

Township of Union Public Schools
Administration Building

K - 5
CURRICULUM GUIDE APPROVAL REQUEST FORM

Please present the attached guide to the Board of Education for approval. The guide has been reviewed by all involved parties and is aligned with the New Jersey Core Curriculum Content Standards.

Title: Kindergarten Language Arts

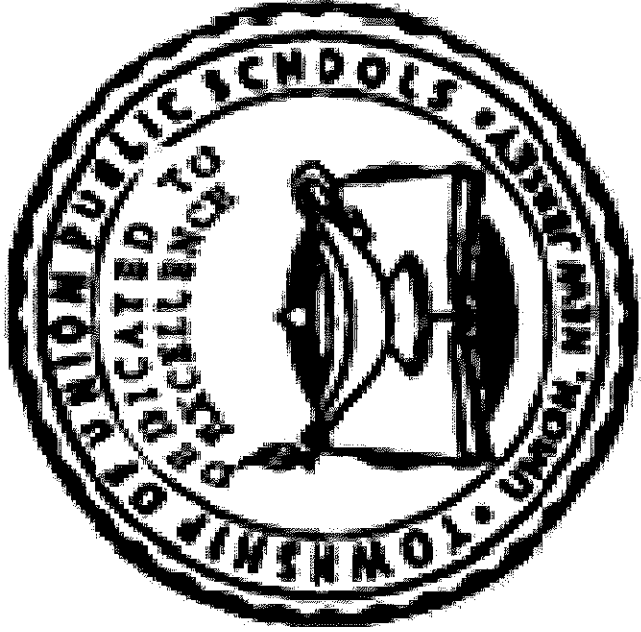
Department/Grade: Kindergarten

Supervisor: Maureen Corbett

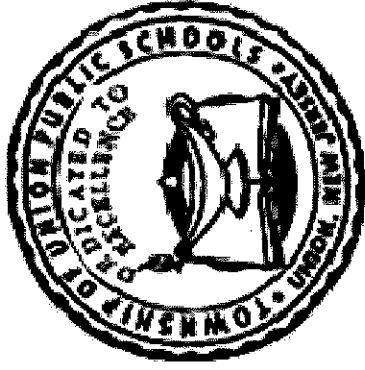
Submission Date: May 5, 2015

Board Approval Date: _____

TOWNSHIP OF UNION PUBLIC SCHOOLS



Kindergarten Language Arts
Curriculum Guide
2015



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Vito Nufrio, Vice President

Guy Francis

Richard Galante

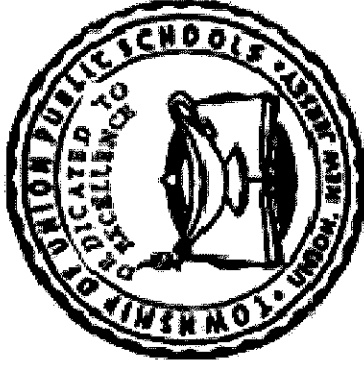
Lois Jackson

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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent Mr. Gregory Tatum

Assistant Superintendent Dr. Noreen Lishak

Director of Student Information/Technology Ms. Ann M. Hart

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Art/Music K-12	Mr. Ronald Rago
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Curriculum Committee

Alison DiQuollo

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This Kindergarten Language Arts Curriculum Guide will provide the teacher with information, activities, skills taught and suggested resources in compliance with the Common Core Standards for Language Arts.

The focus will be on teaching letter and sound recognition, oral-speaking skills, listening skills, listening comprehension, writing letters, rhyming and sequencing. These activities will help create a classroom conducive to a well-rounded learning environment.

When the students master the above skills individually and in groups, they will have the language skills necessary to succeed.

Recommended Textbooks

Macmillan/McGraw-Hill Treasures Textbooks, Workbooks, and Masters

Course Proficiencies

UNION PUBLIC SCHOOLS

WHAT EVERY STUDENT MUST KNOW BY THE END OF KINDERGARTEN GRADE– LANGUAGE ARTS

Revised October 2014

Reading

- With prompting and support, identify key ideas and details in Literature and Informational Text (RL.K.1-RL.K.3, RI.K.1-RI.K.3)
- With prompting and support, identify craft and structure in Literature and Informational Text. (RL.K.4-RL.K.6, RI.K.4-RI.K.6)
- With prompting and support, integrate knowledge and ideas in literature and informational text. (RL.K.7 & RL.K.9, RL.K.10, RI.K.7-RI.K.10)
- Demonstrate understanding of the organization and basic features of print. (RF.K.1)
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)
- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K.3)
- Read emergent –reader texts with purpose and understanding. (RF.K.4)

Speaking and Listening

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

- 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.2)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)
- Describe familiar people, places, things, and events, with prompting and support, provide additional detail. (SL.K.4)
- Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)
- Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)

Writing

- Use a combination of drawings, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). (W.K.1)
- 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.2)
- 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.3)
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8)

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)
- With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)
- Use words and phrases acquired through conversation, reading and being read to, and responding to texts. (L.K.6)

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: K	UNIT #:1	UNIT NAME: Smart Start/Families
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	With prompting and support, ask and answer questions about key details in a text	RI.K.1
2	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3
3	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2
4	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/.)	RF.K.2d
5	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3
6	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	RF.K.3a
7	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3c
8	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.2
9	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.K.8
10	Use frequently occurring nouns and verbs.	L.K.1b
HIGH FREQUENCY WORDS		
we, the		

Code #	Common Core State Standards
L.K.1b	Use frequently occurring nouns and verbs.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2d	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/.)
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound of each consonant.
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RI.K.1	With prompting and support, ask and answer questions about key details in a text
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts GRADE: K UNIT #:2 UNIT NAME: Friends

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3
2	With prompting and support, identify characters, settings, and major events in a story.	RL.K.3
3	Demonstrate understanding of spoken words, syllables, and sounds.	RF.K.2d
4	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	RF.K.3a
5	Read common high-frequency words by sight) e.g., the, of, you, she, my, is, are, do, does).	RF.K.3c
6	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.2
7	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.K.8
8	Use frequently occurring nouns and verbs.	L.K.1b
HIGH FREQUENCY WORDS		
a, like		
Common Core State Standards		
L.K.1b	Use frequently occurring nouns and verbs.	
RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds.	
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound of each consonant.	

RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts **GRADE:** K **UNIT #:** 3 **UNIT NAME:** Transportation

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	With prompting and support, ask and answer questions about key details in a text.	RL.K.1
2	With prompting and support, identify characters, settings, and major events in a story.	RL.K.3
3	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/.)	RF.K.2d
4	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3
5	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	RF.K.3a
6	Read common high-frequency words by sight) e.g., the, of, you, she, my, is, are, do, does).	RF.K.3c
7	With prompting and support, ask and answer questions about key details in a text	RI.K.1
8	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.2
9	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.3
10	Use frequently occurring nouns and verbs.	L.K.1b
HIGH FREQUENCY WORDS		
see, go		

Common Core State Standards	
Code #	
L.K.1b	Use frequently occurring nouns and verbs.
RF.K.2d	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/.)
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.3c	Read common high-frequency words by sight) e.g., the, of, you, she, my, is, are, do, does).
RI.K.1	With prompting and support, ask and answer questions about key details in a text
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts GRADE: K UNIT #:4 UNIT NAME: Food

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	With prompting and support, retell familiar stories, including key details.	RL.K.2
2	With prompting and support, identify characters, settings, and major events in a story.	RL.K.3
3	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/.)	RF.K.2d
4	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	RF.K.3a
5	Read common high-frequency words by sight) e.g., the, of, you, she, my, is, are, do, does).	RF.K.3c
6	Read emergent-reader texts with purpose and understanding.	RF.K.4
7	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.2
8	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.3
9	Use frequently occurring nouns and verbs.	L.K.1b

HIGH FREQUENCY WORDS

to, have

Common Core State Standards

Code #

L.K.1b	Use frequently occurring nouns and verbs.
RF.K.2d	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/.)
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.3c	Read common high-frequency words by sight) e.g., the, of, you, she, my, is, are, do, does).
RF.K.4	Read emergent-reader texts with purpose and understanding.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts GRADE: K UNIT #:5 UNIT NAME: Animals

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Produce and expand complete sentences in shared language activities.	L.K.1f
2	With prompting and support, ask and answer questions about key details in a text.	RI.K.1
3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3
4	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, of CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.	RF.K.2d
5	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3
6	Demonstrate basic knowledge of one-to-one letter sound correspondence by producing the primary or many of the most frequent sound for each consonant.	RF.K.3a
7	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3c
8	Read emergent-reader texts with purpose and understanding.	RF.K.4
9	With prompting and support, ask and answer questions about key details in a text	RL.K.1
10	With prompting and support, identify characters, settings, and major events in a story	RL.K3
11	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.2
12	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely events, tell about the events in the order in which they occurred and provide a reaction to what happened.	W.K.3

HIGH FREQUENCY WORDS

is, play

Common Core State Standards

L.K.1f	Produce and expand complete sentences in shared language activities.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, of CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter sound correspondence by producing the primary or many of the most frequent sound for each consonant.
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.4	Read emergent-reader texts with purpose and understanding.
RL.K.1	With prompting and support, ask and answer questions about key details in a text
RL.K3	With prompting and support, identify characters, settings, and major events in a story
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely events, tell about the events in the order in which they occurred and provide a reaction to what happened

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts GRADE: K UNIT #:6 UNIT NAME: Our Neighborhood

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Produce and expand complete sentences in shared language activities.	L.K.1f
2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	RF.K.2
3	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 //, /r/, or /x/.)	RF.K.2d
4	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	RF.K.3a
5	Read common high-frequency words by sight (e.g., the, of, you, she, my, is, are, do, does),	RF.K.3c
6	Read emergent-reader texts with purpose and understanding	RF.K.4
7	With prompting and support, identify the main topic and retell key details of a text.	RI.K.2
8	With prompting and support, retell familiar stories, including key details.	RL.K.2
9	With prompting and support, identify characters, settings, and major events in a story.	RL.K.3
10	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.2
11	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.3

HIGH FREQUENCY WORDS

are, for, you

Common Core State Standards

L.K.1f	Produce and expand complete sentences in shared language activities.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
RF.K.2d	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/.)
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, you, she, my, is, are, do, does),
RF.K.4	Read emergent-reader texts with purpose and understanding
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts GRADE: K UNIT #:7 UNIT NAME: Weather

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1
2	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/.	RF.K.2d
3	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3
4	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.	RF.K.3a
5	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3c
6	Read emergent-reader texts with purpose and understanding.	RF.K.4
7	With prompting and support, identify the main topic and retell key details of a text.	RI.K.2
8	With prompting and support, ask and answer questions about key details in a text.	RL.K.1
9	With prompting and support, identify characters, settings, and major events in a story.	RL.K.3
10	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.2
11	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.3

HIGH FREQUENCY WORDS

this, do, and, what

Common Core State Standards	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RF.K.2d	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/.)
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.4	Read emergent-reader texts with purpose and understanding.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts GRADE: K UNIT #:8 UNIT NAME: Plants

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	With prompting and support, identify the main topic and retell key details in a text.	RI.K.2
2	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3
3	With prompting and support, identify characters, settings, and major events in a story.	RL.K.3
4	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/.)	RF.K.2d
5	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3
6	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound of each consonant.	RF.K.3a
7	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3c
8	Read emergent-reader texts with purpose and understanding.	RF.K.4
9	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.2
10	Demonstrate command of the conventions of a standards English grammar and usage when writing or speaking.	L.K.1
HIGH FREQUENCY WORDS		
little, said, here, was		

Common Core State Standards	
L.K.1	Demonstrate command of the conventions of a standards English grammar and usage when writing or speaking.
RF.K.2d	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/.)
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound of each consonant.
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.4	Read emergent-reader texts with purpose and understanding.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RI.K.2	With prompting and support, identify the main topic and retell key details in a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
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.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts GRADE: K UNIT #:9 UNIT NAME: Amazing Creatures

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	With prompting and support, ask and answer questions about key details in a text.	RI.K.1
2	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3
3	With prompting and support, ask and answer questions about key details in a text.	RL.K.1
4	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.2e
5	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	RF.K.3a
6	Read common high-frequency words by sight) e.g., the, of, you, she, my, is, are, do, does).	RF.K.3c
7	Read emergent-reader texts with purpose and understanding.	RF.K.4
8	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.2
9	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.3
10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1
HIGH FREQUENCY WORDS		
she, he, has, look		

Code #	Common Core State Standards
L.K.1	Demonstrate command of the conventions of a standards English grammar and usage when writing or speaking.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound of each consonant.
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.4	Read emergent-reader texts with purpose and understanding.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts GRADE: K UNIT #:10 UNIT NAME: I Know A lot!

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	With prompting and support, ask and answer questions about key details in a text.	RL.K.1
2	With prompting and support, identify characters, settings, and major events in a story.	RL.K.3
3	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RL.K.7
4	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/.)	RF.K.2d
5	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3
6	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	RF.K.3a
7	Read common high-frequency words by sight) e.g., the, of, you, she, my, is, are, do, does).	RF.K.3c
8	Read emergent-reader texts with purpose and understanding.	RF.K.4
9	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.2
10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1

HIGH FREQUENCY WORDS

with, my, me, where

Common Core State Standards	
L.K.1	Demonstrate command of the conventions of a standards English grammar and usage when writing or speaking.
RF.K.2d	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/.)
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound of each consonant.
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.4	Read emergent-reader texts with purpose and understanding.
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
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.

Curriculum Units

Start Smart: Student Practice

Unit 1: Families

Unit 2: Friends

Unit 3: Transportation

Unit 4: Food

Unit 5: Animals

Unit 6: Neighborhood

Unit 7: Weather

Unit 8: Plants

Unit 9: Amazing Creatures

Unit 10: I Know a Lot!

Pacing Guide

<u>Content</u>	<u>Month Range</u>	<u>Period of Time</u>
Start Smart: Student Practice	September	3 Weeks
Unit 1: Families	October	3 Weeks
Unit 2: Friends	October-November	3 Weeks
Unit 3: Transportation	November	3 Weeks
Unit 4: Food	November- December	3 Weeks
Unit 5: Animals	December	3 Weeks
Unit 6: Neighborhood	January	3 Weeks
Unit 7: Weather	January- February	3 Weeks
Unit 8: Plants	March	3 Weeks
Unit 9: Amazing Creatures	April	3 Weeks
Unit 10: I Know a Lot!	May	3 Weeks

Start Smart

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>What are the rules and routines in the classroom?</p>	<ol style="list-style-type: none"> 1. Letter introduction, identification, and recognition A-Z. 2. Sequence of sounds 3. Recognize rhyme 4. Syllable Blending 5. Phoneme Isolation 6. Onset Blending 7. High Frequency Words: I, can 8. Reading: Understand Comprehension Strategies and Skills 9. Concept Words: Opposites and Position Words 10. Writing: Word and sentence segmentation. 	<ol style="list-style-type: none"> 1. Students will be able to write their names 2. Students will identify all letters of the alphabet 3. Complete sentences in shared writing, seasonal words 4. Students will name, identify rhyming words 	<p>Formative: Observations Questions Sharing of ideas in small/whole group settings</p> <p>Performance Assessment: Center Activities Tiered Activities Reading Group Activities Worksheets</p> <p>Summative: Unit Assessment Unit Activity Workbook pages Practice Book pages</p>

Unit 1: Families

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>Who is part of your family?</p>	<ol style="list-style-type: none"> 1. Oral Language: Understand Oral Vocabulary/Concept Words 2. Understand Phonemic Awareness: Phoneme Isolation/Blending/ Categorization, rhyming 3. Word Study: Understand Phonics/Decoding, initial /Mm/ initial and final sounds, initial /A/a. High Frequency Words: we, the 5. Reading: Understand Comprehension Strategies and Skills 6. Build Fluency with sound 7. Language Arts: Understand Grammar: Naming Words (nouns) 8. Writing: Understand using a variety of writing styles 	<ol style="list-style-type: none"> 1. Discuss words related to Food Theme 2. Students will name photo cards, identify initial, medial, final sounds, identify rhyming words/pictures, seasonal words 3. Students will name, identify, read and spell: Sound-Spelling Cards, word building cards, high frequency word cards, identify/words in text and speech 4. Students will summarize, identify sequence of events, identify plot, make inferences, about characters 5. Students will use sound-spelling cards/word building cards/photo cards to build word fluency 6. Students will use photo cards to identify action words (verbs) then model the photo cards 	<p>Formative: Observations Questions Sharing of ideas in small/whole group settings</p> <p>Performance Assessment: Center Activities Tiered Activities Reading Group Activities Worksheets</p> <p>Summative: Unit Assessment Unit Activity Workbook pages Practice Book pages</p>

		<p>in sentences</p> <p>7. Students will write using shared and individual writing: letters/high frequency words, a numbered list, lists, sentences, a recipe, menus</p>	
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Unit 2: Friends

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What do you like to do with your friends?</p>	<ol style="list-style-type: none"> 1. Oral Language: Understand Oral Vocabulary/Concept Words 2. Understand Phonemic Awareness: Phoneme Isolation/Blending/ Categorization 3. Word Study: Understand Phonics/Decoding, /Ss/ & /Pp/ initial and final sounds, 4. High Frequency Words: like, a 5. Reading: Understand Comprehension Strategies and Skills 6. Understand reading with Fluency 7. Language Arts: Understand Grammar: Naming Words (Nouns) 8. Writing: Understand using a variety of writing styles including picture web 9. Concept Words: color words and number words 	<ol style="list-style-type: none"> 1. Discuss words related to Friends Theme 2. Students will name photo cards, identify initial, medial, final sounds, identify rhyming words/pictures 3. Students will name, identify, read and spell: Sound-Spelling Cards, word building cards, high frequency word cards, identify/words in text and speech 4. Students will make and confirm predictions, recognize story/text structures, identify characters/plot, classify and categorize, ask/answer questions 5. Students will use sound-spelling cards/word building cards/photo cards to build word fluency 6. Students will use photo cards to identify action words (verbs) then model the photo cards in sentences 	<p>Formative: Observations Questions Sharing of ideas in small/whole group settings</p> <p>Performance Assessment: Center Activities Tiered Activities Reading Group Activities Worksheets</p> <p>Summative: Unit Assessment Unit Activity Workbook pages Practice Book pages</p>

		7. Students will write using shared and individual writing: letters/high frequency words, lists, sentences, posters, book titles	
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Unit 3: Transportation

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How did you travel to school today?</p>	<ol style="list-style-type: none"> 1. Oral Language: Understand Oral Vocabulary/Concept Words 2. Understand Phonemic Awareness: Phoneme :isolation/Blending/ Categorization, rhyming 3. Word Study: Understand Phonics/Decoding, /ff/ initial and final sounds, /li/,beginning/medial High Frequency Words: see, go 4. Reading: Understand Comprehension Strategies and Skills 5. Understand reading with Fluency 6. Language Arts: Understand Grammar: Action Words (Verbs) 7. Writing: Understand using a variety of writing styles 	<ol style="list-style-type: none"> 1. Discuss words related to Transportation Theme 2. Students will name photo cards, identify initial, medial, final sounds, identify rhyming words/pictures 3. Students will name, identify, read and spell: Sound-Spelling Cards, word building cards, high frequency word cards, identify/words in text and speech 4. Students will make and confirm predictions, recognize story/text structures, identify characters/plot, classify and categorize, ask/answer questions 5. Students will use sound-spelling cards/word building cards/photo cards to build word fluency 6. Students will use photo cards to identify action words (verbs) then model the photo cards in sentences 	<p>Formative: Observations Questions Sharing of ideas in small/whole group settings</p> <p>Performance Assessment: Center Activities Tiered Activities Reading Group Activities Worksheets</p> <p>Summative: Unit Assessment Unit Activity Workbook pages Practice Book pages</p>

Unit 4: Food

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIS)	Activities	Assessments
<p>What kind of food do you like?</p>	<ol style="list-style-type: none"> Oral Language: Understand Oral Vocabulary/Concept Words Understand Phonemic Awareness: Phoneme :isolation/Blending/ Categorization, rhyming Word Study: Understand Phonics/Decoding, initial /Nn/ initial and final sounds, initial /k/c. High Frequency Words: to, have Reading: Understand Comprehension Strategies and Skills Understand reading with Fluency Language Arts: Understand Grammar: Action Words (Verbs) Writing: Understand using a variety of writing styles 	<ol style="list-style-type: none"> Discuss words related to Food Theme Students will name photo cards, identify initial, medial, final sounds, identify rhyming words/pictures, seasonal words Students will name, identify, read and spell: Sound-Spelling Cards, word building cards, high frequency word cards, identify/words in text and speech Students will summarize, identify sequence of events, identify plot, make inferences, about characters Students will use sound-spelling cards/word building cards/photo cards to build word fluency Students will use photo cards to identify action words (verbs) then model the photo cards in sentences Students will write using 	<p>Formative: Observations Questions Sharing of ideas in small/whole group settings</p> <p>Performance Assessment: Center Activities Tiered Activities Reading Group Activities Worksheets</p> <p>Summative: Unit Assessment Unit Activity Workbook pages Practice Book pages</p>

		<p>shared and individual writing: letters/high frequency words, a numbered list, lists, sentences, a recipe, menus</p>	
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Unit 5: Animals

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Where do some animals live?</p>	<ol style="list-style-type: none"> 1. Oral Language: Understand Oral Vocabulary/Concept Words 2. Understand Phonemic Awareness: Phoneme Isolation/Blending/Segmentation, rhyming/families: at, an 3. Word Study: Understand Phonics/Decoding, initial/medial /Oo/ initial /Ff/ sound, High Frequency Words: is, play 4. Reading: Understand Comprehension Strategies and Skills 5. Understand reading with Fluency 6. Language Arts: Understand Grammar: Action Words (Verbs) 7. Writing: Understand using a variety of writing styles 	<ol style="list-style-type: none"> 1. Discuss words related to Animals 2. Students will name photo cards, identify initial, medial, final sounds, identify rhyming words/pictures, word families, position words 3. Students will name, identify, read and spell: Sound-Spelling Cards, word building cards, high frequency word cards, identify words in text and speech, use of sound boxes & markers 4. Students will recognize story/text structure, make and confirm predictions, make inferences, classify and categorize identify plot and character 5. Students will use sound spelling/word/photo building cards to build word fluency 6. Students will use photo cards to identify action words (verbs) then model the photo cards 	<p>Formative: Observations Questions Sharing of ideas in small/whole group settings</p> <p>Performance Assessment: Center Activities Tiered Activities Reading Group Activities Worksheets</p> <p>Summative: Unit Assessment Unit Activity Workbook pages Practice Book pages</p>

			<p>7. in sentences Students will write using shared and individual writing: letters/high frequency words, a sentence, lists, abc pages, letters</p>	
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Unit 6: Neighborhood

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>What is your neighborhood like?</p>	<ol style="list-style-type: none"> 1. Oral Language: Understand Oral Vocabulary/Concept Words 2. Understand Phonemic Awareness: Phoneme Isolation/Blending/Segmentation, rhyming/families: ad, ap, am 3. Word Study: Understand Phonics/Decoding initial /Hh/ sound, initial/final /Dd/, High Frequency Words: are, for, you 4. Reading: Understand Comprehension Strategies and Skills 5. Understand reading with Fluency 6. Language Arts: Understand Grammar: Sentences 7. Writing: Understand using a variety of writing styles 	<ol style="list-style-type: none"> 1. Discuss words related to Neighborhood 2. Students will name photo cards, identify initial, medial, final sounds, identify rhyming words/pictures, word families, sequence words, words that compare 3. Students will name, identify, read and spell: Sound-Spelling Cards, word building cards, high frequency word cards, identify/words in text and speech, use of sound boxes and markers 4. Students will summarize, identify main idea and details, retell 5. Students will use sound-spelling cards/word building cards/photo cards to build word fluency 6. Students will identify photo cards, say a complete sentence about the photo cards 	<p>Formative: Observations Questions Sharing of ideas in small/whole group settings</p> <p>Performance Assessment: Center Activities Tiered Activities Reading Group Activities Worksheets</p> <p>Summative: Unit Assessment Unit Activity Workbook pages Practice Book pages</p>

Unit 7: Weather

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the Weather Like Today?</p>	<ol style="list-style-type: none"> Oral language Understands phonemic awareness, phonemic segmentation, phonemic blending and rhyming; Understand and recognize /e/e, /d/d, /b/b /r/r, /l/l as medial, initial and final phonemes. Word Study: Understand and recognize -ip, -id word families; high frequency words this, do, and, what. Review high frequency words. Reading: Build fluency through echo-reading and reading of pre-decodable books; Increase visualization through the identification of main ideas, identification of setting, distinguishing between fantasy and reality. Grammar: Identification and exploration of describing words 	<ol style="list-style-type: none"> Discuss words related to weather theme Students will name photo cards, identify initial, medial, final sounds, identify rhyming words/pictures, seasonal words Students will name, identify, read and spell: Sound-Spelling Cards, word building cards, high frequency word cards, identify/words in text and speech Students will summarize, identify sequence of events, identify plot, make inferences, about characters Students will use sound-spelling cards/word building cards/photo cards to build word fluency Students will use photo cards to identify action words (verbs) then model the photo cards in sentences Students will write using 	<p>Formative: Observations Questions Sharing of ideas in small/whole group settings</p> <p>Performance Assessment: Center Activities Tiered Activities Reading Group Activities Worksheets</p> <p>Summative: Unit Assessment Unit Activity Workbook pages Practice Book pages</p>

	<p>(adjectives)</p> <ol style="list-style-type: none">5. Writing: Weather report6. Oral Vocabulary: Blustery, chilly, cloud, drizzle, weather	<p>shared and individual writing: letters/high frequency words, a numbered list, lists, sentences, a weather report</p>	
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Unit 8: Plants

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities	Assessments
<p>What Do Plants Need to Grow?</p>	<ol style="list-style-type: none"> Oral Language: Understands phonemic awareness, phonemic segmentation, phonemic blending and rhyming; Understand and recognize /k/k, /u/u, as medial, initial and final phonemes. Spelling "ck" as final phoneme. Word Study: Understand and recognize -op, -of, -ick, -uck word families; High frequency words little, said, here, was. Review high frequency words. Reading: Recognize text structure, identify sequence of events, and main idea of text. Retell story, recognize structure, draw conclusions, echo read choral read, read for fluency. Grammar: Identification & exploration of describing words (adjectives). 	<ol style="list-style-type: none"> Discuss words related to Plant Theme Students will name photo cards, identify initial, medial, final sounds, identify rhyming words/pictures, seasonal words Students will name, identify, read and spell: Sound-Spelling Cards, word building cards, high frequency word cards, identify/words in text and speech Students will summarize, identify sequence of events, identify plot, make inferences, about characters Students will use sound-spelling cards/word building cards/photo cards to build word fluency Students will use photo cards to identify action words (verbs) then model the photo cards in sentences Students will write using 	<p>Formative: Observations Questions Sharing of ideas in small/whole group settings</p> <p>Performance Assessment: Center Activities Tiered Activities Reading Group Activities Worksheets</p> <p>Summative: Unit Assessment Unit Activity Workbook pages Practice Book pages</p>

	<ol style="list-style-type: none">6. Writing: Steps in a process, similes, poems7. Oral Vocabulary words.	shared and individual writing: letters/high frequency words, a numbered list, lists, sentences.	
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Unit 9: Amazing Creatures

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are some unusual creatures you have seen?</p>	<ol style="list-style-type: none"> 1. Oral language: Understands phonemic awareness, phonemic segmentation, phonemic blending and rhyming; Understand and recognize /g/g, /w/w, /v/v, /ks/x, as they exist as medial, initial and final phonemes. 2. Word Study: Review and recognize word families: -et, -ox, -ot, -ix, -ed, -en; high frequency words she, he, has, look. Review high frequency words. 3. Reading: Echo read, choral read, read for fluency. 4. Grammar: Identification and exploration of describing words (adjectives), pronouns. 5. Writing: Questions and answers, descriptive sentences, story 6. Oral Vocabulary: Annoy, distinctive, flutter, insect. 	<ol style="list-style-type: none"> 1. Discuss words related to Insect Theme 2. Students will name photo cards, identify initial, medial, final sounds, identify rhyming words/pictures, seasonal words 3. Students will name, identify, read and spell: Sound-Spelling Cards, word building cards, high frequency word cards, identify/words in text and speech 4. Students will summarize, identify sequence of events, identify plot, make inferences, about characters 5. Students will use sound-spelling cards/word building cards/photo cards to build word fluency 6. Students will use photo cards to identify action words (verbs) then model the photo cards in sentences 7. Students will write using 	<p>Formative: Observations Questions Sharing of ideas in small/whole group settings</p> <p>Performance Assessment: Center Activities Tiered Activities Reading Group Activities Worksheets</p> <p>Summative: Unit Assessment Unit Activity Workbook pages Practice Book pages</p>

	interesting.	shared and individual writing: letters/high frequency words, a numbered list, lists, sentences, descriptive sentences, questions and answers	
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Unit 10: I Know a Lot!

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What Makes Someone Special?</p>	<ol style="list-style-type: none"> Oral language: Understands phonemic awareness, phonemic segmentation, phonemic blending and rhyming; Understand and recognize /fj/, /kw/q, /yy, /z/z, as initial and final phonemes. Word Study: Understand and recognize -ut, -ug, -un word families; high frequency words with, my, me, where. Review high frequency words. Reading: Reread, identify cause and effect, identify setting. Grammar: Identification and exploration of pronouns. Writing: a counting book, questions and answers, sentences Oral Vocabulary: Confused, describe, insist, texture, understand. 	<ol style="list-style-type: none"> Discuss words related to Food Theme Students will name photo cards, identify initial, medial, final sounds, identify rhyming words/pictures, seasonal words Students will name, identify, read and spell: Sound-Spelling Cards, word building cards, high frequency word cards, identify/words in text and speech Students will summarize, identify sequence of events, identify plot, make inferences, about characters Students will use sound-spelling cards/word building cards/photo cards to build word fluency Students will use photo cards to identify action words (verbs) then model the photo cards in sentences 	<p>Formative: Observations Questions Sharing of ideas in small/whole group settings</p> <p>Performance Assessment: Center Activities Tiered Activities Reading Group Activities Worksheets</p> <p>Summative: Unit Assessment Unit Activity Workbook pages Practice Book pages</p>

		<p>7. Students will write using shared and individual writing: letters/high frequency words, a numbered list, lists, sentences, a counting book.</p>	
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**Common Core Standards
Kindergarten Language Arts**

RL: Reading Standards for Literature	RI: Reading Standards for Informational Text
Key Ideas and Details	Key Ideas and Details
RL.K.1: With prompting and support, ask and answer questions about key details in a text.	RI.K.1: With prompting and support, ask and answer questions about key details in a text.
RL.K.2: With prompting and support, retell familiar stories, including key details.	RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
RL.K.3: With prompting and support, identify characters, settings, and major events in a story.	RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
Craft and Structure	Craft and Structure
RL.K.4: Ask and answer questions about unknown words in a text.	RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).	RI.K.5: 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.	RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.	RI.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.
(Not applicable to literature)	RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity
RL.K.10: Actively engage in group reading activities with purpose and understanding.

RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity
RI.K.10: Actively engage in group reading activities with purpose and understanding.

RF: Foundational Skills: Kindergarten

Print Concepts

RF.K.1: Demonstrate understanding of the organization and basic features of print.
<ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.¹ (This does not include CVCs ending with //, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
<ul style="list-style-type: none"> a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

- c. Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4:** Read emergent-reader texts with purpose and understanding.

SL: Speaking and Listening: Kindergarten
Comprehension and Collaboration

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

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

SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.

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

Presentation of Knowledge and Ideas

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

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

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

W: Writing Standards: Kindergarten
Text Types and Purposes

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

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

W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing (Begins in grade 3)
W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge
W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4)
Range of Writing (Begins in grade 3)

L: Language Standards: Kindergarten
Conventions
L.K.1: Observe conventions of grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
L.K.2: Observe conventions of capitalization, punctuation, and spelling when writing.

<ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>Effective Language Use (Begins in grade 3)</p> <p>Vocabulary Acquisition and Usage</p> <p>L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. <p>L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. <p>L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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