card Assessments

Benchmarks Assessments:

- DRA2
- DIBELS

Alternative Assessments:

- LLI Reading Records and Comprehension Questions
- LLI Written Comprehension Responses
- LLI Lesson Record Anecdotal Note Pages
- LLI Reading Response Journals
- LLI Conversation Rubric
- Stop & Jot Sentence Starters
- Student Conversation Rubric
- Reader's Response Sentence Starters
- Curriculum Based Assessments (CBMs) for fluency or comprehension
- Reading A-Z Guided Level Assessments
- Drawing a Picture to Show Comprehension with Verbal Explanation
- ReadWorks.org Reading Level Appropriate Comprehension Quiz
- Teacher Created/Modified Vocabulary Assessments

	● Zing/Fundamentals Unlimited Books and Assessments

Knowledge and Skills

Content	Skills
Instructional Strategies for Teachers: ● Guide students as they retell familiar stories, prompting them with the questioning techniques discussed in guidance for RL1 ● Model the use of story maps to retell important events of a story in the correct order ● Challenge each student to retell a familiar story to a partner, leaving out a key detail; the partner will repeat the retelling and include the key detail that was omitted ● Encourage retelling by using open-ended prompts when necessary (What do you remember about ___? Describe what happens when? Why did?) ● Provide opportunities for story retelling through dramatization, pictures, and words ● Ask questions role-play, use story props, puppets, etc., to compare and contrast the adventures of characters from two stories that have been read and reread to the children ● Use a graphic organizer to compare and contrast the adventures and experiences of characters in familiar stories ● Teach words for comparing and contrasting. (Examples of contrasting words: although, instead of, however, different from. Examples of comparing words: alike, same as, similar to, as well as) Fundations Unit 3	Students will be able to … ● Engage in group reading activities with purpose and understanding ● Ask and answer questions about key details in a text ● Identify characters, setting, and major events in a story ● Retell familiar stories including details ● Identify main topic and retell key details of a text ● Identify basic similarities and differences between two texts on the same topic ● Compare and contrast the adventures and experiences of characters in familiar stories ● Describe the relationship between illustrations and the story in which they appear ● Participate in collaborative conversations about shared reading ● Describe characters' actions and feelings in a story ● Retell familiar events and stories in the sequential order through oral language, pictures, and/or writing ● Discuss and determine details that are important and unimportant ● Organize key details from a story that are out of order ● Relate the key details in a story using a story map

Instructional Plan	
Suggested Activities	**Resources**
With prompting and support from the teacher, students compare and contrast the adventures and experiences of the owl in Arnold Lobel's *Owl at Home* to those of the owl in Edward Lear's poem "The Owl and the Pussycat."	The Owl and the Pussycat and Owl at Home
Read and reread familiar stories to students. For example, read The Three Little Pigs and The Three Billy Goats Gruff. Using a Venn diagram, prompt students to compare and contrast the adventures and experiences of the characters from both stories by describing how they are different and how they are alike. Encourage students to use comparing and contrasting words as they compare and contrast the characters' adventures and experiences.	Teacher choice of familiar books
Using a read-aloud, discuss with the students the characters, the setting, and the major events of the story. Provide the students a story map upon which they will list the main characters, the setting of the story, and at least three major events. Demonstrate how to complete the story map using chart paper or an interactive board. Next, challenge the students to identify the conflict evident in the story and illustrate how the conflict was solved.	"Blank Story Map" Appendix page 75 (Schoolwide Fiction Unit)
Read and reread a variety of nursery rhymes and poetry books, identifying rhyming words. For example, reproduce rhyming words from nursery rhymes or poetry books. Have students identify the pairs of words that rhyme and illustrate words for a class book Rhyming Words. Encourage students to read the book with a partner.	Teacher choice of poems
Students create a reading word wall by writing down words and their definitions on index cards with the help of a buddy or teacher and a dictionary. (On going).	Index cards and writing tools
Students dress as their favorite Dr. Seuss character and share facts for Dr. Seuss Day.	Individual costumes and Dr. Seuss books

Students act out their favorite fiction story from the unit with their peers. Students will portray the characters and use the plot, thematic intent, and story sequence to act out this story. This will help students to deepen their understanding of the story.	Mentor Texts from unit, paper and art supplies to make simple props.
Students create setting backdrop to go with Fiction story from unit. Students will use this theatrical design using information from the story, including the setting elements.	Bulletin paper roll, crayons, markers, and Mentor Texts
Read and reread stories to students about notable African Americans and their achievements.	Various texts

Literature

Ashley Bryan's ABC of African American Poetry by Ashley Bryan
A Picture Book of Martin Luther King, Jr. by David Adler
A Picture Book of Harriet Tubman by David Adler

Website Resources

Brain Pop Jr.	Storyline Online

Accommodations & Modifications

English Language Learners
- Graphic organizers
- Venn Diagram
- Highlighted rhyming words
- Words will vary depending on text and prior knowledge
- Modify story
- Visual cues

Gifted and Talented
- Teachers choice of story complexity
- Expand their reading bookshelf "variety of genre"
- Form Book Clubs

Basic Skills
- Conflict and resolution can be shared through discussion, pictures, or writing

● Amount of facts per level

Economically Disadvantaged
- Conflict and resolution can be shared through discussion, pictures, or writing
- Amount of facts per level

Students with IEPs
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues

Students with 504 plan
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues

Students At Risk Of School Failure
- Provide Peer Tutoring
- Multisensory Instruction (ex. write sight words in sand trays)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Unit 4: Science: Weather All Around Us	**Duration:** 35 days (May-June)

Standards	
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.
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
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.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).
L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Print many upper- and lowercase letters. ● Use frequently occurring nouns and verbs. ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). ● Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). ● Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). ● Produce and expand complete sentences in shared language activities.
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. ● Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ● Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). ● 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.
	Interdisciplinary Connections
	Next Generation Science Standards
K-ESS2-1.	Use and share observations of local weather conditions to describe patterns over time.
	Social Studies Standards
6.1.2.CivicsCM.2:	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).
	Computer Science & Design Thinking Standards
9.4.2.TL.6:	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
	Career Readiness, Life Literacies and Key Skills This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy. https://www.nj.gov/education/standards/clicks/index.shtml

	9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. **9.2 Career Awareness** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. **9.3 Career and Technical Education** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. **9.4 Life Literacies and Key Skills** This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy. **Career Readiness, Life Literacies and Key Skills** 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Essential Understandings	**Essential Questions**
Content readers use text features and context clues to determine meaning of unknown words. Content readers identify and retell key ideas, as well as categorize and summarize important information.	How can you use prior knowledge and the writer's words to determine meaning? How does visualizing or creating a mental image enhance understanding? How can you identify different types of clouds?

Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	**Other Assessments**
Students become meteorologists as they explore the conditions that make up weather. They create a television weather broadcast with a partner.	**Formative Assessments:** ● Observation/Anecdotal Notes ● Questioning/Conversation

	- Running records - Pre-assessments - Student/Teacher - Conferencing **Summative Assessments:** - Conferencing - Running Records - Report Card Assessments **Benchmarks Assessments:** - DRA2 - DIBELS **Alternative Assessments:** - LLI Reading Records and Comprehension Questions - LLI Written Comprehension Responses - LLI Lesson Record Anecdotal Note Pages - LLI Reading Response Journals - LLI Conversation Rubric - Stop & Jot Sentence Starters - Student Conversation Rubric - Reader's Response Sentence Starters - Curriculum Based Assessments (CBMs) for fluency or comprehension - Reading A-Z Guided Level Assessments - Drawing a Picture to Show Comprehension with Verbal Explanation - ReadWorks.org Reading Level Appropriate

	Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content	**Skills**
Instructional Strategies for Teachers: ● Provide opportunities for students to listen to and read a variety of kindergarten level informational text ● Engage students in discussions using new vocabulary from text read aloud ● Model making predictions about what is being read ● Model for students how to retell a text in one's own words ● Provide opportunities for students to develop comprehension skills by listening to a variety of increasingly complex informational texts ● Provide opportunities for students to talk about what they have read or heard read Fundations 4 & 5	*Students will be able to …* ● Identify and recognize different cloud types ● Activate schema about weather. ● Identify and recognize weather terms. ● Use strategies to develop deeper understanding of vocabulary related to weather. ● Keep a weather journal. ● Record data on weather charts. ● Use Nonfiction text features to identify parts of a book.
Instructional Plan	
Suggested Activities	**Resources**
Using common topics from science, provide topics written on note cards for the students. Working in small groups, the students will take each topic and brainstorm about what they already know. Together the group will create a small informational booklet containing the facts they have learned. They will then illustrate the facts. The students will share their booklets with the class and explain the relationship between the illustrations and the text.	Classroom library of science "weather" related books Note cards

Students observe different shapes created from clouds by lying on backs outside. Students create cloud based on observation.	Shapes in the Sky: A book About Clouds, towels & blankets, cotton balls, construction paper.
Students create a reading word wall (On going) with science-weather related terms to be used in weather journal	Index cards and writing tools
Students take a walk and describe what they experience relating to the weather using their senses.	Clip Boards, Note Paper, Pencil .
Student create "Weather Log Journal" to record changes in weather patterns.	Folders, Journals, Appendix pages, Graphic Organizers, & Writing Tools .
Students appreciate rich language of poems about seasonal and weather changes. Students analyze similarities and differences among the seasons through poetry. Discuss imagery and creative language choices.	POEM: Weather: Poems for All Seasons by Lee Bennett Hopkins
Website Resources	
Science Kids Mystery Science	Brain Pop Jr

Accommodations & Modifications
English Language Learners ● KWL Appendix Page ● Notes adjusted to levels: Pictures & Words or just pictures ● Discussions through varied groups: Small group/ Partners/1-1
Gifted and Talented ● Higher level questioning ● Peer mentoring
Basic Skills ● Teacher guided 1-1 or small group instruction ● Words will vary depending on text and prior knowledge ● Logs & resources adjusted to student's levels through pictures and words
Economically Disadvantaged ● Teacher guided 1-1 or small group instruction ● Words will vary depending on text and prior knowledge ● Logs & resources adjusted to student's levels through pictures and words

Students with IEPs ● Provide differentiated instruction as needed ● Follow all IEP modifications ● Provide manipulatives or the opportunity to draw solution strategies ● Preview lesson and pre-teach vocabulary ● Use visual cues
Students with 504 plan ● Provide differentiated instruction as needed ● Follow all 504 plan modifications ● Provide manipulatives or the opportunity to draw solution strategies ● Preview lesson and pre-teach vocabulary ● Use visual cues
Students At Risk Of School Failure ● Provide Peer Tutoring ● Multisensory Instruction (ex. write sight words in sand trays) ● Use Audio Books ● Allow Extra Time To Complete Assignments Or Tests ● Work In A Small Group ● One On One Instruction