

# **BUTLER SCHOOL DISTRICT**

## **Grade K English Language Arts Curriculum**

Authored by:  
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Adapted from:  
New Jersey Student Learning Standards  
New Jersey Department of Education Instructional Units for English Language Arts

Reviewed by:  
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## **VISION**

The Butler School District's English Language Arts Department believes the future belongs to those who can think critically and communicate effectively. Our teachers are determined to provide students with the skills to analyze, adapt, collaborate, innovate, persevere and thrive in an ever-changing world. The English Language Arts curriculum provides students with quality, rigorous instruction to help them become better readers, writers, speakers, and listeners. The rich, educational experience provided within the Butler School District will produce young adults with the foundation and preparation they need for the future.

***As a result of a Butler English Language Arts education, students will be able to...***

- Synthesize language skills across disciplines
- Articulate clearly in all domains (reading, writing, speaking and listening, and language) with diverse groups of people and in diverse settings
- Appreciate and understand all genres of literature and writing that span across a range of topics and complexity
- Appreciate and understand the viewpoints of others and respond thoughtfully
- Collaborate with others and contribute productively and articulately
- Act responsibly and be accountable for actions, in person and online
- Demonstrate awareness of global issues and a duty to society
- Use language to thoughtfully build and contribute to communities
- Persevere through difficult situations and tasks
- Maintain a growth mindset despite adversity
- Manage time when completing larger tasks
- Utilize self-reflection as a tool for growth and development

## **COURSE OVERVIEW**

The Butler School District's Kindergarten Curriculum was developed to help students reach mastery of grade level expectations according to the New Jersey Student Learning Standards. In this course, students will:

- Gain confidence in foundational reading and writing skills.
- Practice retelling and asking and answering questions about familiar stories.
- Discover the purpose of reading by making connections inside and outside of the text.
- Understand that authors write for different purposes.
- Engage in various reading and writing experiences.

## **GOALS**

The goals of the Kindergarten English Language Arts Curriculum are the Kindergarten Progress Indicators within the New Jersey Student Learning Standards.

## **ASSESSMENT**

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

### **SCOPE AND SEQUENCE for English Language Arts** ***(Pacing Guide)***

<b>Unit of Study</b>	<b>Estimated Time</b>
Unit I: Foundational Literacy	September-December (4 months)
Unit II: Retelling Familiar Stories	January-February (2 months)
Unit III: Reading with a Purpose	March-April (2 months)
Unit IV: Writing for a Purpose	May-June (2 months)

### **SCOPE AND SEQUENCE for Foundational Units** ***(Pacing Guide)***

<b>Unit of Study</b>	<b>Estimated Time</b>
Unit I: Phase 1: Letter identification (capitals and lowercase) Full name recognition	September (1 month)
Unit II: Phase 2: Rhyming, word and letter segmentation	September-June (Full year)
Unit III: Phase 3: Letter/Sound Associations	October-January (4 months)
Unit IV: Phase 4: Blending and Segmenting Word Parts	February-April (3 months)
Unit V: Phase 5: Fun with Sounds	May-June (2 months)

## **AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

## **INTEGRATED ACCOMMODATIONS AND MODIFICATIONS**

**Students with IEPs, 504s, and/or Students at Risk of Failure** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

**Gifted & Talented Students** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

**English Language Learners** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

## **21ST CENTURY THEMES & SKILLS**

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

## **CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the

Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

### **CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

### **STATEMENT ON DIVERSE TEXTS IN CURRICULA, CLASSROOMS, and LIBRARIES**

In the Butler Public Schools, we offer diverse texts to students in book clubs, classroom libraries, and the school library, as well as encouraging diverse text choices from home and the use of public library collections. We always welcome the opportunity to partner with and assist parents as they guide their child's learning and reading experiences. We hope to cultivate lifelong readers who read broadly and think critically about what they read.

Teachers and staff members of the Butler Public School district are committed to creating a community learning experience that is safe, welcoming, and inclusive for all students regardless of race or ethnicity, sexual orientations and gender identities, mental and physical abilities, and religious beliefs. We recognize that learning the experiences, perspectives, and contributions of a diverse population broadens a student's education, empathy, and understanding of their world. It sets them up for success not only in high school but in all college and career experiences as a well-informed citizen in a participatory democracy.

In addition to the many benefits of including diverse texts in the classroom, it is also now a requirement in New Jersey to provide equitable access to a high-quality education that is inclusive and reflective of the rich diversity of our state. See [NJ law and NJ Department of Education mandates](#).

#### **Diverse texts and choices create:**

- A safe and welcoming learning environment for all of our students
- An enriched critical thinking experience that understands different perspectives when exploring complex themes and topics
- Empathy and agency for positive change in support of and service to communities near and far
- Students prepared for success in diverse college, career, and life pursuits

<b>UNIT</b>
<b>Unit I: Foundational Literacy</b>
<b>UNIT SUMMARY</b>
In this unit, students will gain the skills to build foundational literacy in reading and writing. This includes the basics of phonics and the introduction of high frequency words. Students will practice participating in conversations with peers about a wide variety of read aloud lessons. In addition, they will learn the basics of the organization of print and the roles of the author and illustrator.
<b>NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS</b>
<p><b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p><b>RL.K.6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>RL.K.7.</b> 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).</p> <p><b>RL.K.10.</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>RI.K.6.</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p><b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p>C. Understand that words are separated by spaces in print.</p> <p><b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p>D. Recognize and name all upper and lowercase letters of the alphabet.</p> <p><b>W.K.1.</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>B. Continue a conversation through multiple exchanges.</p> <p><b>RF.K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>C. Read high-frequency and sight words with automaticity.</p> <p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

A. Print many upper and lowercase letters.

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

**RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

**RL.K.2.** With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

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

A. Recognize and produce rhyming words.

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

B. Count, pronounce, blend, and segment syllables in spoken words.

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

C. Blend and segment onsets and rimes of single-syllable spoken words.

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

D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

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

B. Use frequently occurring nouns and verbs.

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

**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.

**RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

**RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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

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

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

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

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

## INTERDISCIPLINARY CONNECTIONS

### Science

K-PS2-1 Motion and Stability: Forces and Interactions Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2 Motion and Stability: Forces and Interaction: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

K-2-ETS1-2 Engineering and Design: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Engineering and Design: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

### Social Studies

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.EconET.1: Explain the difference between needs and wants

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

## CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

### ENDURING UNDERSTANDINGS

1. Reading and writing is an important part of developing as an individual.
2. Rules are an important part of participating in a community.
3. Working as a team and using resources can help solve problems.
4. Sharing thoughts and feelings through writing and speaking can make a difference.
5. Visual materials enhance understanding.

### ESSENTIAL QUESTIONS

1. Why do people read?
2. What do people read?
3. How do readers prepare for reading?
4. Why do we learn letter sounds and high frequency words?
5. How can we become reflective readers?
6. Why do we have rules?
7. How can we solve a problem?
8. Why do we need to listen to others?



6. People rely on a variety of resources to obtain information. 7. Readers use strategies to construct meaning. 8. People communicate through words.	9. How can I express myself clearly in writing and speaking? 10. Why is it important to add detail to my work? 11. How can I build stamina in reading? 12. Why do we ask questions?
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## STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

*Students are learning to/that...*

- Ask and answer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support
- Stories have author(s) and illustrator(s) and they both have roles in telling a story
- Illustrators create pictures to go with some of the events in a story
- Engage in stories by listening and participating with purpose and understanding (e.g., shared reading, interactive read aloud lessons, and guided reading)
- Print is organized with spaces in between words and can be followed from left to right and page to page
- Recognize and name all upper- and lower-case letters
- Create opinion pieces name a topic and state an opinion, using a combination of drawing, dictating, and writing
- Talk with many different people about kindergarten topics and texts while taking turns listening and speaking with others, following the agreed upon rules for discussions
- Read high-frequency and sight words with automaticity
- Print upper and lowercase letters
- Identify characters in a story, with prompting and support
- Identify settings in a story, with prompting and support
- Retell stories including key details, with prompting and support (e.g., who, what, when, where, why and how)
- Recognize and make rhyming words
- Identify syllables in words we say
- Count, say, identify, and blend syllables in spoken words
- Blend and segment onsets and rimes in words we say
- Isolate (separate) and pronounce (say) the first, middle, and last sounds in CVC words
- Add or change sounds to words to make new one-syllable words
- Write a story using pictures and words (written or dictated)
- Write a story using pictures and words (written or dictated) in the order it happened
- Recognize that vowels have long and short sounds
- Use the short vowel sounds when spelling words
- Strengthen writing through self-reflection and suggestions from peers
- Express our thoughts, ideas and feelings clearly

## SUGGESTED ACTIVITIES

*Teachers will...*

- Facilitate selected mini lessons from Schoolwide Units of Study including but not limited to: recognizing details of a text, modeling thinking about texts (wondering, activating schema etc.), and building stamina

- Facilitate selected mini lessons from Schoolwide Units of Study including but not limited to: personal narratives, illustrating, and labeling.
- Confer with students individually about their writing and reading to help them improve
- Read mentor texts aloud to students and pause to think aloud to demonstrate reading strategies and skills
- Facilitate turn and talks
- Lead multisensory phonics games and activities in small and large groups
- Lead daily multisensory routines that enforce letter sound and high frequency word recognition
- Collaborate with students to create Letter of the week chart boards.
- Model Reader Responses on one of the following: favorite part, character, setting, event, beginning, middle, end, recalling facts on chart board.
- Create differentiated literacy centers that practice the following skills:
  - fine motor
  - high frequency words
  - phonics
  - handwriting
- Model recalling a personal narrative and creating a beginning, middle, and end writing piece.
- Teach students how to choose an appropriate book and use the classroom library.
- Monitor and facilitate independent reading time.

*The students will...*

- Practice thinking about texts in
  - whole group
  - small groups
  - pairs
  - individually during independent reading time.
- Create portfolio pieces beginning with illustrations, adding detail, and labeling.
- Practice reading strategies in whole groups and independent reading;
  - Eagle Eyes (look at the illustration)
  - Lips the Fish (start with the first letter)
  - Stretchy Snake (stretch out sounds and blend)
- Practice “whole body listening” during turn and talks and operate with agreed upon rules for conversations.
- Participate in multisensory phonics games and activities focusing on:
  - beginning, middle, and ending sounds
  - rhyming words
  - syllables
- Participate in daily multisensory routines for skywriting and High frequency word tapping
- Create an alphabet journal based on learned letter sounds
- Create Reader’s Response of read aloud lessons on one of the following: favorite part, character, setting, event, beginning, middle, end, recalling facts
- Participate in literacy centers
- Create personal narratives
- Peer share and edit personal narratives
- Read a take home leveled book

- Build stamina and utilize decoding strategies in independent reading time
- Draw a machine doing work in response to a Mystery Science activity
- Participate in the shared reading of “Why do builders need so many big machines?”
- Draw and invent a monster trap in response to a Mystery Science activity

## EVIDENCE OF LEARNING

### Formative Assessments:

Classroom Discussion  
Reader’s and Writer’s Notebook Entries  
Anecdotal Notes  
Peer Assessment  
Thumbs up and down  
Rubrics  
Participation and teacher observation  
Mini Whiteboard Responses  
Running Records  
Think-Pair-Share

### Summative Assessment:

End of Trimester Assessments  
Portfolio Pieces

### Benchmark Assessment:

Star 360 Benchmark  
Fountas and Pinnell Running Record

### Alternative Assessments:

Alphabet Journal

## INSTRUCTIONAL RESOURCES

### Core Instructional Resource:

Schoolwide  
Reading: Launching Grade K  
Schools Help us Learn (Social  
Studies)  
Poetry  
Writing: How Writers Work  
List and Label

### Leveled Texts:

*Scholastic*  
Reading A-Z

### Supplemental Resources:

Explode the Code  
Reading A-Z  
Raz Kids  
Orton Gillingham  
RLAC  
Mentor Texts

- Schoolwide Mentor Texts
- Brown Brown Bear
- No, David
- Rockin in my school shoes, Pete the cat
- The Napping House
- Corduroy
- Stellaluna
- The Lady Who Was not Afraid of Anything
- Skeleton Hiccups
- Little Red Riding Hood

## INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

UNIT
Unit II: Retelling Familiar Stories
UNIT SUMMARY
<p>In this unit students will continue to reinforce skills for literacy foundations. The primary goal of this unit is to introduce responding and retelling of stories. Students will share their thoughts about stories orally and through writing. Students will become more active and confident in asking and answering questions.</p>
NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS
<p><b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p><b>RL.K.6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>RL.K.7.</b> 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).</p> <p><b>RI.K.6.</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RF.K.4.</b> Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p><b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>RL.K.5.</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>RI.K.3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>W.K.6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p><b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Recognize and name end punctuation.</p> <p><b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>

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

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

**L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

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

**L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

## INTERDISCIPLINARY CONNECTIONS

### Science

**K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time.

**K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**K-ESS3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

### Social Studies

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

## CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.TL.5: Describe the difference between real and virtual experiences.

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

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ol style="list-style-type: none"><li>1. While reading, it is important to stop and think.</li><li>2. Reading activates your schema.</li><li>3. Writing is a way of communicating.</li><li>4. Everyone has different opinions.</li><li>5. We can respect another person's opinions and perspective.</li><li>6. Readers use strategies to construct meaning.</li><li>7. Change happens through communication.</li></ol>	<ol style="list-style-type: none"><li>1. How does change happen?</li><li>2. What is an opinion?</li><li>3. How can we become reflective readers?</li><li>4. How can I express myself clearly in writing and speaking?</li><li>5. Why is it important to add detail to my work?</li><li>6. How can I build stamina in reading?</li><li>7. What connections can I make to a text?</li><li>8. How can I show respect?</li></ol>

### STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

*Students are learning to/that...*

- Ask and answer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support
- Engage in stories by listening and participating with purpose and understanding (e.g., shared reading, interactive read alouds, and guided reading)
- Print is organized with spaces in between words and can be followed from left to right and page to page
- Recognize and name all upper- and lower-case letters
- Create opinion pieces name a topic and state an opinion, using a combination of drawing, dictating, and writing
- Talk with many different people about kindergarten topics and texts while taking turns listening and speaking with others, following the agreed upon rules for discussions
- Read high-frequency and sight words with automaticity
- Print upper and lowercase letters
- Identify characters in a story, with prompting and support
- identify settings in a story, with prompting and support
- Retell stories including key details, with prompting and support (e.g., who, what, when, where, why and how)
- Recognize and make rhyming words
- Identify syllables in words we say
- Count, say, identify, and blend syllables in spoken words
- Blend and segment onsets and rimes in words we say
- Isolate (separate) and pronounce (say) the first, middle, and last sounds in CVC words

- Add or change sounds to words to make new one-syllable words
- Write a story using pictures and words (written or dictated)
- Write a story using pictures and words (written or dictated) in the order it happened
- Recognize that vowels have long and short sounds
- Use the short vowel sounds when spelling words
- Strengthen writing through self-reflection and suggestions from peers
- Express our thoughts, ideas and feelings clearly
- Match written words to spoken words in order to develop fluency and comprehension skills.
- Read emergent readers with purpose and understanding.
- Recognize different kinds of texts.
- Produce and share writing.
- Recognize and name end punctuation.
- Spell simple words using phonetic spelling.
- Determine and clarify the meaning of unknown words.
- Explore word relationships and nuances.

## SUGGESTED ACTIVITIES

*Teachers will...*

- Facilitate selected mini lessons from Readers Workshop Units of Study including but not limited to: recognizing details of a text, modeling thinking about texts (wondering, activating schema etc.), and building stamina
- Facilitate selected mini lessons from Writers Workshop Units of Study including but not limited to: opinion illustrating, and labeling.
- Confer with students individually about their writing and reading to help them improve
- Read mentor texts aloud to students and pause to think aloud to demonstrate reading strategies and skills
- Facilitate turn and talks
- Lead multisensory phonics games and activities in small and large groups
- Lead daily multisensory routines that enforce letter sound and high frequency word recognition
- Model Reader Responses on one of the following: favorite part, character, setting, event, beginning, middle, end, recalling facts on chart board.
- Create differentiated literacy centers that practice the following skills:
  - fine motor
  - high frequency words
  - phonics
  - handwriting
- Model opinion writing.
- Teach students how to choose an appropriate book and use the classroom library.
- Monitor and facilitate independent reading time.
- Lead guided reading small group on instructional leveled books.
- Complete running records and monitor students reading progress with various assessments.
- Lead a study of the Civil Rights movement focusing on equality, communication, and respect.
- Select short poems based on current units to study in poetry journals.

- Introduce blends and digraphs and collaborate in making phonics chartboards.

*The students will...*

- Practice thinking about texts in
  - whole group
  - small groups
  - pairs
  - individually during independent reading time.
- Create portfolio pieces beginning with illustrations, adding detail, and labeling.
- Practice reading strategies in whole groups and independent reading.
- Practice “whole body listening” during turn and talks and operate with agreed upon rules for conversations.
- Participate in multisensory phonics games and activities focusing on:
  - beginning, middle, and ending sounds
  - rhyming words
  - syllables
- Participate in daily multisensory routines for skywriting and High frequency word tapping
- Create Reader’s Response of read alouds on one of the following: favorite part, character, setting, event, beginning, middle, end, recalling facts
- Participate in literacy centers
- Create opinion writing pieces.
- Peer share and edit opinion writing.
- Read a take home leveled book
- Build stamina and utilize decoding strategies in independent reading time.
- Participate in guided reading small groups.
- Think critically about the civil rights movement through teacher selected read aloud lessons and activities.
- Identify grammar and high frequency words in teacher selected weekly poetry.
- Illustrate weekly poetry in a poetry journal.

## EVIDENCE OF LEARNING

### Formative Assessments:

Classroom Discussion  
 Reader’s and Writer’s Notebook Entries  
 Anecdotal Notes  
 Peer Assessment  
 Thumbs up and down  
 Rubrics  
 Participation and teacher observation  
 Mini Whiteboard Responses  
 Running Records  
 Think-Pair-Share

### Summative Assessment:

Portfolio pieces

### Benchmark Assessment:

Star 360 Benchmark  
 Fountas and Pinnell Running Record

### Alternative Assessments:

Poetry journal



<b>INSTRUCTIONAL RESOURCES</b>		
<b>Core Instructional Resource:</b> <u>Schoolwide</u> Reading: Fiction My Place in the World (Social Studies) Writing: Personal Narrative	<b>Leveled Texts:</b> <i>Scholastic</i> Reading A-Z	<b>Supplemental Resources:</b> Explode the Code Reading A-Z Raz Kids Orton Gillingham RLAC
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>		
See Appendix A		

<b>UNIT</b>
<b>Unit III: Reading with a Purpose</b>
<b>UNIT SUMMARY</b>
<p>Students will continue to build confidence in foundational literacy skills. The focus of this unit is to strengthen a student's ability to decode individual texts. Teachers will reinforce comprehension skills and reading strategies. Lastly students will more consistently use detail and in their writing and apply writing conventions.</p>
<b>NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS</b>
<p><b>RL.K.4.</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RL.K.7.</b> 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).</p> <p><b>RL.K.9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RI.K.4.</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.7.</b> 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).</p> <p><b>RI.K.9.</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>

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

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

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

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

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

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

## **INTERDISCIPLINARY CONNECTIONS**

### **Science**

**K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time.

**K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.\*

**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface.

### **Social Studies**

**6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

**6.1.5.HistorySE.2:** Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

**6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## **CAREER READINESS, LIFE LITERACIES, and KEY SKILLS**

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ol style="list-style-type: none"> <li>1. I can teach others through writing.</li> <li>2. I have tools to help me learn words I don't know.</li> <li>3. Asking questions helps me learn.</li> <li>4. I can gather information to help me answer a question.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can I break a task down into steps?</li> <li>2. How do I compare and contrast two things?</li> <li>3. Why is it important to add detail to my work?</li> </ol>

### STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

*Students are learning to/that...*

- Ask and answer questions to figure out the meaning of unknown words in a text.
- Match the events in the story with the illustrations and describe their relationship.
- Identify and describe similarities and differences between characters' experiences and adventures in familiar stories.
- Identify similarities and differences of characters, settings, and events in familiar stories.
- Texts have similarities and differences.
- They can teach someone about a topic by writing, drawing, and dictating.
- Write informational text.
- Narrative writing can tell a story about events in sequence.
- Write a story using pictures and words (written or dictated) in the order they happened.
- Writers can strengthen writing through self-reflection and suggestions from peers.
- Participate in shared research and writing projects.
- Recall information from experiences or gather information from provided sources to answer a question.
- Orally provide additional details.

### SUGGESTED ACTIVITIES

*Teachers will...*

- Model writing "how to" writing for students.
- Confer on "how to" writing with students.

- Introduce digraphs using various visuals and phonics based games.
- Introduce sneaky e or magic e as a phonics rule.
- Lead students in “weather journal” project.
- Introduce a Venn Diagram and other graphic organizers for comparing and contrasting.

*The students will...*

- Create “how to” writing with illustrations and text.
- Share and confer with peers on “how to” writing assignments.
- Begin to use digraphs in writing.
- Begin to use sneaky e or magic e in writing and reading.
- Gather facts about the daily weather to create a “weather journal”.
- Participate in comparing and contrasting teacher selected items in large and small groups.

## EVIDENCE OF LEARNING

### Formative Assessments:

Classroom Discussion  
Reader’s and Writer’s Notebook Entries  
Anecdotal Notes  
Peer Assessment  
Thumbs up and down  
Rubrics  
Participation and teacher observation  
Mini Whiteboard Responses  
Running Records  
Think-Pair-Share

### Summative Assessment:

Portfolio pieces  
Weather journal  
End of Trimester Assessment

### Benchmark Assessment:

Star 360 Benchmark  
Fountas and Pinnell Running Record

### Alternative Assessments:

Weather Journal

## INSTRUCTIONAL RESOURCES

### Core Instructional Resource:

Schoolwide  
Reading: Non-Fiction  
Weather All Around Us  
(Science)  
Writing: How to

### Leveled Texts:

*Scholastic*  
Reading A-Z

### Supplemental Resources

Explode the Code  
Reading A-Z  
Raz Kids  
Orton Gillingham  
RLAC  
Mentor Texts  
• Schoolwide

## INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

UNIT
<b>Unit IV: Writing with a Purpose</b>
UNIT SUMMARY
<p>Understanding that authors write for multiple purposes is the primary focus of this unit. Proficiency in foundational literacy skills will also be attained during this time. Students will compare and contrast different types of texts on the same topic as well as continue to identify key details in the texts. By the end of Unit 4, with prompting and support, students will confidently engage in various reading and writing experiences and will be able to apply phonics principles to both areas.</p>
NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS
<p><b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RF.K.4.</b> Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p><b>RF.K.4.</b> Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>B. Read grade level text for purpose and understanding.</p> <p><b>RI.K.8.</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.9.</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>W.K.1.</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)</p> <p><b>SL.K.2.</b> 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.</p> <p><b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings</p> <p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

## INTERDISCIPLINARY CONNECTIONS

### Science

**K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

**K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**K-ESS3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface.

**K-PS3-2.** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

### Social Studies

**6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

**6.1.5.HistorySE.2:** Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

**6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.5: Describe the difference between real and virtual experiences.

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

### ENDURING UNDERSTANDINGS

1. Authors have different purposes in writing.
2. I can write for different purposes.
3. I can gather information to help me answer a question.
4. Details help enrich my writing.

### ESSENTIAL QUESTIONS

1. Why do authors write?
2. How do I gather information to write?
3. Where can I find information on a topic?
4. What reasons does an author give to support their point?
5. What reasons can I give to support my point?

## STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

*Students are learning to/that...*

- identify major events in a story, with prompting and support
- readers-match written words to spoken words in order to develop fluency and comprehension skills
- an author gives reasons to support ideas in a text
- identify ideas and reasons the author writes about in a text
- texts have similarities and differences and I can identify them
- identify real-life connections between words and their use (e.g., note places at school that are colorful)
- distinguish shades of meaning among verbs describing the same general action by acting out the meanings

## **SUGGESTED ACTIVITIES**

*Teachers will...*

- Conduct different plant growing activities that will be used for writing prompts and logs.
- Reintroduce and expand upon personal narratives.
- Provide leveled nonfiction animal books for research projects.
- Confer with students on “animal riddle”.
- Model correct conventions in writing.
- Review correct punctuations.

*The students will...*

- Observe and document plant growth.
- Create personal narratives with drawings, labeling, and writing.
- Select an animal to research.
- Provide information through writing about an animal.
- Peer review and confer with peers on writing.
- Demonstrate correct punctuation usage in writing.

## **EVIDENCE OF LEARNING**

### **Formative Assessments:**

Classroom Discussion  
Reader’s and Writer’s Notebook Entries  
Anecdotal Notes  
Peer Assessment  
Thumbs up and down  
Rubrics  
Participation and teacher observation  
Mini Whiteboard Responses  
Running Records  
Think-Pair-Share

### **Summative Assessment:**

Portfolio pieces  
Plant growth log  
Animal riddle  
End of Trimester Assessment

### **Benchmark Assessment:**

Star 360 Benchmark  
Fountas and Pinnell Running Record

### **Alternative Assessments:**

Personal Narrative

## **INSTRUCTIONAL RESOURCES**

<b>Core Instructional Resource:</b> <u>Schoolwide</u> Reading: Nonfiction Plants (Science) Writing: Functional Writing Revisit Personal Narrative	<b>Leveled Texts:</b> <i>Scholastic</i> Reading A-Z	<b>Supplemental Resources:</b> Explode the Code Reading A-Z Raz Kids Orton Gillingham RLAC Mentor Texts <ul style="list-style-type: none"> <li>• Schoolwide</li> </ul>
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>		
<b>See Appendix A</b>		

### **Appendix A: Integrated Accommodations and Modifications**

#### **Special Education:**

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered



Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

**English Learners:**

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

**At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

**Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

**Students with 504 Plans**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers