

Cedar Grove School District

Cedar Grove, NJ

2016

Language Arts Literacy
Kindergarten

Approved by the Cedar Grove Board of Education on

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
Mrs. Pam Burke
Mr. Peter Prvulovic
Mr. David Schoner

Kindergarten

Statement of Purpose

The kindergarten curriculum is designed to foster student growth as they learn the foundational reading and English Language Arts skills that set them on the path to become life-long readers, writers, and effective communicators. Within a socially interactive and supportive learning environment, our kindergarten students are provided with a firm foundation of skills for developing emergent literacy through instruction aligned with New Jersey Student Learning Standards for English Language Arts. Instruction is offered that addresses all learning styles with an emphasis on reading readiness skills and phonemic/phonological awareness. Likewise, the kindergarten curriculum includes providing developing learners with concrete hands-on experiences that help them connect new skills and concepts to prior knowledge. Activities are planned so children participate to the fullest extent possible using real materials that relate to themes that are both meaningful and useful.

Throughout the year, students and teachers will read a range of stories and literature that vary in complexity and focus on a variety of genres. The writing skills of a kindergarten student go through the stages of spelling development, understanding phonetics, and writing simple words that are spelled correctly. The kindergarten writing program includes modeled writing, guided writing, collaborative writing, and finally independent writing. Higher order thinking skills are integrated within the literacy program to develop students into strategic readers and writers.

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts**

The standards are located at <http://www.state.nj.us/education/cccs/2016/ela/>
A full listing of the Kindergarten New Jersey Student Learning Standards
can be found at the end of this document.

Kindergarten - Scope and Sequence	
Unit 1	September – October
Unit 2	November – January
Unit 3	January – February
Unit 4	March – April
Unit 5	April – June

Kindergarten Language Arts Literacy

Unit 1

In Unit 1, kindergarten students are introduced to beginning print concept skills, locating the front, back and title page as well as learning the functions of the author and illustrator. Students begin to identify letters, the sounds they produce as well as proper letter formation. Likewise, kindergarten students learn to recognize and read high frequency words within a text. They also begin to identify beginning, middle, and ending sounds of a word as well as blending a variety of CVC words. Throughout Unit 1, kindergartners listen to given words in order to identify rhyming pairs. They will then work individually to produce rhymes of their own. Young learners will also begin to understand how to separate the syllables of spoken words. With guidance, kindergarten students begin to answer questions, retell key details, and identify characters, settings and main topics in both narrative and informational texts. Additionally, during Unit 1, kindergarten students begin to explore written language through illustrations, letter strings, modeled writing, and dictations to convey meaning. The students also practice engaging in structured conversations on kindergarten topics and texts with their teachers and with their peers while following agreed upon rules for discussion.

21st Century Skills

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| <input checked="" type="checkbox"/> Creativity & Innovation | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Critical Thinking and Problem Solving | <input checked="" type="checkbox"/> Collaboration |

Unit 1 Learning Targets

Students will be able...

- to recognize basic print concepts of a book.
- to recognize letter identification.
- to identify beginning, middle and ending sounds of a word.
- to recall high frequency words.
- to decode and encode CVC words.
- to ask and answer questions about unknown words in a text.
- be introduced to rhyming.
- learn to segment syllables.
- to use illustrations to convey meaning.
- begin to string letters together to represent spoken language.
- to express their thoughts, feelings, and ideas clearly.
- to participate in independent and community reading experiences such as shared, guided, partner, and read a louds.

Student Learning Objectives	Corresponding NJSLs
With prompting and support, ask and answer questions about key details in a text.	RL.K.1; RI.K.1
With prompting and support, retell stories, including key details.	RL.K.2
With prompting and support, identify the main topic in an informational text.	RI.K.2
With prompting and support, name main characters and setting of a story.	RL.K.3
Point to the front, back cover and title page of a book.	RI.K.5
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RL.K.6
Listen and respond to questions about literature and informational text.	RI.K.10, R.K.10, SL.K.2
Follow words from left to right, top to bottom and page by page.	RF.K.1a

Recognize and name all upper and lowercase letters of the alphabet.	RF.K.1d
Recognize and produce two rhyming words.	RF.K.2.a
Count syllables in spoken one and two-syllable words.	RF.K.2.b
Draw and write by dictating an opinion piece about a favorite story, using letter-like forms and conventional letters.	W.K.1
Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns.	SL.K.1.a,b; SL.K.2
Name and describe familiar people, places or things and, with prompting and support, provide additional details.	SL.K.4
Express ideas in shared language activities, including frequently occurring nouns (e.g., house), verbs (e.g., run) and prepositions (e.g., to).	L.K.1.b; L.K.1.e
Use question words, (e.g., who, what and where) in meaningful context when speaking.	L.K.1.d
Capitalize the first word in a sentence	L.K.2.a
Recognize and name end punctuation.	L.K.2.b
With guidance and support, identify real-life connections between words and their varied meanings (e.g., note places at school that are colorful).	L.K.5.c
Use words and phrases acquired through conversations.	L.K.6

Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> ● What are the parts of a book? ● Where do we begin and end when reading on a page? ● How do I make/recognize a rhyming word? ● What is a syllable? 	<ul style="list-style-type: none"> ● Beginning readers identify the front cover, back cover, and title page of a book as well as the function of the author/illustrator. ● Identify rhyming words help students gain knowledge of word families and understand manipulation of letter sounds to create new words. ● Beginning readers will understand that we read and write from left to right, top to bottom and page by page. ● A syllable is a sound of a vowel that is created when pronouncing a word.

Standard Code #	New Jersey Student Learning 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.4	Ask and answer questions about unknown words in a text.
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.10	Actively engage in group reading activities with purpose and understanding.
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.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.
RF.K.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.

	d. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words.
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., <i>My favorite book is...</i>).
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> 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 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.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs. d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> . b. Recognize and name end punctuation.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Evidence of Learning

Summative Assessment

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| <ul style="list-style-type: none"> ● <i>Words Their Way</i>, Pearson Learning Group ● Model Curriculum Unit Assessment ● Developmental Reading Assessment (DRA) | <ul style="list-style-type: none"> ● Opinion/Informational Writing ● Writing Portfolios ● Reading Comprehension Assessments |
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Formative Assessment

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| <ul style="list-style-type: none"> ● Question and Answer ● Guided Reading ● Graphic Organizers/Maps/Webs ● Individual Student Progress Checks ● Think-Pair-Share | <ul style="list-style-type: none"> ● Teacher Observation ● Student/Group Conferencing ● Center Work/Cooperative Work ● Teacher Informal Observations and Anecdotal Notes ● Writing Rubric |
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Instructional Materials and Resources

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| <ul style="list-style-type: none"> ● <i>Good Habits, Great Readers</i>, Pearson Learning Group | <ul style="list-style-type: none"> ● <i>YouTube Education</i>, https://www.youtube.com/t/education |
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- *Words Their Way*, Pearson Learning Group
- *Reading Street*, Pearson Learning Group
- *Write Habits*, Pearson Learning Group
- *Developmental Reading Assessment*, Celebration Press/Pearson Learning Group
- *The Daily Five*, Stenhouse Publishers
- *The CAFE Book*, Stenhouse Publishers
- *Teachers Pay Teachers*, <https://www.teacherspayteachers.com>

- *Hubbard's Cupboard*, <https://www.hubbardscupboard.org>
- *Tumble Books*, <http://asp.tumblebooks.com/Home.aspx>
- *Enchanted Learning*, <http://www.enchantedlearning.com>
- *Making Learning Fun*, www.makinglearningfun.com
- *Brain Pop, Jr.*, <https://jr.brainpop.com>
- *Pinterest*, www.pinterest.org

Integration of Technology

- Computers
- SMART Board
- IPADS
- Interactive Educational Software

- <https://www.pearsonsuccessnet.com>
- *Starfall*, www.starfall.com
- www.abcya.com

Curriculum Development Resources

- <http://www.state.nj.us/education/modelcurriculum/ela>
- <http://www.state.nj.us/education/aps/cccs/lal/>

Kindergarten Language Arts Literacy

Unit 2

Within Unit 2, kindergarten students continue to build upon their knowledge of basic print concept skills. Likewise, with support, students begin to recognizing different types of texts, such as storybooks, poems, and dramas. During Unit 2, developing writers also begin to create their own simple sentences. Throughout this unit, students will participate in structured group discussions where they will be able to ask and answer questions about key details of different texts. Likewise, through discussion and collaboration, young learners will demonstrate an understanding of frequently occurring nouns, plural nouns, and verbs.

21st Century Skills

<input checked="" type="checkbox"/> Creativity & Innovation	<input checked="" type="checkbox"/> Communication
<input type="checkbox"/> Critical Thinking and Problem Solving	<input checked="" type="checkbox"/> Collaboration

Unit 2 Learning Targets

Students will be able ...

- to recognize and read high-frequency words.
- to decode, blend, and segment words with final –e, blends, and digraphs.
- to compare and contrast characters’ adventures and experiences in stories.
- to retell stories in a logical order, including key details learned from text.
- to identify topic, main idea, and details to support non-fiction.
- to produce simple sentences.
- to revisit a text in order to respond to reading (orally and in writing).
- to write narratives by organizing ideas and information.
- to recall experiences or gather information from provided sources to answer questions.
- to engage in collaborative conversations about kindergarten grade topics and texts, including asking questions for clarification.

Student Learning Objectives	Corresponding NJSLs
With prompting and support ask questions about key details in literature and informational text.	RL.K.1; RI.K.1
Recognize common types of texts (e.g., storybooks, poems).	RL.K.5
With prompting and support, describe the relationship between the illustration and text (e.g., what person or character, place, idea in the text the illustration shows).	RL.K.7; RI.K.7
Actively engage in group reading activities with purpose and understanding.	RL.K.10
Demonstrate understanding that print represents the spoken language.	RF.K.1.b
Recognize that words are separated by spaces in print.	RF.K.1.c
Produce 10 of the 21 primary letter sounds of the consonants.	RF.K.3.a
Read common high frequency words by sight with automaticity.	RF.K.3.c
Read emergent-readers with purpose and understanding.	RF.K.4.a
Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child’s dictation.	W.K.2
Illustrate and write the beginning, middle and end of an event using developmental spelling and child’s dictation, including a reaction to what happened.	W.K.3
Engage in a five strand conversation asking questions and taking turns discussing kindergarten topics and texts.	SL.K.1.a,b
Confirm understanding by asking and answering questions about key details presented.	SL.K.2
Ask and answer questions in order to seek help or clarify concepts.	SL.K.3

Name and describe familiar people, places, things or events and provide additional information when prompted with questions.	SL.K.4
Add drawings to descriptions to provide additional detail.	SL.K.5
Express thoughts, feelings and ideas to others clearly.	SL.K.6
Express ideas in shared language activities using frequently occurring nouns (e.g., ball), plural nouns (e.g., balls, wishes), verbs (e.g., play) and prepositions (e.g., in).	L.K.1.b,c,e
Capitalize the first word in a sentence	L.K.2.a
Recognize and name end punctuation.	L.K.2.b
Sort common objects into categories (e.g., colors), with guidance and support.	L.K.5.a
With guidance and support, demonstrate the understanding of shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings.	L.K.5.d
Use words and phrases acquired through reading, including read a louds.	L.K.6
Unit 2 Essential Questions	Unit 2 Enduring Understandings
<ul style="list-style-type: none"> • What is the difference between decodable words and high frequency words? • How can illustrations help support us when we are writing in our journals? • How do readers use illustrations to understand the text? 	<ul style="list-style-type: none"> • The difference between decodable words and sight words is the decodable words can be decoded or encoded and high frequency words do not follow the rules of the English language. • Illustrations can help better support the meaning a writer is trying to convey through their writing. • The relationship between illustrations and the story in which they appear plays an important role in perceiving a book's full meaning.
Standard Code #	New Jersey Student Learning 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.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).
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.1	With prompting and support, ask and answer questions about key details 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).
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.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. c. Read common high frequency and sight words with automaticity.
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. <ul style="list-style-type: none"> a. Read emergent-readers with purpose and understanding.
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.
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> 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 a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.2	Demonstrate command of the conventions of standard English 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.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. <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. d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Evidence of Learning

Summative Assessment

- | | |
|---|--|
| <ul style="list-style-type: none"> ● <i>Words Their Way</i>, Pearson Learning Group ● Unit Assessment ● Developmental Reading Assessment (DRA) ● Narrative Writing Assessment | <ul style="list-style-type: none"> ● Opinion/Informational Writing ● Writing Portfolios ● Reading Comprehension Assessments |
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Formative Assessment

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|---|---|
| <ul style="list-style-type: none"> ● Question and Answer ● Guided Reading ● Graphic Organizers/Maps/Webs | <ul style="list-style-type: none"> ● Teacher Observation ● Student/Group Conferencing ● Center Work/Cooperative Work |
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<ul style="list-style-type: none"> ● Individual Student Progress Checks ● Think-Pair-Share 	<ul style="list-style-type: none"> ● Teacher Informal Observations and Anecdotal Notes ● Writing Rubric
Instructional Materials and Resources	
<ul style="list-style-type: none"> ● <i>Good Habits, Great Readers</i>, Pearson Learning Group ● <i>Words Their Way</i>, Pearson Learning Group ● <i>Reading Street</i>, Pearson Learning Group ● <i>Write Habits</i>, Pearson Learning Group ● <i>Developmental Reading Assessment</i>, Celebration Press/Pearson Learning Group ● <i>The Daily Five</i>, Stenhouse Publishers ● <i>The CAFE Book</i>, Stenhouse Publishers ● <i>Teachers Pay Teachers</i>, https://www.teacherspayteachers.com 	<ul style="list-style-type: none"> ● <i>YouTube Education</i>, https://www.youtube.com/t/education ● <i>Hubbard's Cupboard</i>, https://www.hubbardscupboard.org ● <i>Tumble Books</i>, http://asp.tumblebooks.com/Home.aspx ● <i>Enchanted Learning</i>, http://www.enchantedlearning.com ● <i>Making Learning Fun</i>, www.makinglearningfun.com ● <i>Brain Pop, Jr.</i>, https://jr.brainpop.com ● <i>Pinterest</i>, www.pinterest.org
Integration of Technology	
<ul style="list-style-type: none"> ● Computers ● SMART Board ● IPADS ● Interactive Educational Software 	<ul style="list-style-type: none"> ● https://www.pearsonsuccessnet.com ● <i>Starfall</i>, www.starfall.com ● www.abcya.com
Curriculum Development Resources	
<ul style="list-style-type: none"> ● http://www.state.nj.us/education/modelcurriculum/ela ● http://www.state.nj.us/education/aps/cccs/lal/ 	

Kindergarten Language Arts Literacy

Unit 3

In Unit 3, kindergarten students begin to recognize that printed text represents spoken language made up of a sequence of letters separated by spaces. Students will produce simple rhyming words and continue to count, segment, and blend single syllable words. Furthermore, kindergarteners are exposed to and become familiar with a variety of genres, including the reading of high quality narrative and informational texts, such as biographies and autobiographies. In addition, young learners will understand that the purpose of informational texts is to inform and offer facts related to a topic of interest or study. In addition, during Unit 3, kindergarten writers use what they read within informational to successfully plan and write their own informational pieces. Through this, developing writers learn to share information or to teach a reader about a topic in which they are familiar.

21st Century Skills

X Creativity & Innovation

X Communication

X Critical Thinking and Problem Solving

X Collaboration

Unit 3 Learning Targets

Students will be able...

- to recognize and read high-frequency words/ irregular words in and out of context.
- to read words with inflectional endings.
- to isolate and pronounce the initial, medial vowel and final sounds in three-phoneme words.
- to add or substitute individual sounds in simple, one-syllable words to make new words.
- to ask and answer questions about key details to determine or clarify the meaning of words and phrases in a text.
- to write an informational/explanatory text naming a topic, including facts, and providing a concluding sentence.
- to distinguish the difference between a long vowel and short vowel in a spoken single-syllable word.
- to compare and contrast literature.

Student Learning Objectives	Corresponding NJSLS
With prompting and support, retell a familiar story including key details (main characters and setting).	RL.K.2
With prompting and support, identify the major events in a story.	RL.K.3
With prompting and support, state key details of an informational text.	RI.K.1
With prompting and support, state key details of an informational text.	RI.K.2
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions and procedures).	RI.K.9
Listen and respond with purpose and understanding to literature and informational text in group reading activities.	RI.K.10; RL.K.10
Recognize that print represents the spoken language and words are represented by specific sequences of letters, and separated by spaces.	RF.K.1.b,c
Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2.b
Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2.c
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (CVC) words.	RF.K.2.d
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (e.g., <i>fat</i> , <i>cat</i>).	RF.K.2.e

Demonstrate basic knowledge of letter-sound correspondence by producing 15 of the 21 primary letter sounds of the consonants.	RF.K.3.a
Read high-frequency sight words with automaticity.	RF.K.3.c
Read emergent-readers with purpose and understanding.	RF.K.4.a
Read grade level text for purpose and understanding.	RF.K.4.b
Draw and write an opinion piece stating the topic (self- chosen or teacher directed) and an opinion on the topic.	W.K.1
Create an informative/explanatory piece that names the topic and supplies information using emergent writing, pictures and dictation.	W.K.2
With guidance and support, produce and publish a short narrative using digital tools.	W.K.6
Participate in group writing activity, including shared research (e.g., compare stories written by one author and state an opinion about them).	W.K.7
Engage in five strand conversation following agreed upon rules for discussion, asking and answering questions about key details and clarification.	SL.K.1.a,b; SL.K.2; SL.K.3
Name and describe familiar people, places, things or events and provide additional detail when prompted with questions.	SL.K.4
Create an illustration to add details to a description.	SL.K.5
Print upper and lower case letters.	L.K.1.a
Express ideas in shared language activities using frequently occurring nouns, verbs and prepositions, and regularly formed plural nouns (e.g. <i>dog, dogs</i>).	L.K.1.b,c,e
Use question words, (e.g., who, what, when, why and how) in meaningful context when speaking.	L.K.1.d
Capitalize the first word in a sentence	L.K.2.a
Recognize and name end punctuation.	L.K.2.b
With guidance and support, sort words into basic categories (e.g., colors, shapes).	L.K.5.a
With guidance and support, identify real-life connections between words and their use.	L.K.5.c
Use vocabulary acquired through responding to texts.	L.K.6
Unit 3 Essential Questions	Unit 3 Enduring Understandings
<ul style="list-style-type: none"> • What is a sentence? • How do good readers use what they know when they are reading? • How do good readers make sense of text? 	<ul style="list-style-type: none"> • A sentence is a complete idea which begins with an uppercase letter and ends with a punctuation mark. • Beginning readers apply background knowledge and make connections to what they are reading. • Text serves many purposes, including entertaining, informing and persuading.
Standard Code #	New Jersey Student Learning Standards
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.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10	Actively engage in group reading activities with purpose and understanding.
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.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).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
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.
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 (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. 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 words. <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequent sound for each consonant. c. Read high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. <ul style="list-style-type: none"> a. Read emergent-readers with purpose and understanding. b. Read grade level text for purpose and understanding.
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., <i>My favorite book is...</i>).
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.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
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).
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> 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 a text read aloud or information presented orally or through other

	media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
L.K.1	Demonstrate command of the conventions of standard English 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., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
L.K.2	Demonstrate command of the conventions of standard English 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.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. <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. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Evidence of Learning

Summative Assessment

- | | |
|---|--|
| <ul style="list-style-type: none"> ● <i>Words Their Way</i>, Pearson Learning Group ● Unit Assessment ● Developmental Reading Assessment (DRA) ● Narrative Writing Assessment | <ul style="list-style-type: none"> ● Opinion/Informational Writing ● Writing Portfolios ● Reading Comprehension Assessments |
|---|--|

Formative Assessment

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Question and Answer ● Guided Reading ● Graphic Organizers/Maps/Webs ● Individual Student Progress Checks ● Think-Pair-Share | <ul style="list-style-type: none"> ● Teacher Observation ● Student/Group Conferencing ● Center Work/Cooperative Work ● Teacher Informal Observations and Anecdotal Notes ● Writing Rubric |
|---|--|

Instructional Materials and Resources

- | | |
|---|---|
| <ul style="list-style-type: none"> ● <i>Good Habits, Great Readers</i>, Pearson Learning Group ● <i>Words Their Way</i>, Pearson Learning Group ● <i>Reading Street</i>, Pearson Learning Group ● <i>Write Habits</i>, Pearson Learning Group | <ul style="list-style-type: none"> ● <i>YouTube Education</i>, https://www.youtube.com/t/education ● <i>Hubbard's Cupboard</i>, https://www.hubbardscupboard.org ● <i>Tumble Books</i>, |
|---|---|

- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Teachers Pay Teachers*,
<https://www.teacherspayteachers.com>

- <http://asp.tumblebooks.com/Home.aspx>
- *Enchanted Learning*,
<http://www.enchantedlearning.com>
- *Making Learning Fun*,
www.makinglearningfun.com
- *Brain Pop, Jr.*, <https://jr.brainpop.com>
- *Pinterest*, www.pinterest.org

Integration of Technology

- Computers
- SMART Board
- IPADS
- Interactive Educational Software
- <https://www.pearsonsuccessnet.com>
- *Starfall*, www.starfall.com
- www.abcya.com

Curriculum Development Resources

- <http://www.state.nj.us/education/modelcurriculum/ela>
- <http://www.state.nj.us/education/aps/cccs/lal/>

Kindergarten Language Arts Literacy

Unit 4

Within Unit 4, kindergarten students engage in guided reading practice with an emphasis on reading with a purpose and understanding. Children will continue to explore written language by creating opinion and informational writing pieces. Additionally, with continued support and guidance, emergent/beginning writers begin to add details to strengthen writing. Students will also begin to sharing their writing with peers during writing blocks. During Unit 4, young learners will begin to answer questions about unfamiliar words in different texts. Likewise, students begin to compare and contrast the adventures and experiences of characters in familiar stories.

21st Century Skills

X Creativity & Innovation

X Communication

X Critical Thinking and Problem Solving

X Collaboration

Unit 4 Learning Targets

Students will be able...

- to make connections between the illustrations and story text.
- to focus on reading with purpose and understanding.
- to compare and contrast similar texts.
- to identify similarities and differences between two texts of a single topic.
- to produce simple sentences.
- to write complete sentences with correct capitalization and punctuation.
- to add detail to their writing.
- to share their writing with a peer.
- to identify meanings of verbs and adjectives relating them to their antonyms.

Student Learning Objectives	Corresponding NJSL
Ask and answer questions to learn about unfamiliar words in literature texts.	RL.K.4
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, utilizing pictures clues or other story props.	RL.K.9
With prompting and support, ask and answer questions to learn about unfamiliar words in informational texts.	RI.K.4
With prompting and support, state reasons an author gives to support points in a text.	RI.K.8
Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2.c
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF.K.3b
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF.K.3.d
Read emergent reader texts with purpose and understanding.	RF.K.4.a
With guidance and support, add details to strengthen writing (e.g., adding the names of characters to a story) in response to questions and suggestions from peers.	W.K.5
Participate in shared research and writing projects	W.K.7
With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., magazines, websites) to answer a question.	W.K.8
Produce and expand complete sentences in shared language activities.	L.K.1.f
Capitalize the first word in a sentence	L.K.2.a
Recognize and name end punctuation.	L.K.2.b

Identify new meanings for familiar words (e.g., knowing fly is a bug and learning flies is something an airplane does) and apply them accurately.	L.K.4.a
With guidance and support, identify the meaning of frequently occurring verbs (e.g., walk) and adjectives (e.g., big) and relate them to their antonyms (e.g., walk-run; big-small).	L.K.5.b
Unit 4 Essential Questions	Unit 4 Enduring Understandings
<ul style="list-style-type: none"> ● How do we use comprehension strategies to understand what we are reading? ● How can we learn more about unfamiliar words? ● How do writers use the writing process to improve text? 	<ul style="list-style-type: none"> ● Reading is an active process; it is the key to knowledge and understanding our worlds and ourselves. ● Referring back to illustrations and text in a reading selection can help gain greater understanding of unfamiliar words. ● A writer can develop and strengthen writing by planning, revising, editing and rewriting.
Standard Code #	New Jersey Student Learning 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.4	Ask and answer questions about unknown words in a text.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.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.
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and

	<p>spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p>
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>

Evidence of Learning

Summative Assessment

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| <ul style="list-style-type: none"> ● <i>Words Their Way</i>, Pearson Learning Group ● Unit Assessment ● Developmental Reading Assessment (DRA) ● Narrative Writing Assessment | <ul style="list-style-type: none"> ● Opinion/Informational Writing ● Writing Portfolios ● Reading Comprehension Assessments |
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Formative Assessment

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| <ul style="list-style-type: none"> ● Question and Answer ● Guided Reading ● Graphic Organizers/Maps/Webs ● Individual Student Progress Checks ● Think-Pair-Share | <ul style="list-style-type: none"> ● Teacher Observation ● Student/Group Conferencing ● Center Work/Cooperative Work ● Teacher Informal Observations and Anecdotal Notes ● Writing Rubric |
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Instructional Materials and Resources

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| <ul style="list-style-type: none"> ● <i>Good Habits, Great Readers</i>, Pearson Learning Group ● <i>Words Their Way</i>, Pearson Learning Group ● <i>Reading Street</i>, Pearson Learning Group ● <i>Write Habits</i>, Pearson Learning Group ● <i>Developmental Reading Assessment</i>, Celebration Press/Pearson Learning Group ● <i>The Daily Five</i>, Stenhouse Publishers ● <i>The CAFE Book</i>, Stenhouse Publishers ● <i>Teachers Pay Teachers</i>, https://www.teacherspayteachers.com | <ul style="list-style-type: none"> ● <i>YouTube Education</i>, https://www.youtube.com/t/education ● <i>Hubbard's Cupboard</i>, https://www.hubbardscupboard.org ● <i>Tumble Books</i>, http://asp.tumblebooks.com/Home.aspx ● <i>Enchanted Learning</i>, http://www.enchantedlearning.com ● <i>Making Learning Fun</i>, www.makinglearningfun.com ● <i>Brain Pop, Jr.</i>, https://jr.brainpop.com ● <i>Pinterest</i>, www.pinterest.org |
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Integration of Technology

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| <ul style="list-style-type: none"> ● Computers ● SMART Board ● IPADS ● Interactive Educational Software | <ul style="list-style-type: none"> ● https://www.pearsonsuccessnet.com ● <i>Starfall</i>, www.starfall.com ● www.abcya.com |
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Curriculum Development Resources

- <http://www.state.nj.us/education/modelcurriculum/ela>
- <http://www.state.nj.us/education/aps/cccs/lal/>

Kindergarten Language Arts Literacy

Unit 5

Within this final unit, kindergarten students make connections between short and long sounds with common spellings. Students will also learn to substitute individual sounds in one syllable words to make new words. In Unit 5, kindergarteners continue to explore written language by creating narrative, informational, and opinion writing pieces, which they will continue to share with their peers. Students will also become familiar with a variety of different literary genres while applying their growing critical thinking skills to the craft of writers and illustrators. In addition, kindergarteners will write to offer their opinion about a topic or to reflect on a text. Students will also learn to support their opinion with evidence by persuading or posing an argument to the reader and try to persuade the reader to accept their opinion.

21st Century Skills:

Creativity & Innovation

Communication

Critical Thinking and Problem Solving

Collaboration

Unit 5 Learning Targets

Students will be able...

- to substitute individual sounds in one syllable words to make new words.
- to write opinion pieces on a given topic and provide support.
- to sequence stories by providing the beginning, middle and ending.
- to state an opinion or preference about a topic or book.
- to use a combination of drawing, dictating, developmental spelling/conventional writing to compose and supply reasons in opinion piece.
- to share/read their opinion pieces with an audience throughout the writing process for the purpose of strengthening the writing.
- to draw and write the beginning, middle, and end of an event or several loosely linked events.
- to publish collaboratively written pieces digitally.

Student Learning Objectives	Corresponding NJSLS
With prompting and support, retell a familiar story including key details.	RL.K.2
With prompting and support, name the illustrator and define their roles.	RL.K.6; RI.K.6
With prompting and support, compare and contrast characters' adventures and experiences in familiar stories.	RL.K.9
Listen and respond to questions about literature and informational text in group reading activities.	RL.K.10; RI.K.10
With prompting and support, describe the relationship between two individuals, events, ideas, or pieces of information in a text.	RI.K.3
With prompting and support, ask and answer questions about unknown words in informational texts.	RI.K.4
With prompting and support, state reasons an author gives to support points in an informational text.	RI.K.8
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.K.9
Recognize and name all the upper and lowercase letters of the alphabet.	RF.K.1.d
Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (e.g., bat, can).	RF.K.2.d
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make	RF.K.2.e

new words (e.g., fat, cat).	
Produce the primary or most frequent sound for each consonant.	RF.K.3.a
With prompting and support connect the long and short sounds with common spellings (graphemes) for the five major vowels.	RF.K.3.b
Read common high-frequency words by sight with automaticity.	RF.K.3.c
Identify the letter sounds that differ in similarly spelled words (e.g., let-get).	RF.K.3.d
Read grade level text for purpose and understanding.	RF.K.4.b
Draw and write an opinion piece (self-selected or teacher directed), stating the topic or the name of the book they are writing about, and an opinion on the topic or book.	W.K.1
Draw and write the beginning, middle, and end of an event or several loosely linked events, including a reaction to what happened and spelling words phonetically.	W.K.3; L.K.2.d
With guidance and support, strengthen writing as needed by responding to questions and suggestions from peers and adding details (e.g., labeling pictures, naming characters).	W.K.5
With guidance and support, produce and publish a piece using digital tools with peers.	W.K.6
With guidance and support, gather information from provided sources (e.g., library books) to answer a question in group writing and shared research activities (e.g., compare and contrast two mammals and state an opinion on them).	W.K.7; W.K.8
Ask and answer questions in order to seek help or clarify concepts.	SL.K.3
Express thoughts, feelings and ideas to other clearly.	SL.K.6
Capitalize the first word in a sentence and pronoun <i>I</i> .	L.K.2.a
Recognize and name end punctuation (e.g., period, question mark).	L.K.2.b
Write a letter or letters for most consonant and short-vowel sounds (phonemes).	L.K.2.c
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.	L.K.4.b

Unit 5 Essential Questions	Unit 5 Enduring Understandings
<ul style="list-style-type: none"> ● How do readers analyze point of view and/or purpose? ● How do writers use valid evidence to support claims? ● How do readers determine the meaning and use of content specific vocabulary? 	<ul style="list-style-type: none"> ● Readers need to assess how the point of view shapes the content and style of the text. ● Writers will write arguments to support a claim using valid reasoning and relevant and sufficient evidence. ● Readers will interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning.

Standard Code #	New Jersey Student Learning 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.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.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
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.

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.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
RF.K.1	Demonstrate understanding of the organization and basic features of print. d. Recognize and name all the upper and lower case letters of the alphabet.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. 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/.) e. 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 words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read high-frequency and sight words with automaticity. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. b. Read grade level text for purpose and understanding.
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., <i>My favorite book is...</i>).
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
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.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> . b. Recognize and name end punctuation.

	<p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> ● <i>Words Their Way</i>, Pearson Learning Group ● Unit Assessment ● Developmental Reading Assessment (DRA) ● Narrative Writing Assessment 	<ul style="list-style-type: none"> ● Opinion/Informational Writing ● Writing Portfolios ● Reading Comprehension Assessments
Formative Assessment	
<ul style="list-style-type: none"> ● Question and Answer ● Guided Reading ● Graphic Organizers/Maps/Webs ● Individual Student Progress Checks ● Think-Pair-Share 	<ul style="list-style-type: none"> ● Teacher Observation ● Student/Group Conferencing ● Center Work/Cooperative Work ● Teacher Informal Observations and Anecdotal Notes ● Writing Rubric
Instructional Materials and Resources	
<ul style="list-style-type: none"> ● <i>Good Habits, Great Readers</i>, Pearson Learning Group ● <i>Words Their Way</i>, Pearson Learning Group ● <i>Reading Street</i>, Pearson Learning Group ● <i>Write Habits</i>, Pearson Learning Group ● <i>Developmental Reading Assessment</i>, Celebration Press/Pearson Learning Group ● <i>The Daily Five</i>, Stenhouse Publishers ● <i>The CAFE Book</i>, Stenhouse Publishers ● <i>Teachers Pay Teachers</i>, https://www.teacherspayteachers.com 	<ul style="list-style-type: none"> ● <i>YouTube Education</i>, https://www.youtube.com/t/education ● <i>Hubbard's Cupboard</i>, https://www.hubbardscupboard.org ● <i>Tumble Books</i>, http://asp.tumblebooks.com/Home.aspx ● <i>Enchanted Learning</i>, http://www.enchantedlearning.com ● <i>Making Learning Fun</i>, www.makinglearningfun.com ● <i>Brain Pop, Jr.</i>, https://jr.brainpop.com ● <i>Pinterest</i>, www.pinterest.org
Integration of Technology	
<ul style="list-style-type: none"> ● Computers ● SMART Board ● IPADS ● Interactive Educational Software 	<ul style="list-style-type: none"> ● https://www.pearsonsuccessnet.com ● <i>Starfall</i>, www.starfall.com ● www.abcya.com
Curriculum Development Resources	
<ul style="list-style-type: none"> ● http://www.state.nj.us/education/modelcurriculum/ela ● http://www.state.nj.us/education/aps/cccs/lal/ 	

New Jersey Student Learning Standards

English Language Arts

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The NJDOE *recommends* 90-minutes of uninterrupted literacy instruction for all students in grades K-5, and 80 minutes for grades 6 through 8.

New Jersey Student Learning Standards of English Language Arts

Kindergarten

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Progress Indicators Reading Literature Text

Key Ideas and Details

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.8. (Not applicable to literature)
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

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

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

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

Craft and Structure

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

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

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

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

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

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Foundation Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

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

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. 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/.)
- 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 and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

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.

Progress Indicators for Writing

Text Types and Purposes

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

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

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

Production and Distribution of Writing

W.K.4. (Begins in grade 3)

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

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

Research to Build and Present Knowledge

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

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9. (Begins in grade 4)

Range of Writing

W.K.10. (Begins in grade 3)

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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

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

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

Presentation of Knowledge and Ideas

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

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.

Progress Indicators for Language

Conventions of Standard English

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Print many upper- and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize the first word in a sentence and the pronoun *I*.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.