

Englewood on the Palisades Charter School
NJ State 2023 Standards-Aligned Curriculum
English Language Arts
Kindergarten

A Vision for Language Arts in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

NJSLS ELA Strands

Four domains:

1. Reading
 - a. Literary texts
 - b. Informational Texts
2. Writing
3. Speaking and Listening
4. Language
 - a. Foundation skills: reading
 - b. Foundational skills: writing

Kindergarten ELA Curriculum

The Kindergarten ELA curriculum aligns with NJSLs and aims to create a strong foundation for young learners in the areas of literacy, language development, and communication skills. This curriculum provides a structured approach to help Kindergarten students grow into confident readers and writers. To create a strong foundation, it is vital to nurture literacy skills, enhance communication abilities in Kindergarteners, and foster a love for reading and writing. This curriculum involves a comprehensive approach to developing young children's reading, writing, listening, and speaking skills.

Throughout the school year, formative and summative assessments should be incorporated to monitor student progress. The curriculum should also be flexible to adapt to individual student needs and provide additional support for struggling learners.

Reading Foundational Skills:

- **Phonological Awareness:** Develop phonemic awareness, recognizing and manipulating sounds in spoken words.
- **Print Concepts:** Understand the conventions of print, including letter-sound relationships, directionality, and spacing between words.

Reading Literature and Informational Texts:

- **Reading Comprehension:** Engage with texts through listening, discussion, and understanding main ideas.
- **Literary Analysis:** Explore story elements such as characters, settings, and events in narratives.
- **Informational Texts:** Develop an understanding of informational texts and their features.

Writing:

- **Text Types and Purposes:** Encourage students to write for different purposes (narrative, informative, opinion).
- **Production and Distribution:** Begin to compose sentences using letters, sounds, and sight words.
- **Research and Inquiry:** Introduce basic research skills through observing, asking questions, and gathering information.

Speaking and Listening:

- **Collaborative Discussions:** Engage in conversations and discussions, expressing thoughts and ideas.
- **Presentation of Knowledge and Ideas:** Communicate effectively using speech to convey information and narrate experiences.

Language:

- **Vocabulary Acquisition and Use:** Develop vocabulary by exploring words and their meanings in context.
- **Conventions of Standard English:** Understand grammar, punctuation, and usage in simple sentences.
- **Language Knowledge:** Develop an understanding of language as a system, including recognizing and producing rhymes, understanding word families, and using basic sentence structure.

Teaching Strategies and Approaches

- **Interactive Read-Alouds:** Use diverse texts to promote listening skills, vocabulary development, and comprehension.
- **Phonics and Word Study:** Employ multisensory activities to teach letter-sound correspondence, sight words, and basic decoding skills.
- **Shared Reading and Writing:** Model reading/writing processes, encouraging students to read/participate in crafting sentences and short texts.
- **Guided Reading and Writing:** Students participate in reading/crafting sentences and short texts with guidance from the teacher.
- **Collaborative Learning:** Engage students in discussions, peer interactions, and group activities to enhance speaking and listening skills.
- **Integration of Technology:** Utilize age-appropriate digital tools and resources to reinforce ELA concepts and skills.

Assessment and Evaluation

- **Formative Assessment:** Use ongoing observations, checklists, and anecdotal records to monitor students' progress in reading, writing, speaking, and listening.
- **Informal Reading Inventories:** Assess students' reading levels and comprehension through informal assessments.
- **Writing Portfolios:** Collect and analyze students' writing samples to track growth in writing skills over time.
- **Teacher-Guided Conferences:** Conduct one-on-one conversations to assess students' understanding and provide targeted feedback.

Differentiation and Support

- **Small Group Instruction:** Provide targeted support to address individual learning needs in reading, writing, or language skills.
- **Flexible Grouping:** Adjust groupings based on students' abilities and learning styles to provide tailored instruction.
- **Multi-modal Instruction:** Incorporate various teaching methods to accommodate diverse learning preferences.
- **Collaboration with Support Staff:** Work with specialists to address the needs of students requiring additional support.

This framework aims to establish a strong ELA foundation by aligning instructional practices with the NJSLS while considering the developmental needs and diverse learning styles of students.

Kindergarten ELA Unit	Length
Unit 1: Our Reading Adventure Begins: Exploring Letters, Words, and Stories Together	9 weeks
Unit 2: Stories and Skills: A Journey Through Books, Writing, and Conversations	9 weeks
Unit 3: Exploring Key Details and Vocabulary in Texts	9 weeks
Unit 4: Exploring Texts and Language	9 weeks
Total	36 weeks

Unit 1: Our Reading Adventure Begins: Exploring Letters, Words, and Stories Together

Unit Goals: Students will develop a comprehensive understanding of literary and informational texts by recognizing their types and features, understanding the roles of authors and illustrators, and connecting illustrations to the text. They will demonstrate basic print concepts and apply writing conventions to effectively communicate their ideas. Through composing informative and narrative texts, engaging in collaborative conversations, and expanding their language and vocabulary skills, students will enhance their ability to analyze, interpret, and express ideas across various contexts.

Duration: 9 weeks

Essential Questions:

- What are the different types of literary and informational texts, and what features help us identify them?
- How do authors and illustrators contribute to a story or informational text?
- How do illustrations help us understand the text they accompany?
- What are the basic features of print, and why are they important for reading and writing?
- How can we use writing conventions to effectively communicate our ideas?
- How does participating in conversations about texts help us understand and express our thoughts?

Enduring Understandings:

- Understanding the common types of literary and informational texts and their features helps us make sense of what we read and write.
- Knowing the roles of the author and illustrator enhances our comprehension and appreciation of both stories and informational texts.
- Illustrations support and enhance our understanding of both stories and informational texts.
- Recognizing basic print concepts is essential for developing reading and writing skills.
- Mastering writing conventions allows us to communicate ideas clearly and effectively.
- Participating in discussions about texts and ideas helps us clarify our understanding and articulate our thoughts.

NJSLS:

Reading

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.PP.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.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.MF.K.6. 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).

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

L.RF.K.1A. Follow words from left to right, top to bottom, and page by page.

L.RF.K.1B. Recognize and name all upper- and lowercase letters of the alphabet.

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

L.RF.K.2.A. Recognize and produce rhyming words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Writing

L.WF.K.1. Demonstrate command of the conventions of writing.

L.WF.K.1.A. Match upper and lowercase letters.

L.WF.K.1.B. Write upper and lowercase letters, with reference to a model.

L.WF.K.1.C. Write left to right and include a space between words.

L.WF.K.1.D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

L.WF.K.1.E. Write a common grapheme (letter or letter group) for each phoneme.

L.WF.K.1.F. Orally segment all the phonemes in any single syllable, spoken word.

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

L.WF.K.2. A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).

L.WF.K.2. B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

L.WF.K.2.C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

L.WF.K.2.D. Writing frequently used words accurately.

L.WF.K.2.E. Attempting phonetic spellings of unknown words.

L.WF.K.2.F. Writing initial and final consonant blends (must, slab, plump).

L.WF.K.3. Demonstrate command of the conventions of sentence composition.

L.WF.K.3. A. Repeat a sentence, identifying how many words are in the sentence.

L.WF.K.3. B. Write simple sentences.

L.WF.K.3. C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

L.WF.K.3. D. Use end punctuation.

L.WF.K.3. E. Use manipulatives or digital tools to construct complete sentences.

L.WF.K.3. F. Write sentences with increasing complexity.

L.WF.K.3. G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

L.WF.K.3. H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.WF.K.3. I. With support, distinguish between a complete sentence and a sentence fragment.

L.WF.K.3. J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.

- L.WF.K.3. K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L.WF.K.3. L. Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
 - W.IW.K.2.A. Introduce a topic.
 - W.IW.K.2.B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - W.NW.K.3.A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - W.NW.K.3.B. Provide limited details of experiences, events, or characters.
 - W.NW.K.3.C. Provide a reaction to the experiences or events and characters.
- W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - SL.PE.K.1.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).
 - SL.PE.K.1.B. Continue a conversation through multiple exchanges.
- SL.II.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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - L.KL.K.1.A. Use frequently occurring nouns and verbs.
 - L.KL.K.1.B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
 - L.KL.K.1.C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - L.KL.K.1.D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - L.KL.K.1.E. Produce and expand complete sentences in shared language activities.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - L.VL.K.2.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - L.VL.K.2.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

- L..VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.VI.K.3. A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - L.VI.K.3. B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - L.VI.K.3. C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - L.VI.K.3. D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.KL.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Interdisciplinary Connections

9.2 Career Awareness

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4 Digital Citizenship

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)..

Computers and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Social Studies/Science/Other

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Reading Skills

Activities

Text Type: Literary

- Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)
- Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)
- Identify the author and illustrator of a story
- Explain the role of the author and illustrator in creating the text
- Identify key illustrations of a story
- Make clear the relationship between the illustrations and the story or text
- Describe how the illustrations explain the story or text, with support
- Participate in group reading activities
- Articulate the purpose of the group reading activities
- Model and develop engaging reading habits that lead to reading texts independently
- Understand basic print features
- Books have a correct position
- Print has specific directionality
- Print has meaning and is made up of letters
- Track text left to right, top to bottom and page by page
- Name all upper and lower case letters
- Recognize the differences in syllables, sounds and phonemes (cat, bat, fat)
- Identify and produce rhyming words
- Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding
- Demonstrate the ability to use meaning, visuals, and structure to read on-level text fluently with understanding

Model and Develop Engaging Reading Habits - Reading Routine Time

1. Create a cozy reading corner in the classroom with various books.
2. Introduce a "Reading Routine" where children have designated times each day to read quietly or with a partner.
3. Encourage them to choose books they are interested in and model how to handle and enjoy books (e.g., turning pages gently, looking at pictures, making up stories from illustrations).

Reading Foundational Skills

Materials:

1. Magnetic Alphabet Letters
2. Alphabet Tiles
3. Mats with Letters

Directions:

1. Match lower/lowercase, upper/uppercase, and lower/uppercase letters
2. Name letters
3. Letter/Sound activities

Phonemic Awareness

Materials:

1. Rhyme picture cards
2. Picture cards of objects with different syllables in their names

Directions:

1. Rhyming games
2. Syllable clapping games

Identifying Text Types and Features

Materials:

1. Various books (storybook, poem, biography, recipe, how-to manual)
2. Large chart paper, markers

Directions:

1. Introduce different types of texts using a selection of books.

2. Discuss and identify features like front cover, back cover, and title page.
3. Create a chart with pictures and descriptions of each text type and its features.
4. Sort a set of book covers into categories and label the features.

Exploring the Roles of Author and Illustrator

Materials:

1. Storybooks with clear author and illustrator credits
2. Author and illustrator role chart
3. Large paper, markers

Directions:

1. Read a selected book aloud and discuss the roles of the author and illustrator.
2. Create a role chart with pictures of the author and illustrator and their contributions.
3. Create simple storybooks, assigning roles to each participant.

Connecting Illustrations to Text

Materials:

1. Picture books
2. Illustration and text matching activity sheets

Directions:

1. Read a storybook with rich illustrations.
2. Discuss how illustrations relate to specific parts of the story.
3. Provide activity sheets where students match illustrations to corresponding text segments.

Understanding Basic Print Concepts

Materials:

1. Various storybooks and informational texts
2. Large chart paper and markers
3. Alphabet books
4. Magnetic letters
5. Sentence strips
6. Writing paper

Directions:

1. Practice following print directionality using alphabet books.

	- Engage in letter recognition games with magnetic letters. - Complete activities focusing on letter matching and writing.
Writing Skills	Activities
Writing Focus: Narrative writing Informative/explanatory writing	
- Draw tell, write about topics that is well known - Name what is being written about - Supply additional information about the topic - Tell, draw and write a story about something that happened - Show what happens first - Put the pages in order - Tell what happens last - Add details to written stories - Turn and talk to reflect on writing - Use writing partners and teacher conferences to strengthen writing	Write Names and Letters - Name recognition and spelling games - Name writing activities - Write Simple Sentences Materials: - Sentence strips - Writing paper - Pencils - Sentence starter cards. Directions: - Review sentence structure, punctuation, and capitalization. - Use sentence starter cards to write simple sentences on strips of paper. - Share and discuss sentences in small groups. Draw and Label Pictures - Tell, then draw, then write about an event that happened in your life. - Use three pages - one for what happened first, then next, then last - Draw and label the pictures on each page - Add details - Share writing with a partner or the class
Speaking and Listening Skills	Activities/Resources

Task type: Small & whole group discussion through guided oral discussion	
● Participate in a variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about an experience ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to add detail ● Express thoughts and feelings and ideas ● Speak audibly to naturally express ideas	Participating in Conversations Materials: 1. Storybooks 2. Discussion prompts 3. Conversation chart. Directions: 1. Read a storybook aloud and discuss it with the class. 2. Use discussion prompts to guide conversations. 3. Create a conversation chart with key details from the discussion. 4. Introduce “turn and talk” a. Talk about topics such as: Tell about your family, your favorite trip/meal/friend b. Progress to having partners ask questions to each other after listening
Language Skills	Activities
● Utilize formal grammar and usage of spoken and written standard English ● Use frequently occurring nouns and verbs correctly ● Understand and use question words (e.g., who, what, where, when, why, how) appropriately ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) ● Explore word relationships and nuances in word meaning ● Categorize common objects ● Sort common objects ● Draw conclusions about the category representations	Antonym and Synonym Sorting Materials: 1. Picture cards with common nouns, verbs, and adjectives (e.g., “big,” “small,” “happy,” “sad”) 2. Sorting mats Directions: 1. Introduce the concept of antonyms and synonyms. 2. Show and discuss example pairs of antonyms and synonyms. 3. Distribute word cards to students and have them sort the words into the correct categories.

- Listen, share and read a variety of texts
- Use new words and phrases when writing, reading and responding to texts

4. Discuss the sorted words as a class and explain their relationships.

Question Words Exploration

Materials:

1. Question word cards
2. Question word chart
3. Picture prompts or short stories

Directions:

1. Introduce each question word with examples of how it is used.
2. Use picture prompts or short stories to model asking and answering questions using each question word.
3. Have students take turns asking and answering questions about the pictures or stories, using the question word cards as prompts.
4. Create a question word chart in the classroom where students can refer to it during discussions and writing activities.

Categorizing Objects

Materials:

1. Pictures or real objects (e.g., fruits, animals, toys)
2. Category mats or charts with labels (e.g., “Animals,” “Food,” “Toys”)

Directions:

1. Show students the categorizing mats or charts and explain the categories.
2. Provide pictures or objects for students to sort into the correct categories.
3. Have students discuss their choices and explain why they placed each item in a specific category.
4. Review and correct any misplacements as a class.

Word Relationship Role-Play

Materials:

1. Verb, adjective, and preposition cards (e.g., “run,” “jump,” “sad,” “excited,” “below,” “on”)
2. Space for students to move around

Directions:

1. Introduce the verbs and adjectives to be used in the activity.
2. Have students draw cards and act out the word on their card while others guess the word.
3. Discuss the meaning of the word and how it was represented through actions or expressions.
4. Rotate cards so that each student has a chance to act out different words.

Fill in the Blanks with Context Clues

Materials:

1. Sentences or short passages with missing words (blanks)
2. Word bank with vocabulary words to fill in the blanks

Directions:

1. Provide students with sentences or passages that have missing words.
2. Introduce the vocabulary words in the word bank.
3. Read the sentences or passages and have students choose the appropriate vocabulary words to complete in the blanks.
4. Discuss the choices as a class and explain how the context helped in selecting the correct words.

Assessments

Formative Assessment - Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

- observation
- student participation
- questioning
- journal responses
- discussion
- anecdotal notes
- letter formation on white boards
- sound awareness on magnetic boards
- ability to identify letter-sound in daily activities

Summative Assessment - Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

- Match lower/lowercase, upper/uppercase, and lower/uppercase letters

- Name letters
- Letter/Sound correspondence
- Rhyming words - identify and produce
- Identify number of syllables in a word
- Draw/Label an event and describe it in order
- Categorize common objects
- Sort common objects
- Identify - front cover, back cover, and title page
- Tell what the author and illustrator do
- Demonstrate left to right directionality

Resources

Mentor Texts

For Identifying Text Types:

- “A Sick Day for Amos McGee” by Philip C. Stead (storybook)
- “The Very Busy Spider” by Eric Carle (storybook)
- “The Gingerbread Man” (folktale)

For Roles of Author and Illustrator:

- “The Name Jar” by Yangsook Choi (author and illustrator roles)
- “Last Stop on Market Street” by Matt de la Peña (author and illustrator roles)

For Illustrations and Text:

- “Chicka Chicka Boom Boom” by Bill Martin Jr. and John Archambault (illustrations enhancing text)
- “Rosie’s Walk” by Pat Hutchins (illustrations and text relationship)

For Print Concepts:

- “Brown Bear, Brown Bear, What Do You See?” by Bill Martin Jr. and Eric Carle
- “We All Go on Safari: A Counting Journey through Tanzania” by Laurie Krebs and Julia Cairns (print features)

For Sentence Writing:

- “The Snowy Day” by Ezra Jack Keats
- “If Animals Kissed Good Night” by Ann Whitford Paul (simple sentences for model)

Websites

<http://readingandwritingproject.org/>

http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

<http://www.sightwords.com/>

<https://fcrr.org/student-center-activities/kindergarten-and-first-grade>

www.lindahoyt.com/tips.html

<http://www.readwritethink.org/>

<http://readingandwritingproject.org/>

<http://www.schrockguide.net/>

<http://twowritingteachers.wordpress.com>

www.lindahoyt.com/tips.html

http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

<http://www.seymoursimon.com/index.php/blog/>

Support/Accommodations for Students with IEPs ● Follow all IEP modifications ● Work in a small group ● Solidify and refine concepts through repetition ● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	Support/Accommodations for Students with 504 Plans ● Follow all the 504 plan modifications ● Text to speech/audio recorded selections ● Amplification system as needed ● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 2: Stories and Skills: A Journey Through Books, Writing, and Conversations

In this engaging unit, kindergarten students will establish a strong literacy foundation through interactive activities that integrate reading, writing, speaking, and listening. Students will learn to identify key text features by naming the author and illustrator, understanding their roles, and recognizing basic features in both literary and informational texts. They will explore how illustrations enhance comprehension and deepen their

understanding of the text. Vocabulary development will be a focus, with students using context clues, affixes, and word relationships to grasp new and multiple-meaning words. Additionally, students will apply print concepts and phonics skills, demonstrating their knowledge of print organization, letter-sound correspondences, and phonics to improve their reading and writing abilities.

Duration: 9 weeks

Essential Questions:

- What roles do the author and illustrator play in a text, and how do their contributions help us understand the story or information?
- How do illustrations and text work together to convey meaning?
- How can context clues, affixes, and word relationships help us understand new or unfamiliar words?
- What are the basic features of print, and how do phonics skills support reading and writing?

Enduring Understandings:

- The author and illustrator each contribute unique elements to the creation of a text, with the author providing the narrative or information and the illustrator enhancing it with visuals.
- Illustrations provide additional context and meaning to the text, helping readers understand and visualize the content.
- Understanding vocabulary through context, affixes, and word relationships enhances comprehension and communication.
- Knowing print features and phonics rules supports reading fluency and writing accuracy.

NJSLS:

Reading

- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.MF.K.6. 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).
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VL.K.2.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VL.K.2.B Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C. Understand that words are separated by spaces in print.
- L.RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.2.A. Recognize and produce rhyming words.
- L.RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- L.RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- L.RF.K.3.C. Read high-frequency and grade level irregular words with automaticity.
- L.RF.K.3.D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Writing

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - L.WF.K.1.A. Match upper and lowercase letters.
 - L.WF.K.1.B. Write upper and lowercase letters, with reference to a model.
 - L.WF.K.1.C. Write left to right and include a space between words.
 - L.WF.K.1.D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - L.WF.K.1.E. Write the common grapheme (letter or letter group) for each phoneme.
 - L.WF.K.1.F. Orally segment all the phonemes in any single syllable, spoken word.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - L.WF.K.2. A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - L.WF.K.2. B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - L.WF.K.2.C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - L.WF.K.2.D. Writing frequently used words accurately.
 - L.WF.K.2.E. Attempting phonetic spellings of unknown words.
 - L.WF.K.2.F. Writing initial and final consonant blends (must, slab, plump).
- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - L.WF.K.3. A. Repeat a sentence, identifying how many words are in the sentence.
 - L.WF.K.3. B. Write simple sentences.
 - L.WF.K.3. C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - L.WF.K.3. D. Use end punctuation.
 - L.WF.K.3. E. Use manipulatives or digital tools to construct complete sentences.
 - L.WF.K.3. F. Write sentences with increasing complexity.
 - L.WF.K.3. G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - L.WF.K.3. H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - L.WF.K.3. I. With support, distinguish between a complete sentence and a sentence fragment.
 - L.WF.K.3. J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - L.WF.K.3. K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - L.WF.K.3. L. Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

W.IW.K.2.A. Introduce a topic.

W.IW.K.2.B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

W.NW.K.3.A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

W.NW.K.3.B. Provide limited details of experiences, events, or characters.

W.NW.K.3.C. Provide a reaction to the experiences or events.

W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening

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

SL.PE.K.1. 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).

SL.PE.K.1. B. Continue a conversation through multiple exchanges.

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

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

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

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

Language

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

L.KL.K.1.A. Use frequently occurring nouns and verbs.

L.KL.K.1.B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

L.KL.K.1.C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.KL.K.1.D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.KL.K.1.E. Produce and expand complete sentences in shared language activities.

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

L.K.1.A. Print many upper- and lowercase letters.

L.K.1.B. Use frequently occurring nouns and verbs.

L.K.1.C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.VI.K.3.A. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Interdisciplinary Connections

9.2 Career Awareness

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4 Digital Citizenship

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)..

Computers and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Social Studies/Science/Other

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Reading Skills	Activities
Text Type: Informational	
• Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content • Use strategies when faced with an unknown word • Identify the author and illustrator of a story • Explain the role of the author and illustrator in creating the text • Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support	Print Awareness Scavenger Hunt - Recognize that print carries meaning and consists of letters Materials: 1. Selection of items with print (e.g., labels, signs, books). Directions: 1. Have children go on a scavenger hunt to find and identify different letters and words in the environment.

- Participate in group reading activities
- Articulate the purpose of the group reading activities
- Model and develop engaging reading habits that lead to reading texts independently
- Recognize that print has meaning and is made up of letters in a specific order
- Recognize that spaces separate the words
- Recognize specific words in a sentence or text
- Name all upper and lower case letters
- Identify and produce rhyming words
- Demonstrate knowledge of syllables in a word
- Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)
- Use specific strategies for decoding words, including letter sound correspondence
- Associate a letter with a sound and apply these sounds when decoding words
- Identify common high-frequency words by sight in isolation and also in a text
- Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding
- Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding

2. Discuss how each item has writing that tells us something and point out specific letters and words.

Space Detective - Recognize that spaces separate words.

Directions:

1. Write a simple sentence on a large sheet of paper with extra-wide spaces between words (e.g., "I like apples").
2. Read the sentence together, pointing to each word.
3. Have children use a finger or a space marker to identify and count the spaces between words.

Word Spotter

Directions:

1. Write a simple sentence on the board (e.g., "The cat sat on the mat").
2. Highlight or color specific words in the sentence.
3. Ask children to find and point to the highlighted words in a printed sentence or in a book.

Alphabet Bingo

Directions:

1. Create bingo cards with a mix of uppercase and lowercase letters.
2. Call out letters, and have children mark them on their cards.
3. Offer small rewards for completed rows or columns to make it engaging.

Rhyme Time

Materials:

1. Rhyming Book

Directions:

1. Read a book with rhyming text aloud.
2. Create a rhyming game where children match pictures of items that rhyme (e.g., cat and hat).

3. Have children come up with their own rhyming words and say them aloud.

Clap It Out- Syllables

Directions:

1. Say a word slowly and clap for each syllable (e.g., "but-ter-fly").
2. Have children repeat the word and clap out the syllables themselves.
3. Use picture cards to practice clapping syllables for different words.

Sound Sorting: Isolate and produce sounds in CVC words.

Directions:

1. Write CVC words on cards (e.g., cat, dog, bun).
2. Have children sort the cards based on the initial, medial, or final sounds.
3. Practice saying each sound and blending them to make the words.

Decode and Read

Directions:

1. Introduce simple decoding strategies like sounding out letters and blending.
2. Use decoding cards with pictures and corresponding CVC words.
3. Have children practice decoding the words and then reading them in simple sentences.

Letter-Sound Match

Directions:

1. Create letter cards and sound cards (e.g., A - /a/, B - /b/).
2. Have children match letters to their corresponding sounds.
3. Use the matched pairs to form and read simple words.

Sight Word Flashcards

Directions:

1. Create flashcards with high-frequency words (e.g., the, and, is).
2. Practice reading these words with children through games like memory matching or sight word bingo.
3. Encourage children to find these words in books or classroom labels.

Picture Walk and Read: Use meaning, visuals, and structure to read texts fluently.

Directions:

1. Choose an emergent or on-level text with engaging illustrations.
2. Conduct a "picture walk" where children look at the pictures and predict the story.
3. Read the text together, using the pictures and context to help with understanding and fluency.
4. Encourage children to read parts of the text on their own using the pictures and their predictions.

Author and Illustrator Exploration

Materials:

1. Picture books with clear author and illustrator credits, large paper, markers.

Directions:

1. Read a selection of picture books aloud.
2. Discuss the roles of the author and illustrator.
3. Have students create a class book where each page features a different author and illustrator with a brief description of their roles.

Illustration and Text Connection: Illustration Match-Up.

Materials:

1. Picture books
2. Index cards with illustrations from the books
3. Index cards with text excerpts.

Directions:

1. Read a book and discuss how the illustrations relate to the text.

2. Print illustrations and corresponding text excerpts.
3. Have students match the illustrations to the correct text excerpts and explain their choices.

What Do I Do When I Get To A Word I Don't Know?

Materials:

1. Emergent and On-Level Texts

Directions:

1. Model fluent reading and then do a think-aloud with a grade-level text using strategies such as letter sound correspondence for decoding words, and meaning, visuals, and context clues to aid in comprehension.

Phonics Practice

Directions:

1. Introduce letter-sound correspondences.
2. Practice letter formation for letters learned, and practice saying the letter/sound.
3. Model reading decodable texts, focusing on letter-sound correspondences and blending sounds.

Print Concepts: Concept of Word Sort

Materials:

1. Index cards with a letter, a word, and a sentence (multiple of each)

Directions:

1. Introduce letter vs. word. vs. sentence.
2. Model sorting the cards into 3 categories
3. Students sort in pairs or individually
4. Have students identify letters/words/sentences in a decodable book.

Print Concepts: Print Feature Scavenger Hunt.

Materials:

1. Books with various print features
2. Printable scavenger hunt checklists

Directions:

1. Introduce print features (title page, author, illustrator).

	2. Students use the checklist to find and label these features in different books.
Writing Skills	Activities
Writing Focus: Narrative writing Informative/explanatory writing	
• Draw tell, write about topics that is well known • Name what is being written about • Supply additional information about the topic • Tell, draw and write a story about something that happened • Show what happens first • Put the pages in order • Tell what happens last • Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing	Information Poster- Present information with visual displays. Directions: 1. Have children choose a topic (e.g., a favorite animal or a holiday). 2. Create a poster with pictures and simple text to present information about the topic. 3. Share their posters with the class, explaining the information and how the visuals help tell the story. All About My Family- Describe familiar people. Directions: 1. Have children create a poster about their family, including drawings and labels. 2. Ask them to describe each family member using simple sentences (e.g., "My dad is tall," "My sister has curly hair"). 3. Share their posters with the class. Favorite Place Presentation-Tell About Familiar Places Directions: 1. Have children choose a favorite place (e.g., a park, their home) and draw a picture of it. 2. Ask them to describe the place and explain why it is special to them. 3. Allow children to present their pictures and descriptions to the class. Memory Book - Describe and explain memorable events. Directions:

1. Ask children to think of a memorable event (e.g., a birthday party, a family trip).
2. Have them draw a picture of the event and write a few sentences about what happened.
3. Compile the drawings and descriptions into a class memory book.

Draw and Tell Activity: "My Favorite Thing" Drawing

Directions:

1. Provide each child with a piece of paper and crayons.
2. Ask them to draw their favorite thing (e.g., a toy, a pet, a favorite food).
3. Once the drawing is complete, have each child tell a simple sentence about their drawing.
4. Assist them in writing the sentence below their drawing (e.g., "I like my red truck.").

Writing About Known Topics Activity: "All About Me" Book

Materials:

1. Prepare a mini-book template with several pages.

Directions:

1. For each page, provide prompts like "My Name is...", "I Like to...", "My Favorite Animal is...", etc.
2. Children draw and label or write (with assistance) about each prompt.
3. Compile the pages into a book and have a sharing session where kids present their books to the class.

Story Sequencing Activity: "The Day I Went to the Park"

Directions:

1. Create a simple story with three parts: "First, we went to the park," "Then, we played on the swings," and "Finally, we ate ice cream."
2. Provide pictures or drawings representing each part of the story.
3. Have children cut out and glue the pictures in the correct order on a sheet of paper.

4. Ask them to add a sentence or two about each picture to complete the story.

"My Special Day" Story Extension:

Directions:

1. Start a simple story about a special event (e.g., a birthday party).
2. Have children draw a picture of the event.
3. Encourage them to add details to their drawing (e.g., balloons, cake, friends).
4. Assist them in telling/writing a few sentences about the details they added (e.g., "There were blue and green balloons," "The cake was chocolate.").

Turn and Talk Activity: "Share Your Story" Partner Talk

Directions:

1. Have children pair up and share their drawings and stories with each other.
2. Provide guiding questions such as "What did you draw?" and "What happened in your story?"
3. After sharing, encourage them to give one compliment or ask one question about their partner's story.

Using Writing Partners and Teacher Conferences: "Story Swap and Revise"

Directions:

1. Have children write and illustrate a simple story.
2. Pair them up to exchange stories and provide feedback to each other using a simple form like "I like your story because..." and "Maybe you could add more about..."
3. Schedule short individual conferences with each child to discuss their story and provide additional support or suggestions for improvement.

Speaking and Listening Skills

Task type:

- Respond to and interact with peers in small & whole group discussion

- Participate in variety of rich structured conversations about grade appropriate topics and texts
- Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
- Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about an experience
- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to add detail
- Express thoughts and feelings and ideas
- Speak audibly to naturally express idea

Conversation Rules Game - Follow Agreed-Upon Rules for Listening and Speaking

Directions:

1. Create a simple set of rules for conversation (e.g., "Raise your hand to speak," "Listen quietly while others talk").
1. Role-play different scenarios with children, practicing each rule.
2. Play a game where children practice the rules during a group discussion about a favorite topic or story.

Book Buddy Reading-Engage in Collaborative Conversations

Directions:

1. Pair up children and provide each pair with a picture book.
2. Have them take turns reading parts of the book aloud.
3. After reading, have pairs discuss the book using prompts like "What did you like about the story?" and "What do you think will happen next?"

Question Relay

Directions:

1. Read a familiar story aloud to the class.
2. Divide children into small groups and assign each group a section of the text.
3. Have each group come up with one question about their section and share it with the class.
4. Encourage other groups to answer the questions and discuss their answers.

Clarification Station-Practice Asking Questions for Clarification

Directions:

1. Read a story or provide a short video clip.
2. After the reading or viewing, provide children with question prompts like "What did you not understand?" or "What do you want to know more about?"

3. Practice asking and answering these clarification questions as a group.

Topic-Related Question Cards-Use Strategies for Asking On-Topic Questions

Materials:

1. Create cards with different topics (e.g., animals, seasons, favorite foods).

Directions:

1. Have children draw a card and come up with a question related to the topic on the card.
2. Share and discuss the questions with the class or in small groups.

Answering Game-Use Strategies for Understanding and Answering Questions

Materials:

1. Create a set of questions related to a recently read story or topic.

Directions:

1. Play a game where children take turns answering the questions.
2. Discuss different strategies for answering questions, such as re-reading parts of the text or using context clues.

Event Sequencing-Explain familiar events in order.

Directions:

1. Discuss a familiar event (e.g., a holiday celebration).
2. Provide pictures of different stages of the event.
3. Have children put the pictures in order and describe each stage of the event.

Show and Tell-Report facts and details about an experience.

Directions:

1. Ask children to bring an item related to a personal experience (e.g., a souvenir from a trip).
2. Have them share facts and details about the item and the experience related to it.
3. Encourage them to use descriptive language.

Visual Storytelling - Construct Drawings or Gather Visual Media

Directions:

1. Have children choose a story or event to illustrate.
2. Ask them to create drawings or use other visual media (e.g., magazine cutouts) to represent their story.
3. Present their visual stories to the class, explaining the details in their drawings.

That Reminds Me of...

Materials:

1. Informational read aloud books about families, foods, places, animals

Directions:

1. Introduce the strategy of text-to-self connections through modeling as you read a book. Have students practice making and sharing connections through turn-and-talk throughout various times in the read aloud.

Emotion Faces- Express thoughts, feelings, and ideas

Directions:

1. Show children pictures of different facial expressions (happy, sad, angry, etc.).
2. Discuss what each expression might mean and how it reflects thoughts and feelings.
3. Have children create their own faces to show different emotions and describe why they feel that way.

Speak Up Circle-Practice speaking audibly and clearly.

Directions:

1. Gather children in a circle.
2. Use a "talking stick" or other object that is passed around to indicate who has the floor to speak.
3. Practice speaking clearly and audibly as children take turns sharing their ideas or answering questions.

Language Skills	Activities
• Demonstrate command of standard English grammar	Letter Sorting

when writing or speaking

- Utilize formal grammar and usage of spoken and written standard English

- Distinguish between upper and lower case letters

- Print a variety upper- and lowercase letters

- Use frequently occurring nouns and verbs correctly appropriately

- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

- Explore word relationships and nuances in word meanings

- Relate nouns and verbs to their antonyms

Materials:

1. two large charts or mats labeled “Upper Case” and “Lower Case.”

Directions:

1. Prepare a set of letter cards, each featuring an upper or lower case letter.
2. Have children sort the letter cards into the correct charts or mats.
3. After sorting, discuss the differences between the upper and lower case letters.

Letter Formation Practice

Directions:

1. Use letter formation activities, such as writing letters in sand or with finger paint, to make the practice engaging.
2. Provide children with printable worksheets that have large, dotted letters (both upper and lower case) for tracing.
3. After tracing, have children practice writing the letters independently on blank lines.

Noun and Verb Match-Up

Materials:

1. Create a set of cards with pictures of common nouns (e.g., cat, dog, ball) and actions (e.g., run, jump, play).

Directions:

1. Have children match the picture cards with the corresponding noun and verb cards.
2. Discuss each match, asking children to create simple sentences using the nouns and verbs, such as “The cat runs” or “The ball is blue.”

Preposition Fun

Directions:

1. Set up a small obstacle course or use classroom objects to create simple scenes (e.g., a toy car on a mat).
2. Provide children with preposition cards (e.g., in, on, under).
3. Ask children to describe the location of objects using the preposition cards, such as “The car is under the table” or “The toy is on the mat.”

Word Relationship Games -Explore relationships between words and their meanings.

Materials:

1. Create a set of word cards that have related pairs (e.g., big/small, happy/sad).

Directions:

1. Have children match words that are related or opposite.
2. Use simple sentences to illustrate the relationships, such as “The cat is big, but the mouse is small.”
3. Discuss how different words can have similar or opposite meanings, helping children understand nuances in word meanings.

Context Clues Detective.

Materials:

1. Sentences with missing words, word banks, clues.

Directions:

1. Provide sentences with blanks and a word bank.
2. Students use context clues from the sentences to choose and fill in the appropriate words.
3. Discuss how context helped them determine the meaning of each word.

Affix Fun and Antonym Adventure.

Materials:

1. Word cards with common affixes, antonym pairs

Directions:

1. Introduce common affixes and provide examples.
2. Have students create new words using affix cards.
3. Use antonym cards to match and discuss word pairs.
4. Provide real-life examples to illustrate how understanding affixes and antonyms can help in understanding words.

Assessments

Formative Assessment - Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

- observation
- student participation
- questioning

- journal responses
- discussion
- anecdotal notes
- letter formation on white boards
- sound awareness on magnetic boards
- ability to identify letter-sound in daily activities

Summative Assessment - Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

- Match lower/lowercase, upper/uppercase, and lower/uppercase letters
- Name letters
- Letter/Sound correspondence
- Rhyming words - identify and produce
- Identify number of syllables in a word
- Draw/Label a favorite person, place, animal, food, etc.
- Demonstrate preposition words with manipulatives
- Sort common objects
- Identify - front cover, back cover, and title page
- Tell what the author and illustrator do
- Identify and ask a question

Resources

Mentor Texts

ABC Books

Books about families

Literary Texts:

- “Where the Wild Things Are”* by Maurice Sendak
- “The Very Hungry Caterpillar” by Eric Carle

Informational Texts:

- “National Geographic Little Kids First Big Book of Why” by Amy Shields
- “All About Cats and Kittens” by Emily Neye
- “Bats” by Gail Gibbons

Websites

<http://readingandwritingproject.org/>

http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

<http://www.sightwords.com/>

<https://fcrr.org/student-center-activities/kindergarten-and-first-grade>

www.lindahoyt.com/tips.html

<http://www.readwritethink.org/>

<http://readingandwritingproject.org/>

	http://www.schrockguide.net/ http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.nwp.org/cs/public/print/resource_topic/teaching_writing http://www.seymoursimon.com/index.php/blog/
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Support/Accommodations for Students with IEPs ● Follow all IEP modifications ● Work in a small group ● Solidify and refine concepts through repetition ● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	Support/Accommodations for Students with 504 Plans ● Follow all the 504 plan modifications ● Text to speech/audio recorded selections ● Amplification system as needed ● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Unit 3:

Unit Goals: In this unit, students will develop essential reading comprehension skills by asking and answering questions about key details in both literary and informational texts. They will identify central messages in stories and main topics in informational materials. Students will also explore how illustrations enhance their understanding of texts, and refine their vocabulary skills by using context clues, affixes, and word relationships to grasp the meanings of new and multiple-meaning words.

Duration: 9 weeks

Essential Questions:

- How can asking and answering questions about key details help us understand a story or informational text better?
- What is the central message of a story, and how can we identify it? What is the main topic of an informational text, and how can we find it?
- How do illustrations/pictures and text work together to help us understand a story or informational text?
- How can we use context clues, affixes, and word relationships to determine the meaning of new words?

Enduring Understandings:

- Asking and answering questions about key details helps us understand and recall important information from texts.
- Identifying central messages in stories and main topics in informational texts helps in grasping the overall message and purpose of the text.
- Illustrations provide additional context and meaning, supporting the understanding of the text.
- Understanding how words work—through context, affixes, and relationships—improves comprehension and language use.

NJSLS:

Reading

RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). With prompting and support, ask and answer questions about key details in a text

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

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

- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VL.K.2.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VL.K.2.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear.
- Climate Change Example:** In a science unit, students may look at images of the impact(s) humans have on land, water, air, and/or other living things in the local environment and describe the relationship between the illustrations and the text in which they appear.
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
0. Actively engage in group reading activities with purpose and understanding.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.2.A. Recognize and produce rhyming words.
- L.RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.
- L.RF.K.2.D. Orally repeat multi-syllable words and pronounce the separate syllables.
- L.RF.K.2.E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- L.RF.K.3.C. Read high-frequency and grade level irregular words with automaticity.
- L.RF.K.3.D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.K.3.E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Writing

L.WF.K.1. Demonstrate command of the conventions of writing.

L.WF.K.1.A. Match upper and lowercase letters.

L.WF.K.1.B. Write upper and lowercase letters, with reference to a model.

L.WF.K.1.C. Write left to right and include a space between words.

L.WF.K.1.D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

L.WF.K.1.E. Write a common grapheme (letter or letter group) for each phoneme.

L.WF.K.1.F. Orally segment all the phonemes in any single syllable, spoken word.

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

L.WF.K.2. A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).

L.WF.K.2. B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

L.WF.K.2.C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

L.WF.K.2.D. Writing frequently used words accurately.

L.WF.K.2.E. Attempting phonetic spellings of unknown words.

L.WF.K.2.F. Writing initial and final consonant blends (must, slab, plump).

L.WF.K.3. Demonstrate command of the conventions of sentence composition.

L.WF.K.3. A. Repeat a sentence, identifying how many words are in the sentence.

L.WF.K.3. B. Write simple sentences.

L.WF.K.3. C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

L.WF.K.3. D. Use end punctuation.

L.WF.K.3. E. Use manipulatives or digital tools to construct complete sentences.

L.WF.K.3. F. Write sentences with increasing complexity.

L.WF.K.3. G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

L.WF.K.3. H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.WF.K.3. I. With support, distinguish between a complete sentence and a sentence fragment.

L.WF.K.3. J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.

L.WF.K.3. K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

L.WF.K.3. L. Use conjunctions appropriately in sentences (e.g., and, but, so and because).

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

W.IW.K.2.A. Introduce a topic.

W.IW.K.2.B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others..

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening

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

SL.PE.K.1.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).

SL.PE.K.1.B. Continue a conversation through multiple exchanges.

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

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

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

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

Language

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

L.KL.K.1.A. Use frequently occurring nouns and verbs.

L.KL.K.1.B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

L.KL.K.1.C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.KL.K.1.D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.KL.K.1.E. Produce and expand complete sentences in shared language activities.

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

L.K.1.A. Print many upper- and lowercase letters.

L.K.1.B. Use frequently occurring nouns and verbs.

L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.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.

L.K.2.A. Capitalize the first word in a sentence and the pronoun I L.K.2.B. Recognize and name end punctuation.

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.VL.K.2.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

- L.VL.K.2.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.VI.K.3. C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.VI.K.3. 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.

Interdisciplinary Connections

9.2 Career Awareness

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4 Digital Citizenship

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)..

Computers and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Social Studies/Science/Other

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Reading Skills	Activities
Text Type: Literary Informational	

- Ask and prompt who, what where, when, why and how regarding details of a text
 - Answer when prompted and use key details from the text
 - Ask and answer questions about key details when prompting with who, what, where, when, why and how
 - Determine what key details are in a text
 - Understand what key details are
 - Ask and answer questions about key details, with support
 - Retell a familiar story, putting key details in a sequential order
 - Identify the main topic of a text
 - Retell key details in a text
 - Name or illustrate some of the details about the topic
 - Provide a description of characters in a story using key details.
 - Provide a description of the setting of a story using key details.
 - Provide a description of the major events in a story using key details.
 - Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content
 - Use strategies when faced with an unknown word
 - Identify key illustrations of a story
 - Make clear the relationship between the illustrations and the story or text
 - Describe how the illustrations explain the story or text, with support
 - Compare similarities and differences in character's experiences within a story
 - Discuss similarities and differences between two texts on the same topic
 - Participate in group reading activities
 - Articulate the purpose of the group reading activities
- Model and develop engaging reading habits that lead to reading texts independently
- Recognize that print has meaning and is made up of letters in a specific order
 - Recognize that spaces separate the words
 - Recognize specific words in a sentence or text
 - Name all upper and lower case letters

Who, What, Where, When, Why, and How Chart

Materials:

1. Large chart paper
2. Markers
3. Picture book

Directions:

1. Choose a picture book to read aloud to the class.
2. After reading, draw a chart with columns labeled Who, What, Where, When, Why, and How.
3. With the students, fill in each column with key details from the story, asking questions to prompt their thinking.
4. Review the chart, discussing the importance of each key detail.

Story Sequencing

Materials:

1. Picture book
2. Sentence strips or cards
3. Markers

Directions:

1. Read a familiar story to the students.
2. Write key events from the story on sentence strips or cards.
3. Mix up the strips and have students work together to put them in the correct order.
4. Discuss why the order is important and how it helps us understand the story.

Character Description Drawings

Materials:

1. Drawing paper
2. Crayons
3. Markers
4. Picture book

Directions:

1. Read a story that features a clear and distinct main character.
2. After reading, ask students to describe the character using key details from the story.
3. Have students draw a picture of the character and write (or dictate) a few descriptive words around the drawing.

- Identify and produce rhyming words
- Demonstrate knowledge of syllables in a word
- Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)
- Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds
- Name the sound for each letter in a CVC word and then blend sounds to make a word
- Create new one-syllable words by adding or substituting phonemes
- Identify common high-frequency words by sight in isolation and also in a text
- Compare similarly spelled words by identifying letter sounds that differ
- Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding
- Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on level text fluently with understanding

4. Share and discuss the drawings as a class, focusing on how the illustrations and details describe the character.

Setting Exploration

Materials:

1. Picture book
2. Drawing paper
3. Crayons
4. Markers

Directions:

1. Read a story that has a clear and vivid setting.
2. Discuss the setting with the class, asking questions about where and when the story takes place.
3. Have students draw the setting using details from the story.
4. Share the drawings and discuss how the setting affects the events in the story.

Word Detective

Materials:

1. Picture book
2. Sticky notes
3. Chart paper
4. Markers

Directions:

1. Choose a picture book with some challenging vocabulary.
2. Read the story aloud, pausing at unknown words.
3. Write each unknown word on a sticky note and place it on chart paper.
4. With the students, use context clues and illustrations to determine the meaning of each word. Discuss strategies for understanding new words and how they can be used in other readings.

Rhyming Word Hunt

Materials:

1. Nursery rhymes or rhyming books
2. Paper
3. Crayons

Directions:

1. Read a rhyming book or nursery rhyme to the class.
2. Have students listen for and identify rhyming words as you read.
3. After reading, make a list of rhyming pairs on the board. Have students choose a rhyming pair to illustrate and write the words underneath their picture.

Syllable Clap

Materials:

1. None needed

Directions:

1. Gather students in a circle.
2. Say a word aloud and ask students to clap the syllables as they repeat the word.
3. Repeat with multiple words, varying in syllable count.
4. After practicing, challenge students to count and clap the syllables in their own names or objects around the room.

CVC Word Building

Materials:

1. Letter cards
2. Pocket chart or magnetic board

Directions:

1. Display a set of letter cards on a pocket chart or magnetic board.
2. Choose a consonant-vowel-consonant (CVC) word and build it with the letter cards, saying each sound aloud.
3. Have students blend the sounds together to say the word.
4. Repeat with different CVC words, and then have students practice building words on their own.

High-Frequency Word Bingo

Materials:

1. Bingo cards with high-frequency words
2. Markers or chips

Directions:

1. Create Bingo cards filled with high-frequency words.
2. Call out the words one by one as students cover them on their cards.
3. When a student gets Bingo, have them read the words aloud.
4. Play multiple rounds, switching up the words on the cards.

	Compare and Contrast Characters Materials: 1. Two picture books with distinct characters 2. Venn diagram on chart paper Directions: 1. Read two picture books that feature characters with different traits or experiences. 2. Draw a Venn diagram on chart paper. 3. Work with the students to compare and contrast the characters, filling in the Venn diagram with similarities and differences. 4. Discuss how understanding the characters helps us understand the story.
Writing Skills	Activities
Writing Focus: Opinion writing Shared research writing	
• Express opinion or likes and dislikes about a topic or book • State an opinion or preference • Dictate thinking and/or illustrate ideas and write ideas • Choose self-selected topics • Begin to develop ability to support opinion or preference with a reason • Draw tell, write about topics that is well known • Name what is being written about • Supply additional information about the topic	Express Opinion or Likes and Dislikes About a Topic or Book: Favorite Book Discussion Materials: 1. A selection of picture books 2. Drawing paper 3. Crayons Directions: 1. Read a short picture book aloud. 2. After reading, ask students to draw a picture of their favorite part of the book. 3. Then, have each student share their drawing and explain why they liked that part. State an Opinion or Preference: Favorite Ice Cream Flavor Chart Materials: 1. Ice cream flavor pictures (or cut-out images) 2. Chart paper 3. Glue

- Add details to written stories
- Turn and talk to reflect on writing
- Use writing partners and teacher conferences to strengthen writing
- Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
- Understand their job and how they will contribute to the project from beginning to end
- Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support

Directions:

1. Present different ice cream flavor pictures to the students.
2. Have each child place a sticker or glue a picture next to their favorite flavor on the chart.
3. Discuss the different preferences as a group.

Dictate Thinking and/or Illustrate Ideas and Write Ideas: My Dream Day

Materials:

1. Drawing paper
2. Crayons
3. Pencils

Directions:

1. Have students draw a picture of their dream day.
2. Dictate their ideas to a teacher or helper who writes down their words below the drawing.
3. Encourage students to explain their drawing and what they did during their dream day.

Choose Self-Selected Topics: My Favorite Animal Book

Materials:

1. Animal picture books
2. Drawing paper
3. Crayons

Directions:

1. Allow students to choose a favorite animal picture book from a selection.
2. After reading, have them draw their favorite animal and explain what they learned about it.

Begin to Develop Ability to Support Opinion or Preference with a Reason: Why I Like My Favorite Toy

Materials:

1. Favorite toys or pictures of toys
2. Paper
3. Crayons

Directions:

1. Ask students to bring in or choose a picture of their favorite toy.
2. Have them draw the toy and then dictate or write one reason why they like it.
3. Encourage them to explain their reason to a partner.

Draw, Tell, Write About Topics That Are Well Known: All About My Family

Materials:

1. Drawing paper
2. Crayons
3. Pencils

Directions:

1. Have students draw a picture of their family.
2. Then, ask them to tell the class about their family and write a simple sentence about each family member (e.g., My mom is nice.).

Name What Is Being Written About: Label the Classroom

Materials:

1. Label stickers or markers
2. Chart paper

Directions:

1. Walk around the classroom with the students and identify different objects (e.g., door, window, table).
2. Have students help write or place labels on the objects.
3. Review each label together.

Supply Additional Information About the Topic: My Pet Project

Materials:

1. Pictures of pets
2. Drawing paper
3. Crayons

Directions:

1. Ask students to draw their pet or a pet they would like to have.
2. Have them add details about their pet (e.g., My pet has a big tail or My pet likes to play fetch.) and share this information with the class.

Add Details to Written Stories: My Magical Story

Materials:

1. Story template with pictures and lines for writing
2. Crayons

Directions:

1. Provide students with a story template where they can draw and write about a magical adventure.
2. Encourage them to add details to their story, such as describing characters and settings.

Turn and Talk to Reflect on Writing: Story Sharing Time

Materials:

1. Students' written stories
2. Chairs arranged in pairs

Directions:

1. After students complete their stories, have them sit with a partner and take turns sharing their stories.
2. Guide them to ask each other questions about the details and ideas in their stories.

**Use Writing Partners and Teacher Conferences to Strengthen Writing:
Writing Buddy Review**

Materials:

1. Students' written work
2. Writing checklist

Directions:

1. Pair students with a writing buddy.
2. Have them read each other's work and use a simple checklist to provide feedback (e.g., I like how you described the setting.).
3. Then, have a brief teacher conference with each student to discuss their writing.

**Explore Use of Digital Tools with Peers and Adults to Publish Their Writing:
Digital Story Creation**

Materials:

1. Computers or tablets with story creation software (e.g., Book Creator, Google Slides)

Directions:

1. Introduce students to a simple story creation app.
2. Have them work in pairs or small groups to create a digital story using text and images.
3. Guide them through saving and sharing their digital book with the class.

**Understand Their Job and How They Will Contribute to the Project From
Beginning to End: Classroom Book Project**

Materials:

1. Project plan chart
2. Drawing paper
3. Crayons
4. Writing tools

Directions:

1. Explain to students that they will create a classroom book with each child contributing a page.

	- Discuss each child's role (e.g., drawing, writing a sentence). - Work together to create and assemble the book, with students contributing their individual pages. Use Information Provided and/or Recall Their Own Background Knowledge on the Topic to Answer Research Questions, with Prompting and Support: What Do We Know About Plants? Materials: - Books about plants - Drawing paper - Crayons Directions: - Read a book about plants and discuss what students know about them. - Have students draw a plant and dictate or write facts they learned about plants, such as what plants need to grow.
Speaking and Listening Skills	Activities
Task type: Respond to and interact with peers in small & whole group discussion	
- Participate in a variety of rich structured conversations about grade appropriate topics and texts - Follow agreed upon rules for listening to others and taking turns speaking about topics and texts - Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles) - Ask and answer questions about a text read aloud or information through other media to better student understanding - Practice asking questions for clarification - Use strategies for asking questions that are on a topic - Use strategies for understanding and answering questions asked of them - Describe familiar people - Tell about familiar places - Describe memorable events - Explain familiar events - Report facts and details about an experience	Conversation Circle - Gather students in a circle on the carpet. - Introduce a topic or text for discussion. - Establish rules for listening and taking turns, such as raising a hand to speak and listening quietly when others are speaking. - Begin the conversation by asking a question about the topic or text. - Encourage students to respond, reminding them to take turns and listen to others' ideas. - Continue the discussion, guiding students to stay on topic and ask clarifying questions when needed. Partner Reading and Discussion Materials: - Picture books Directions: - Pair students with a reading buddy. - Provide each pair with a picture book and review asking questions.

- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to add detail
- Express thoughts and feelings and ideas
- Speak audibly to naturally express ideas

3. Have students take turns reading a page of the book/pictures aloud to each other.
4. After reading, guide them to practicing asking and answering questions about the text.
5. Circulate around the room to support students in their discussions and encourage active listening.

Show and Tell

Materials:

1. Student-selected objects
2. Chart paper
3. Markers

Directions:

1. Invite students to bring in a familiar object from home for Show and Tell.
2. Before presenting, help students prepare by practicing describing their object, telling about where they got it, and why it is special to them.
3. During Show and Tell, have each student take turns presenting their object, using their prepared description.
4. Encourage the audience to ask questions, and guide the presenter to answer clearly.
5. After each presentation, write a few key details on chart paper to reinforce active listening.

Story Retelling with Visuals

Materials:

1. Picture book
2. Drawing paper
3. Crayons
4. Markers

Directions:

1. Read a familiar story to the class.
2. Discuss the key events in the story, prompting students to recall details.
3. Have students choose a favorite part of the story to illustrate.
4. Once finished, have students share their drawings with the class, describing the event or detail they illustrated.

5. Display the drawings in sequence to retell the story visually.

Experience Sharing

Directions:

1. Begin by sharing a personal experience with the class, modeling how to describe a memorable event with key details.
2. Invite students to take turns sharing their own experiences, such as a trip to the park or a birthday party.
3. Encourage students to use descriptive language to explain where they were, who was there, and what happened.
4. Allow classmates to ask questions about the shared experiences, and guide the speaker in answering clearly.
5. Reflect on the importance of details when sharing stories.

Question and Answer Game

Materials:

1. Index cards
2. Markers
3. Picture book or short video

Directions:

1. Write simple question prompts (e.g., Who? What? Where? When? Why?) on index cards.
2. Read a picture book or watch a short video clip with the class.
3. Divide the students into small groups and give each group a set of question cards.
4. Have students take turns drawing a card and asking a related question about the story or video.
5. Encourage the group to work together to answer the questions, using details from the text or video.

Describing Familiar People

Materials:

1. Photos of family members
2. Drawing paper
3. Crayons

Directions:

1. Have students bring in or draw a picture of a family member or someone important to them.

2. Guide students in describing the person using descriptive words (e.g., what they look like, what they do, why they are special).
3. Have students share their descriptions with the class, showing the picture or drawing as they speak.
4. Encourage classmates to ask questions about the person, and guide the presenter in answering with more details.

My Favorite Place

Materials:

1. Drawing paper
2. Crayons
3. Markers

Directions:

1. Ask students to think about their favorite place to visit, such as a park, a relative's house, or a vacation spot.
2. Have students draw a picture of their favorite place, including as many details as possible.
3. After drawing, ask students to share their picture with the class, describing what the place is like and why they enjoy it.
4. Guide classmates to ask questions about the place, helping the presenter to provide additional details.

Feelings Chart

Materials:

1. Chart paper
2. Markers
3. Emotion pictures or emoji cutouts

Directions:

1. Begin by discussing different emotions with the class (happy, sad, excited, scared, etc.).
2. Create a chart with different emotion categories and display pictures or emojis that represent each feeling.
3. Read a story or watch a short video with the class.
4. Afterward, ask students how the characters might have felt during different parts of the story.
5. Add these emotions to the chart, encouraging students to explain why the characters felt that way.

	6. Have students share a time when they felt the same way, describing the situation in detail.
Language Skills	Activities
Skill focus: Demonstrate command of standard English grammar and mechanics when writing or speaking	
• Utilize formal grammar and usage of spoken and written standard English • Distinguish between upper and lower case letters • Print a variety upper- and lowercase letters • Use frequently occurring nouns and verbs correctly • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) • Understand and use question words (e.g., who, what, where, when, why, how) appropriately • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) • Produce and expand complete sentences in shared language activities • Knows how to write a sentence • Demonstrate convention in one's own writing: capitalization • Demonstrate convention in one's own writing: end punctuation • Demonstrate convention: produce phonemes in one's own writing • Demonstrate convention: show understanding of basic phonics when writing • Identify new meanings for familiar words • Apply new meanings to familiar words accurately • Use frequently occurring affixes as clues to define unknown words • Explore word relationships and nuances in word meanings • Connect words to real-life situations • Explore variations of verbs • Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking	Upper and Lowercase Letter Sorting Materials: 1. Alphabet flashcards (upper- and lowercase letters) 2. Sorting mats labeled "Uppercase" and "Lowercase" 3. Bins or trays Directions: 1. Provide students with a set of mixed upper- and lowercase alphabet flashcards. 2. Have students sort the cards onto the correct mats labeled "Uppercase" and "Lowercase." 3. Once sorted, ask students to say the name of each letter and its sound. 4. Encourage students to print a few of the sorted letters on paper, focusing on proper formation. Noun and Verb Match-Up Materials: 1. Picture cards of common nouns (e.g., dog, cat, apple) 2. Action cards depicting verbs (e.g., run, jump, eat)Chart paper and markers Directions: 1. Introduce students to nouns and verbs by showing picture and action cards. 2. Have students match each noun card with a corresponding verb card (e.g., "dog" with "run"). 3. Discuss how these words work together in sentences.

4. On chart paper, create simple sentences using the matched noun and verb pairs, and have students read the sentences aloud.

Plural Noun Practice

Materials:

1. Picture cards with singular nouns (e.g., cat, bus, box)
2. Sticky notes or small cards with "/s/" and "/es/"
3. Pocket chart or table

Directions:

1. Show students picture cards with singular nouns.
2. Discuss how we make most nouns plural by adding "/s/" or "/es/" to the end.
3. Have students take turns placing the correct sticky note ("/s/" or "/es/") next to each picture card to form the plural.
4. Practice saying the singular and plural forms aloud, reinforcing the pronunciation.

Question Word Q&A

Materials:

1. Question word cards (e.g., who, what, where, when, why, how)
2. Picture prompts or storybooks
3. Large paper or whiteboard

Directions:

1. Introduce students to question words by showing the cards and discussing their meanings.
2. Use picture prompts or a short storybook to ask questions using these words (e.g., "Who is in the picture?", "What is happening?").
3. Write the questions on large paper or a whiteboard, highlighting the question word.
4. Have students practice forming their own questions using the question words and discuss the answers as a group.

Preposition Playground

Materials:

1. Small objects or toys (e.g., toy animals, blocks)
2. Preposition cards (e.g., to, from, in, out, on, off, for, of, by, with)
3. Small boxes or trays

Directions:

1. Introduce students to prepositions using the preposition cards.
2. Set up small scenes with toys or objects and ask students to describe where the objects are using prepositions (e.g., "The cat is *in* the box").
3. Encourage students to move the objects around and use different prepositions to describe their new positions.
4. Practice writing sentences that include prepositions, reinforcing their correct usage.

Sentence Building with Word Cards

Materials:

1. Word cards (nouns, verbs, adjectives, articles, prepositions)
2. Sentence strips or pocket chart
3. Markers

Directions:

1. Provide students with a set of word cards.
2. Guide them to build simple sentences using the cards, focusing on producing complete sentences.
3. Display the sentences on sentence strips or a pocket chart.
4. Have students read their sentences aloud, making sure they understand how each word functions in the sentence.

Sentence Writing with Punctuation Practice

Materials:

1. Lined paper
2. Pencils
3. Sentence starters (e.g., "I see...", "The dog...")
4. Punctuation stamps or stickers (periods, question marks, exclamation points)

Directions:

1. Provide students with sentence starters and guide them to complete the sentences.
2. Emphasize the importance of capitalization at the beginning and appropriate punctuation at the end of each sentence.
3. Allow students to use punctuation stamps or stickers to complete their sentences.

4. Review the sentences together, focusing on correct punctuation and capitalization.

Phonics Sound Hunt

Materials:

1. Picture cards or objects representing different phonemes
2. Letter cards or alphabet chart
3. Paper and crayons

Directions:

1. Show students picture cards or objects that represent different phonemes.
2. Discuss the beginning sounds of each word and match them to the correct letter card or alphabet chart.
3. Encourage students to write the beginning sound of each word and draw a picture of the object.
4. Review the phonemes together, reinforcing sound-letter correspondence.

Vocabulary Connection Web

Materials:

1. Large paper or whiteboard
2. Markers
3. Picture cards or word cards

Directions:

1. Introduce a new vocabulary word and discuss its meaning.
2. Create a word web on the large paper or whiteboard, with the vocabulary word in the center.
3. Ask students to think of related words, synonyms, or real-life connections to the word and add them to the web.
4. Discuss how the words are connected and how they can be used in different contexts.

Verb Variation Game

Materials:

1. Verb cards with illustrations (e.g., run, jump, sing)
2. Sentence strips
3. Pencils and paper

Directions:

1. Show students verb cards with illustrations and discuss how verbs describe actions.
2. Have students act out different verbs from the cards and describe what they are doing.
3. Write sentences on sentence strips using the verbs, and ask students to suggest variations or related verbs (e.g., "run" to "sprint").
4. Practice writing new sentences with the varied verbs, reinforcing the understanding of verb use.

Affix Word Building

Materials:

1. Root word cards (e.g., play, care, happy)
2. Affix cards (e.g., un-, re-, -ful, -ness)
3. Paper and pencils

Directions:

1. Introduce students to the concept of prefixes and suffixes by showing the affix cards.
2. Pair root word cards with appropriate affix cards to create new words (e.g., "play" + "ful" = "playful").
3. Discuss the meaning of the new words and how the affix changes the word's meaning.
4. Have students write sentences using the newly created words, ensuring they understand the meaning in context.

Real-Life Word Connections

Materials:

1. Picture cards of common objects or actions
2. Word cards with corresponding vocabulary
3. Sentence strips or pocket chart

Directions:

1. Show students picture cards of common objects or actions and discuss the vocabulary that describes them.
2. Encourage students to connect the words to their own experiences or real-life situations (e.g., "This is a *bike*; I ride my bike to the park").
3. Write sentences using the vocabulary and display them on sentence strips or a pocket chart.

	4. Have students share their connections with the class, reinforcing the meaning and usage of the words.
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Assessments

Formative Assessment - Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

- observation
- student participation
- questioning
- journal responses
- discussion
- anecdotal notes
- letter formation on white boards
- sound awareness on magnetic boards
- ability to identify letter-sound in daily activities

Summative Assessment - Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

- Match lower/lowercase, upper/uppercase, and lower/uppercase letters
- Name letters
- Letter/Sound correspondence
- Rhyming words - identify and produce
- Identify number of syllables in a word
- Draw/Label a favorite person, place, animal, food, etc.
- Demonstrate preposition words with manipulatives
- Sort common objects
- Identify - front cover, back cover, and title page
- Tell what the author and illustrator do
- Identify and ask a question

Resources

Mentor Texts

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle
- *The Very Hungry Caterpillar* by Eric Carle
- *Where the Wild Things Are* by Maurice Sendak

Websites

<http://readingandwritingproject.org/>
http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

● <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. and John Archambault ● <i>The Snowy Day</i> by Ezra Jack Keats ● <i>Llama Llama Red Pajama</i> by Anna Dewdney ● <i>If You Give a Mouse a Cookie</i> by Laura Numeroff ● <i>Goodnight Moon</i> by Margaret Wise Brown ● <i>Pete the Cat: I Love My White Shoes</i> by James Dean and Eric Litwin ● <i>Frog and Toad Are Friends</i> by Arnold Lobe ● <i>Knuffle Bunny</i> by Mo Willems ● <i>The Relatives Came</i> by Cynthia Rylant ● <i>Jamaica's Find</i> by Juanita Havill ● <i>The Kissing Hand</i> by Audrey Penn ● <i>Owen</i> by Kevin Henkes ● <i>A Chair for My Mother</i> by Vera B. Williams ● <i>Last Stop on Market Street</i> by Matt de la Peña ● <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst ● <i>The Snowy Day</i> by Ezra Jack Keats ● <i>If You Give a Pig a Pancake</i> by Laura Numeroff	http://www.sightwords.com/ https://fcrr.org/student-center-activities/kindergarten-and-first-grade www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://readingandwritingproject.org/ http://www.schrockguide.net/ http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.nwp.org/cs/public/print/resource_topic/teaching_writing http://www.seymoursimon.com/index.php/blog/
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Support/Accommodations for Students with IEPs ● Follow all IEP modifications ● Work in a small group ● Solidify and refine concepts through repetition ● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	Support/Accommodations for Students with 504 Plans ● Follow all the 504 plan modifications ● Text to speech/audio recorded selections ● Amplification system as needed ● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
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Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

Unit 4: Exploring Texts and Language**Unit Goal:**

In this unit, Kindergarten students will embark on a foundational journey into literacy, focusing on key elements of reading, writing, speaking, and listening. Through engaging with various texts, they will learn to identify key details, comprehend the relationship between text and illustrations, and develop phonemic awareness and phonics skills. Students will practice writing complete sentences with correct punctuation and capitalization while exploring effective communication in both collaborative discussions and individual expression. This unit aims to build essential literacy skills that will support students in becoming confident and competent readers, writers, and communicators.

Duration: 9 weeks

Essential Questions:

- How do illustrations help us understand stories and informational texts?
- What are the key details that help us understand the main ideas in a text?
- How can we use our knowledge of letters and sounds to read and write words?
- In what ways can we effectively communicate our ideas and respond to others?
- Why is it important to follow conventions of writing, such as punctuation and capitalization?

Enduring Understandings:

- Recognizing how illustrations complement and enhance the understanding of both literary and informational texts helps build comprehension skills.
- Developing skills in phonemic awareness and phonics is crucial for decoding words and building reading fluency.
- Engaging in clear, structured communication and collaboration is key to expressing ideas and understanding others in both speaking and writing.
- Using standard language conventions (like punctuation, capitalization, and spelling) correctly ensures that writing is readable and makes sense to others.

NJSLS:

Reading

- RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- L.VL.K.2. With prompting and support, ask and answer questions to help 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.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.MF.K.6. 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.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
0. Actively engage in group reading activities with purpose and understanding.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.A. Follow words from left to right, top to bottom, and page by page.

L.RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.

L.RF.K.1.C. Understand that words are separated by spaces in print.

L.RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.

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

L.RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.

L.RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.

L.RF.K.2.D. Orally repeat multi-syllable words and pronounce the separate syllables.

L.RF.K.2.E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

L.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 words and grade level irregular words with automaticity.

D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Writing

L.WF.K.1. Demonstrate command of the conventions of writing.

L.WF.K.1.A. Match upper and lowercase letters.

L.WF.K.1.B. Write upper and lowercase letters, with reference to a model.

L.WF.K.1.C. Write left to right and include a space between words.

L.WF.K.1.D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

L.WF.K.1.E. Write a common grapheme (letter or letter group) for each phoneme.

L.WF.K.1.F. Orally segment all the phonemes in any single syllable, spoken word.

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

L.WF.K.2. A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).

L.WF.K.2. B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

L.WF.K.2.C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

L.WF.K.2.D. Writing frequently used words accurately.

- L.WF.K.2.E. Attempting phonetic spellings of unknown words.
- L.WF.K.2.F. Writing initial and final consonant blends (must, slab, plump).
- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - L.WF.K.3. A. Repeat a sentence, identifying how many words are in the sentence.
 - L.WF.K.3. B. Write simple sentences.
 - L.WF.K.3. C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - L.WF.K.3. D. Use end punctuation.
 - L.WF.K.3. E. Use manipulatives or digital tools to construct complete sentences.
 - L.WF.K.3. F. Write sentences with increasing complexity.
 - L.WF.K.3. G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - L.WF.K.3. H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - L.WF.K.3. I. With support, distinguish between a complete sentence and a sentence fragment.
 - L.WF.K.3. J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - L.WF.K.3. K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - L.WF.K.3. L. Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
 - W.NW.K.3.A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - W.NW.K.3.B. Provide limited details of experiences, events, or characters.
 - W.NW.K.3.C. Provide a reaction to the experiences or events.
- W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - SL.PE.K.1. 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).
 - SL.PE.K.1. B. Continue a conversation through multiple exchanges.
- SL.II.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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- L.KL.K.1.A. Use frequently occurring nouns and verbs.
 - L.KL.K.1.B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
 - L.KL.K.1.C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - L.KL.K.1.D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - L.KL.K.1.E. Produce and expand complete sentences in shared language activities.
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1.A. Print many upper- and lowercase letters.
 - L.K.1.B. Use frequently occurring nouns and verbs.
 - L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - L.K.1.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.
- L.K.2.A. Capitalize the first word in a sentence and the pronoun I
 - L.K.2.B. Recognize and name end punctuation.
 - L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VL.K.2.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - L.VL.K.2.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.VI.K.3. C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - L.VI.K.3. 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.

Interdisciplinary Connections

9.2 Career Awareness

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4 Digital Citizenship

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)..

Computers and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Social Studies/Science/Other

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Reading Skills

Text Type:
Literary
Informational

- Ask and prompt who, what where, when, why and how regarding details of a text
- Answer when prompted and use key details from the text
- Ask and answer questions about key details when prompting with who, what, where, when, why and how
- Determine what key details are in a text
- Understand what key details are
- Ask and answer questions about key details, with support
- Retell a familiar story, putting key details in a sequential order
- Identify the main topic of a text
- Retell key details in a text
- Name or illustrate some of the details about the topic

Picture-Text Match-Up

Materials:

1. Picture books with clear illustrations
2. Large chart paper or a whiteboard
3. Markers

Directions:

1. Choose a picture book with simple text and clear illustrations.
2. Read the story aloud to the class, showing the pictures as you go.
3. Pause at key points and ask students to describe how the illustrations relate to the text (e.g., "What is this picture showing? How does it match what we just read?").

- Explain two individuals, events, ideas or information are linked together
- Describe how the individuals or ideas are the same or different
- Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content
- Use strategies when faced with an unknown word
- Identify key illustrations of a story
- Make clear the relationship between the illustrations and the story or text
- Describe how the illustrations explain the story or text, with support
- Develop ability to recognize the reasons an author gives to support points in the text
- Compare similarities and differences in character's experiences within a story
- Discuss similarities and differences between two texts on the same topic

4. On chart paper or a whiteboard, write down the students' descriptions of the illustrations and their connections to the text.
5. Review the connections as a class, reinforcing the idea that pictures help us understand the story.

Author's Reasons Exploration

Materials:

1. Short informational texts or picture books
2. Sticky notes or index cards
3. Chart paper and markers

Directions:

1. Select an informational text that presents simple facts or arguments.
2. Read the text aloud, pausing to discuss the main points the author is making.
3. Ask students to think about why the author might be making these points.
4. With prompting, have students identify the reasons the author gives to support their points (e.g., "Why does the author say it's important to brush your teeth?").
5. Write these reasons on sticky notes or index cards and place them on a chart for the class to see.

Story Compare and Contrast

Materials:

1. Two picture books on the same topic (e.g., two different versions of "Cinderella")
2. Venn diagram template
3. Markers or crayons

Directions:

1. Read two picture books that share a common theme or topic.
2. After reading, discuss the similarities and differences between the two stories (e.g., characters, settings, illustrations).
3. Introduce the Venn diagram and explain how it can help us compare and contrast the stories.
4. As a class, fill in the Venn diagram with the similarities and differences.
5. Display the completed Venn diagram and review the findings with the students.

Informational Text Compare and Contrast

Materials:

1. Two simple informational texts on the same topic (e.g., "Animals in the Zoo" and "Wild Animals")
2. Chart paper divided into two columns
3. Markers

Directions:

1. Read the two informational texts aloud to the class.
2. Discuss the key details presented in each text (e.g., facts about animals in the zoo vs. wild animals).
3. Create a chart with two columns, one for each text.
4. With prompting, have students identify similarities and differences between the two texts and list them on the chart.
5. Review the chart as a class, discussing what was learned from each text.

Key Details Q&A in Literary Text

Materials:

1. A picture book with a clear narrative
2. Question cards (e.g., who, what, where, when, why, how)
3. Chart paper or a whiteboard

Directions:

1. Read a picture book aloud to the class, emphasizing key details in the story.
2. After reading, use the question cards to ask about the key details (e.g., "Who is the main character?", "What did they do?").
3. Write the answers on chart paper or a whiteboard, organizing the details by question type.
4. Review the answers with the class, reinforcing the importance of understanding the key details in a story.

Key Details Q&A in Informational Text

Materials:

1. An informational text with clear facts or details
2. Question cards (e.g., who, what, where, when, why, how)
3. Chart paper or a whiteboard

Directions:

1. Read the informational text aloud, focusing on key details.
2. After reading, use the question cards to ask about the key details in the text (e.g., "What is this text about?", "Where do these animals live?").
3. Write the answers on chart paper or a whiteboard, organizing the details by question type.
4. Discuss the answers with the class to ensure understanding of the text.

Group Reading with Purpose

Materials:

1. A short storybook or informational text
2. Reading pointers (e.g., small sticks or fingers)
3. Large chart paper or a whiteboard

Directions:

1. Choose a short story or informational text for group reading.
2. Explain the purpose of the reading (e.g., to learn about animals, to understand a story's lesson).
3. Have students use reading pointers to follow along as you read aloud.
4. After reading, engage the students in a discussion about the purpose of the text and what they learned.
5. Write down the key points of the discussion on chart paper or a whiteboard.

Print Awareness Practice

Materials:

1. Large print books or big books
2. Sentence strips with simple sentences
3. Pointers or fingers

Directions:

1. Choose a large print book with simple text and read it aloud to the class.
2. As you read, use a pointer to follow the text from left to right, top to bottom.
3. Point out how words are separated by spaces and how sentences begin with a capital letter and end with punctuation.
4. After reading, provide students with sentence strips and have them practice reading from left to right, pointing to each word as they read.

Syllable Counting Fun

Materials:

1. Picture cards with familiar objects (e.g., apple, elephant, cat)
2. Clapping hands or rhythm sticks
3. Syllable counting mat

Directions:

1. Show students picture cards of familiar objects and say the word aloud.
2. Have students clap their hands or tap rhythm sticks to count the syllables in each word (e.g., “ap-ple” has two syllables).
3. Place the picture card on the syllable counting mat, according to the number of syllables.
4. Repeat with different words, reinforcing the concept of syllables.

Phonics and Word Analysis

Materials:

1. Letter cards or magnetic letters
2. Simple decodable texts
3. Whiteboards and markers

Directions:

1. Introduce a new letter-sound correspondence using letter cards.
2. Practice blending sounds together to form simple words (e.g., "c-a-t").
3. Provide students with decodable texts that reinforce the phonics skill.
4. Have students read the text aloud, applying their phonics knowledge to decode the words.
5. After reading, ask students to write a few of the words they decoded on whiteboards.

Sentence Writing Practice

Materials:

1. Lined paper
2. Pencils
3. Sentence starters (e.g., "I like...", "The dog...")

Directions:

1. Provide students with a sentence starter and model how to complete it with a simple sentence.

	- Discuss the importance of capitalizing the first word, leaving spaces between words, and ending with the correct punctuation. - Have students write their own sentences using the sentence starter. - Review their work, checking for correct capitalization, spacing, and punctuation. Writing with Purpose Materials: - Drawing paper - Crayons or markers - Writing paper Directions: - Ask students to think about a favorite activity or experience. - Have them draw a picture of the activity or experience on the drawing paper. - After drawing, prompt students to write a sentence or two about their picture (e.g., "I went to the park"). - Provide support as needed, emphasizing the purpose of writing to convey a message. - Share the drawings and writing with the class, reinforcing the idea that writing carries meaning.
Writing Skills	Activities
Writing Focus: Opinion writing Narrative writing Shared research/writing	
- Express opinion or likes and dislikes about a topic or book - State an opinion or preference - Dictate thinking and/or illustrate ideas and write ideas - Choose self-selected topics - Begin to develop ability to support opinion or preference with a reason - Tell, draw and write a story about something that happened - Show what happens first	My Favorite Book Materials: - Storybooks - Drawing paper - Crayons or markers - Pencils Directions: - Read a storybook aloud to the class.

- Put the pages in order
- Tell what happens last
- Add details to written stories
- Turn and talk to reflect on writing
- Use writing partners and teacher conferences to strengthen writing
- Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
- Understand their job and how they will contribute to the project from beginning to end
- Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support

2. Ask students to think about whether they liked or disliked the book and why.
3. Have students draw a picture of their favorite part of the book.
4. Students dictate their opinion to the teacher or write a simple sentence about why they liked or didn’t like the book.
5. Share drawings and opinions with the class.

Opinion Picture

Materials:

1. Drawing paper
2. Crayons or markers
3. Pencils

Directions:

1. Ask students to choose their favorite food, toy, or activity.
2. Have them draw a picture of their choice.
3. Students dictate or write a sentence stating their preference (e.g., "I like pizza because it is yummy").
4. Display the pictures and sentences on a classroom bulletin board.

Story Sequencing

Materials:

1. Picture cards depicting different events in a story
2. Scissors
3. Glue
4. Paper

Directions:

1. Give each student a set of picture cards showing events from a familiar story.
2. Have them cut out the pictures and arrange them in the correct order.
3. Glue the pictures onto a sheet of paper in sequence.
4. Students dictate or write a sentence under each picture to describe what is happening.
5. Review the story sequence as a class.

Adding Story Details

Materials:

1. Story starters (e.g., “Once upon a time, there was a...”)
2. Drawing paper

3. Crayons or markers
4. Pencils

Directions:

1. Provide each student with a story starter.
2. Ask them to draw a picture and add details to the story.
3. Students dictate or write additional sentences to expand the story, focusing on what happens next.
4. Share the completed stories with writing partners for feedback.

Turn and Talk

Materials:

- None

Directions:

1. After a writing activity, pair students up with a partner.
2. Have them "turn and talk" about their writing, discussing what they liked about their work and what they could improve.
3. Encourage students to ask each other questions about their stories and provide positive feedback.

Digital Publishing

Materials:

1. Computers or tablets
2. Keyboard
3. Word processing software or a simple publishing program

Directions:

1. Teach students basic keyboard skills, including how to log in to a program.
2. Guide them in typing a short sentence or story they have written.
3. Allow students to experiment with adding simple digital illustrations to their work.
4. Show them how to print or save their work digitally to share with the class.

Research Questions

Materials:

1. Non-fiction books or online resources
2. Drawing paper
3. Crayons or markers

	4. Pencils Directions: 1. Choose a simple topic (e.g., animals, weather) and provide related non-fiction books or digital resources. 2. Ask students to recall what they already know about the topic and share it with the class. 3. With guidance, students will think of a question they want to answer (e.g., "What do bears eat?"). 4. Have them look for the answer in the resources provided and draw or write what they found out. 5. Students share their findings with the class.
Speaking and Listening Skills	Activities
Task type: Respond to and interact with peers in small & whole group discussion	
• Participate in a variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles) • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience	Talking Circle Materials: 1. Talking stick or object 2. Picture book or topic card Directions: 1. Gather students in a circle and explain the rules of the "Talking Circle." Only the person holding the talking stick can speak. 2. Begin by reading a picture book or introducing a topic card. 3. Pass the talking stick around the circle. Each student takes a turn sharing their thoughts about the book or topic. 4. Encourage students to listen carefully and build on what others have said when it's their turn. Buddy Reading Materials: 1. Age-appropriate books 2. Buddy reading partners (pairs of students) Directions:

- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to add detail
- Express thoughts and feelings and ideas
- Speak audibly to naturally express ideas

1. Pair students and give each pair a book to read together.
2. Instruct one student to read a page while the other listens, then switch roles.
3. After reading, the buddies discuss the story by asking each other questions about the plot, characters, or setting.
4. Guide them in taking turns speaking and listening, reinforcing the rules of respectful conversation.

Question Detective

Materials:

1. Picture book or short video
2. Question cards with prompts (e.g., "Who?", "What?", "Where?", "Why?", "How?")

Directions:

1. Read a picture book aloud or show a short video clip to the class.
2. Hand out question cards to students or groups of students.
3. Encourage students to use their question card to ask a question related to the story or video.
4. After a question is asked, allow other students to answer and discuss.
5. Rotate the question cards so every student has a chance to ask a different type of question.

Describe & Draw

Materials:

1. Whiteboards and markers or drawing paper and crayons
2. Pictures of familiar people, places, or events

Directions:

1. Show students a picture of a familiar person, place, or event.
2. Ask them to describe what they see using complete sentences (e.g., "This is a picture of the park where I play.").
3. After the description, ask students to draw what they just described.
4. Encourage students to share their drawings with the class and explain their pictures.
5. Reinforce speaking audibly and using descriptive language.

Event Reporter

Materials:

1. Microphone (real or pretend)

2. Event picture cards or memory prompts

Directions:

1. Choose a student to be the "Event Reporter" for the day.
2. Give the reporter a picture card depicting a memorable event (e.g., birthday party, trip to the zoo).
3. Ask the reporter to describe the event, including details like what happened first, who was there, and how they felt.
4. Allow other students to ask follow-up questions, and the reporter should answer using complete sentences.
5. Rotate roles so each student has a turn being the reporter.

Show & Tell with Visuals

Materials:

1. Personal items or photos from home
2. Drawing materials or printed images

Directions:

1. Ask students to bring an item or a photo from home that has personal significance.
2. In small groups or as a class, have each student show their item or photo and describe its importance.
3. Encourage them to use clear language to explain why it's special, what it reminds them of, and any related stories.
4. As they present, guide them in using drawings or other visual aids to add detail to their presentation.

Feelings Circle

Materials:

1. Emotion cards (happy, sad, excited, etc.)
2. Mirror (optional)

Directions:

1. Begin with a discussion on different emotions and how we express them.
2. Pass around emotion cards, and ask students to choose one that reflects how they are feeling or have felt recently.
3. Each student takes a turn sharing why they chose that emotion and describes a time they felt that way.
4. Encourage them to use expressive language and speak audibly.

	5. The mirror can be used to help students practice showing different emotions on their faces as they speak. Group Project Presentation Materials: 1. Poster boards, markers, craft materials 2. Visual aids (pictures, drawings, etc.) Directions: 1. Divide students into small groups and assign a simple project topic (e.g., seasons, animals, favorite books). 2. Provide materials for creating a poster or visual display related to their topic. 3. Guide each group in discussing how to organize their presentation and what details to include. 4. Each group takes turns presenting their project to the class, with each member contributing to the explanation. 5. After the presentation, the audience can ask questions, and the group should respond.
Language Skills	Activities
Skill focus: • Demonstrate command of standard English grammar and mechanics when writing or speaking	
• Utilize formal grammar and usage of spoken and written standard English • Distinguish between upper and lower case letters • Print a variety upper- and lowercase letters • Use frequently occurring nouns and verbs correctly • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) • Understand and use question words (e.g., who, what, where, when, why, how) appropriately • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) • Produce and expand complete sentences in shared language	Upper and Lower-Case Letter Hunt Materials: 1. Alphabet flashcards (both upper and lower case) 2. Chart paper 3. Markers Directions: 1. Spread out the alphabet flashcards on the floor or a table. 2. Ask the students to find and pick up a specific letter (e.g., “Find all the uppercase A’s”). 3. Have students write the letter on chart paper in both upper and lower case.

activities

- Write a sentence
- Demonstrate convention in one's own writing: capitalization
- Demonstrate convention in one's own writing: end punctuation
- Demonstrate convention: produce phonemes in one's own writing
- Demonstrate convention: show understanding of basic phonics when writing
- Identify new meanings for familiar words
- Apply new meanings to familiar words accurately
- Use frequently occurring affixes as clues to define unknown words
- Explore word relationships and nuances in word meanings
- Connect words to real-life situations
- Explore variations of verbs
- Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking

4. Discuss the differences between the upper and lower case letters with the class.

Letter Printing Practice

Materials:

1. Paper
2. Pencils
3. Alphabet tracing sheets (with both upper and lower case letters)

Directions:

1. Distribute tracing sheets and paper to each student.
2. Demonstrate how to trace upper and lower case letters on the board.
3. Have students trace the letters on their sheets and then try printing them independently.
4. Walk around and provide support as needed, ensuring correct formation.

Nouns and Verbs Sorting Game

Materials:

1. Noun and verb cards (pictures or words)
2. Sorting mats (Nouns, Verbs)

Directions:

1. Show the students noun and verb cards.
2. Ask students to sort the cards into the correct mat (Nouns or Verbs).
3. Discuss with the class why each word is a noun or a verb.
4. Use examples from the class to practice forming sentences with the nouns and verbs.

Plural Noun Practice

Materials:

1. Plural noun flashcards (e.g., dog/dogs, wish/wishes)
2. Chart paper
3. Markers

Directions:

1. Show the students singular and plural noun flashcards.
2. Have students practice saying the plural form of each noun.
3. Write the singular and plural forms on the chart paper as a class.

4. Ask students to come up with their own examples and add them to the chart.

Question Words Exploration

Materials:

1. Question word flashcards (who, what, where, when, why, how)
2. Picture cards (showing various scenarios)

Directions:

1. Show the students the question word flashcards.
2. Ask students to match each question word to a picture card and discuss the appropriate question.
3. Practice creating and answering questions using the pictures and question words.
4. Engage in a class discussion using different question words.

Preposition Adventure

Materials:

1. Small toys or objects (e.g., toy animals, blocks)
2. Preposition cards (to, from, in, out, on, off, for, of, by, with)
3. A play mat or large sheet of paper

Directions:

1. Place the objects on the play mat or large paper.
2. Use the preposition cards to give directions (e.g., "Put the toy on the mat").
3. Have students follow the directions and describe the location of objects using prepositions.
4. Discuss the prepositions and their meanings with the class.

Complete Sentence Building

Materials:

1. Sentence strips with missing words
2. Word cards (nouns, verbs, adjectives)
3. Paper and pencils

Directions:

1. Provide students with sentence strips that have missing words.
2. Ask students to choose words from the word cards to complete the sentences.

3. Have students read their completed sentences aloud.
4. Discuss the sentences and their structure as a class.

Sentence Writing Practice

Materials:

1. Writing paper
2. Pencils
3. Sentence prompts (e.g., “I like to...”)

Directions:

1. Give students a sentence prompt.
2. Guide students to write a complete sentence based on the prompt.
3. Encourage students to read their sentences aloud.
4. Provide feedback on sentence structure, capitalization, and punctuation.

Capitalization and Punctuation Practice

Materials:

1. Sentences with missing capitalization and punctuation
2. Paper
3. Pencils

Directions:

1. Distribute sentences with missing capitalization and punctuation to students.
2. Have students correct the sentences by adding capitals and end punctuation.
3. Review the corrected sentences as a class and discuss the rules for capitalization and punctuation.
4. Reinforce learning through additional practice sentences.

Phoneme Production Practice

Materials:

1. Phoneme cards (showing different sounds)
2. Paper and pencils

Directions:

1. Show students phoneme cards and demonstrate the sounds.

2. Ask students to write down the phonemes they hear from the cards.
3. Have students create simple words using the phonemes.
4. Discuss the phonemes and their use in words.

Phonics and Spelling Convention Activity

Materials:

1. Word lists with simple phonics patterns
2. Paper
3. Pencils

Directions:

1. Provide students with a list of words that follow specific phonics patterns.
2. Ask students to spell the words and write them in sentences.
3. Review the sentences and discuss the phonics patterns used.
4. Practice additional words with similar patterns.

Meaning Exploration with Familiar Words

Materials:

1. Word cards with multiple meanings (e.g., duck, bat)
2. Pictures illustrating different meanings

Directions:

1. Show students the word cards and corresponding pictures.
2. Discuss the different meanings of each word.
3. Have students use the words in sentences that reflect their different meanings.
4. Review and discuss the sentences as a class.

Affix Clues Activity

Materials:

1. Word cards with common affixes (-ed, -s, -ing)
2. Paper and pencils

Directions:

1. Show students word cards with common affixes.
2. Explain how affixes can change the meaning of a word.

3. Provide examples and have students use affixes to create new words.
4. Practice using the affixed words in sentences.

Word Relationship Exploration

Materials:

1. Word pairs with related meanings (e.g., happy/joyful, walk/march)
2. Paper and pencils

Directions:

1. Present students with word pairs and discuss their relationships.
2. Have students draw or write about the connections between the words.
3. Share and discuss the connections as a class.
4. Practice using the words in sentences to show their relationships.

Real-Life Word Connections

Materials:

1. Pictures of everyday situations
2. Word cards

Directions:

1. Show pictures depicting everyday situations.
2. Have students match words to the situations depicted in the pictures.
3. Discuss how the words are used in real-life contexts.
4. Encourage students to use the words in sentences related to the pictures.

Verb Variation Activity

Materials:

1. Verb cards with different actions (e.g., walk, march, run)
2. Paper and pencils

Directions:

1. Introduce students to different verbs and their variations.
2. Ask students to act out the verbs and discuss their different meanings.
3. Have students write sentences using the verbs to show their variations.

4. Review and discuss the sentences as a class.

Vocabulary Usage in Communication

Materials:

1. Vocabulary word cards
2. Paper and pencils

Directions:

1. Introduce new vocabulary words to the students.
2. Ask students to use the words in sentences, both in writing and speaking.
3. Encourage students to share their sentences with the class.
4. Provide feedback on how effectively the words are used in communication.

Assessments

Formative Assessments

- Key Details Questioning (Literary Texts)
- Key Details Questioning (Informational Texts)
- Retelling Familiar Texts
- Identifying Main Topic and Key Details
- Describing Connections in Texts
- Clarifying Unknown Words
- Matching Illustrations to Story Moments
- Identifying Reasons for Author's Points
- Comparing Literary Texts
- Comparing Informational Texts
- Engaging in Group Reading Activities
- Print Features Recognition
- Phoneme Counting and Blending
- Phonics Skills Application
- Decoding and Encoding Words
- Writing Conventions Practice

- Sentence Composition Practice
- Drawing and Writing to Compose Opinion Pieces
- Narrating Experiences or Events
- Writing to Convey a Message
- Generating Questions for Research
- Gathering Information from Sources
- Engaging in Regular Writing and Drawing Tasks
- Collaborative Conversations
- Describing Familiar People and Events
- Adding Visual Displays to Descriptions
- Expressing Thoughts Clearly
- Using Frequently Occurring Nouns and Verbs
- Forming Regular Plural Nouns
- Using Question Words and Prepositions
- Producing Complete Sentences

Summative Assessments

- Comprehensive Key Details Assessment (Literary and Informational Texts)
- Central Message and Main Topic Identification
- Detailed Retelling of Literary Texts
- In-Depth Analysis of Text Connections
- Vocabulary Meaning and Affix Use
- Illustration and Text Relationship Analysis
- Author's Reason Identification
- Comparative Analysis of Texts on Same Topic
- Automaticity in Reading Decodable Texts
- Command of Writing Conventions
- Spelling and Phonetic Accuracy
- Complete Sentence Construction
- Elaborate Opinion Pieces and Narratives
- Effective Research-Based Writing
- Clear and Purposeful Communication

Resources

Mentor Texts Literary Texts: • “Where the Wild Things Are”* by Maurice Sendak • “The Very Hungry Caterpillar” by Eric Carle • <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. and Eric Carle • <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. and John Archambault • <i>If You Give a Mouse a Cookie</i> by Laura Numeroff • <i>Dear Zoo</i> by Rod Campbell • <i>Green Eggs and Ham</i> by Dr. Seuss • <i>Bear Books Series</i> by Karma Wilson and Jane Chapman • <i>Pete the Cat: I Love My White Shoes</i> by James Dean and Eric Litwin • <i>We're All Wonders</i> by R.J. Palacio • <i>Spot Goes to the Farm</i> by Eric Hill • <i>Llama Llama Red Pajama</i> by Anna Dewdney • <i>I Like Myself!</i> by Karen Beaumont • <i>Giraffes Can't Dance</i> by Giles Andreae and Guy Parker-Rees • <i>Rosie's Walk</i> by Pat Hutchins • <i>The Pigeon Series</i> by Mo Willems Informational Texts: • <i>National Geographic Little Kids First Big Book of Why</i> by Amy Shields • <i>All About Cats and Kittens</i> by Emily Neye • <i>Bats</i> by Gail Gibbons • <i>Owl Babies</i> by Martin Waddell and Patrick Benson • <i>My Family</i> by Mary Ann Hoberman • <i>All About Me</i> by Mercer Mayer • <i>Tops & Bottoms</i> by Janet Stevens	Websites http://readingandwritingproject.org/ http://www.nwp.org/cs/public/print/resource_topic/teaching_reading http://www.sightwords.com/ https://fcrr.org/student-center-activities/kindergarten-and-first-grade www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://readingandwritingproject.org/ http://www.schrockguide.net/ http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.nwp.org/cs/public/print/resource_topic/teaching_writing http://www.seymoursimon.com/index.php/blog/
Support/Accommodations for Students with IEPs • Follow all IEP modifications • Work in a small group • Solidify and refine concepts through repetition	Support/Accommodations for Students with 504 Plans • Follow all the 504 plan modifications • Text to speech/audio recorded selections • Amplification system as needed

● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Prepared by Julie Lang, MA

References

New Jersey Department of Education. (2024a). *New Jersey Department of Education*. English Language Arts. <https://www.nj.gov/education/standards/ela/Index.shtml>