

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
KINDERGARTEN ENGLISH LANGUAGE ARTS CURRICULUM**



**2016 ELA Standards with companion June 2020 NJSLS
Board Approval: August 2022**

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New Jersey English Language Arts Standards:
[2016 New Jersey Student Learning Standards - ELA](#)

2016 New Jersey Student Learning Standards for English Language Arts

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

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

The NJSLS-ELA feature the following elements:

- Anchor Standards: general expectations consistent across grades that must be met for students to be prepared to enter college and workforce training programs ready to succeed.
- Strands: Broad ideas nested within each of the anchor standards that describe the areas of focus for the NJSLS-ELA.
- Progress Indicators: define grade-specific expectations and frame a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

- Companion Standards: Grades 6-12 feature content area-specific guidance in history/social studies, science, and technical subjects based on anchor standards, and include expectations refined by the unique literacy requirements of the particular discipline(s).

Reading (NJSLA.R): Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing (NJSLA.W): Text types, responding to reading, and research

The Writing anchor standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. NJSLA.W stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening (NJSLA.SL): Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language (NJSLA.L): Conventions, effective use, and vocabulary

The Language anchor standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

New Jersey Computer Science and Design Thinking Standards
[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards
[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

Pacing Guide

Unit Name/#	Unit Length	Approx. Dates
1: CC: Beginning of the Year Study	6 weeks	Sep. 6th - Oct. 14th
2: Wonders: Unit 1 & 2	7 weeks	Oct. 17th - Dec 2nd
3: Wonders: Unit 3 & 4	7 weeks	Dec. 5th - Jan 27th
4: Wonders: Unit 5 & 6	7 weeks	Jan 30th - Mar 10th
5: Wonders: Unit 7 & 8	7 weeks	Mar 27th - May 5th
6: Wonders Unit 9 & 10	6 weeks	May 8th - June 16th

Unit # 1 Beginning of Year Study (Creative Curriculum)	
Unit Title	Beginning of the Year Study
Reading Genre(s)	Weeks 1&2 Fiction; Fiction
	Weeks 3&4 Fiction; Fiction

	Weeks 5&6 Fiction; Non-Fiction
Writing Tasks	<p>Name Writing - practice writing first name (W1-6)</p> <p>Letter Strokes - Students will begin writing letter strokes for upper-case letters :</p> <p>A-T (W2-4)</p> <p>U-Z (W5-6)</p> <p>Writing Sight Words: I, Can (W4,5,6)</p>
Recommended Pacing	6 weeks: Approximate Dates: Sep. 6th - Oct. 14th
Unit Summary	<p>The Beginning of the Year Study in Creative Curriculum allows for you to help students find comfort in their new classroom community. It carves out time to get to know students and their families and facilitate children's relationships with one another. These relationships become the foundation of the classroom community and help students feel prepared for the exciting discovery and learning ahead. Through this study students learn rules and routines within the classroom and school environment. They will practice using these rules and routines by exploring different stations in the classroom as well as around the school building. They will learn through hands-on experiences during free-choice stations as well as making connections with characters in read alouds. Students will focus on identifying and writing their names. Finally, this study provides SEL support as we learn about different emotions. Students begin to identify how they are feeling. Through this process students will learn different strategies and techniques that are appropriate to use in school when they are experiencing strong feelings.</p>
Career Readiness, Life Literacies, and Key Skills Standards	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. •
Computer Science and Design Thinking (Technology)	Addressed in Units 2-10
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds,

	race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.
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Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> Who are the people in our classroom? What should we do if we get sad or scared at school? When do things happen at school? What are the rules at school? Who works at school? How do we make and keep friends in Kindergarten? 	See Question of the Day
District/School Required Texts and Media Formats	District/School Supplementary Resources
Creative Curriculum: Teacher's Handbook Mighty Minutes ITC SEL Sonday: Teacher's Handbook Winsorlearning.com/ for online resources	See pages 93-101 for "Children's Books" list to compliment daily lessons
District/School Formative Assessments	District/School Summative Assessments
TS Gold Anecdotal records	i-Ready Diagnostic 1
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p>*Sonday Standards (Phonics)</p> <p>Over the next 7 weeks, Sonday cycles through the following learning standards.</p>	<p>I can...</p> <p>RF.K.1.D.</p> <ol style="list-style-type: none"> Begin to identify upper-case letters (A-Z)

<p>RF.K.1. 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>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words.</p> <p>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/.)</p>	<p>2. Make connections with letters in the alphabet and letters in their first name</p> <p>RF.K.2.A.</p> <ol style="list-style-type: none"> 1. Begin to identify rhyming words 2. Begin to produce words that rhyme <p>RF.K.2.D.</p> <ol style="list-style-type: none"> 1. Begin to isolate beginning sound in a word 2. Begin to identify words with the same beginning sound
Writing Tasks	
<p>Primary Focus:</p> <p>Name Writing Sight Words: I, can</p>	<p>Secondary Focus:</p> <p>Writing letter strokes for upper-case letters (A-Z)</p>
Required Speaking and Listening	Suggested Speaking and Listening
<p>Whole group discussion</p> <ul style="list-style-type: none"> • Pair-Share • Small group discussions • Teacher directed discussions • Student-led presentations • Follow agreed upon rules for discussion • Questioning techniques • Active Listening Strategies • Oral Presentations • Oral Reading 	<ul style="list-style-type: none"> • Create audio recordings • Reader's Theater • Oral Report • Reading and Writing Projects • Literature Circle

<ul style="list-style-type: none"> • Oral response to questions • Book talk 	
Professional Resources	
<p> https://www.literacyworldwide.org/ https://www.naeyc.org/ https://www.nwp.org/ https://www.readwritethink.org/ https://www.winsorlearning.com/ https://www.mheducation.com/prek-12/program/wonders-2023/reading.html?page=1&sortby=title&order=asc&bu=seg </p>	
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<ul style="list-style-type: none"> • Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework 	<ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring

<ul style="list-style-type: none"> ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers 	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate 	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments 	<p>Required:</p> <p>Whole Group</p>

<ul style="list-style-type: none"> • Modify Content • Adjust Pacing of Content • Small Group Enrichment • Individual Enrichment • Higher-Level Text 	<p>Do Now/Warm-Up</p> <p>Small Groups</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Measurable Objective</p> <p>Identify and review objectives for lesson</p> <p>Centers</p> <p>Guided Reading utilizing Before, During, and After activities</p> <p>Intervention/Remediation</p> <p>Suggested:</p> <p>Projects</p> <p>Academic Games</p>
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Unit # 2

***From Wonders (Units 1 and 2):**
Read Aloud Text
Shared Read
High Frequency Words
SEL (Morning Meeting)

Unit Title	Reading Wonders Unit 1 (Take a New Step) & 2 (Let's Explore)
Reading Genre(s)	Weeks 1&2 Fiction; Fiction Weeks 3&4 Informational Text, Informational Text Weeks 5&6 Informational Text; Poetry Week 7 Fiction
Writing Tasks	Write first and last name. Form proper letter strokes for upper-case letters. Write sight words: W1-the W2-the, we W3- the, we, see W4- Develop sight word sentence: "We see ____." "We see the ____." W5- the, we, see, like W6W7- the, we, see, like, a ; Develop sight word sentence: "We see ____." "We see the ____." "We see a ____." "We like ____." "We like the ____."

Recommended Pacing	7 Weeks: Approximate Dates: Oct. 17th - Dec 2nd
Unit Summary	<p>Units 1 and 2 of Wonders serve as an introduction to what the students will be learning as well as the new procedures and the structure inside their literacy learning block. Students will learn how to sit in a whole group lesson, how to utilize the classroom library and writing stations to their benefit, learn the structure of small group learning centers, as well as how to work in a small group and work independently. Embedded into this unit, students are being introduced and exposed to key phonics skills such as: identifying rhyming words, segmenting sentences, identifying and isolating beginning sounds, identifying ending sounds, blending word parts, blending and segmenting compound words, and counting syllables. They are also working on comprehension skills: identifying and recognizing the purpose of main characters, photographs, labels, topic/details, headings, bold print and captions. Students will learn how to identify, read, and write the sight words: the, a ,see, we, and like. They will then use these words to explore the writing rules used to develop a complete thought. Students will practice writing a sight word sentence with the sight words used throughout these two units. They will focus on using an upper-case at the beginning of their sentence, spaces between words, and punctuation at the end of their sentence. Students will re-read their completed sentence to make sure it makes sense. They will show a further understanding of the sentence they wrote by drawing an illustration that goes along with their sentence. Students will also participate in a small learning group where they will use Wonders' shared read to practice reading strategies and as they begin to decode text and read sight words.</p> <p>Students will also benefit from a weekly SEL skill that will be presented during morning meeting:</p> <p>W1: "Come and Play" - How to greet each other</p> <p>W2: "What a Feeling" - Exploring feelings, both big and small</p> <p>W3: "Raise it Up" - Practicing patience and raising your hand to share</p> <p>W4: "Waiting Games" - Using patience and self-control</p> <p>W5: "Relax" - Exploring self-regulation strategies</p> <p>W6: "Count me in" - Valuing yourself and others</p>

Career Readiness, Life Literacies, and Key Skills Standards	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business
Computer Science and Design Thinking (Technology)	8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Enduring Understandings	Essential Questions
<p>We can learn a lot from trying new things.</p> <p>Exploring the world around us leads to making connections, discovering new things, and gaining new knowledge.</p>	<p>How can we get along with new friends?</p> <p>How do baby animals move?</p> <p>How can your senses help you learn?</p> <p>How do tools help us to explore?</p> <p>What shapes do you see around you?</p> <p>What kind of bugs do you know about?</p>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p> <p>Sonday Essentials</p> <p>Winsorlearning.com/ for online resources</p>	<p>Creative Curriculum: Teacher's Handbook</p> <p>See pages 93-101 for "Children's Books" list to compliment daily lessons (Creative Curriculum)</p> <p>Mighty Minutes</p> <p>ITC SEL</p>

Wonders Unit 1 Week 1

Comprehension Skills: Ask/Answer questions, character, photographs

Print Concepts: left to right tracking, hold book right side up

Sight word: the

Texts:

Day 1: “What About Bear?” Genre: Fiction Big Book

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Day 2: “What About Bear?”

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3: “I Can” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4: “How to Be a Friend” Genre: Informational Text

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

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Day 5: “Can, I?”

- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Wonders Unit 1 Week 2

Comprehension Skills: Ask/Answer questions, character, labels

Print Concepts: parts of a book, left to right, top to bottom tracking

Sight word: we

Texts:

Day 1: “Pouch” Genre: Fiction Big Book

- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Day 2: “Pouch”

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).

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

Day 3: “We Can” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4: “Baby Animals on the Move” Genre: Informational Text

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Day 5: “I Can, We Can” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Wonders Unit 1 Week 3

Comprehension Skills: Ask/Answer questions, topic/details, sensory words

Print Concepts: parts of a book, left to right, top to bottom tracking

Sight word: see

Texts:

Day 1: “Sense at the Seashore” Genre: informational text Big Book

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2: “Sense at the Seashore”

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3: “Sam Can See” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4: “I Smell Springtime” Genre: Informational Text

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RF.K.2a** Recognize and produce rhyming words.
- **RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

Day 5: “I Can See” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.

- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Wonders Unit 2 Week 1

Comprehension Skills: Ask/Answer questions, topic/details, headings

Print Concepts: left to right, top to bottom tracking, locate printed word

Sight word: we

Texts:

Day 1: “The Handiest Things in the World” Genre: Informational Text Big Book

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.1c** Understand that words are separated by spaces in print.

Day 2: “The Handiest Things in the World”

- **L.K.5a** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3: “Pam Can See” Shared Read

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

- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4: “Discover with Tools” Genre: Informational Text

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 5: “We Can See!” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Wonders Unit 2 Week 2

Comprehension Skills: Ask/Answer questions, topic/details, bold print

Print Concepts: locate printed word, distinguish letters from words, parts of a book, left to right, bottom to top tracking

Sight word: like

Texts:

Day 1: “Shapes All Around” Genre: Informational Text Big Book

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

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

Day 2: “Shapes All Around”

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3: “We Like Tam!” Shared Read

- **RI.K.5** Identify the front cover, back cover, and title page of a book.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4: “Find the Shapes” Genre: Informational Text

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Day 5: “I Like Sam” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Wonders Unit 2 Week 3

Comprehension Skills: Ask/Answer questions, Poetry:rhyme, Captions

Print Concepts: distinguish letters from words, left to right, top to bottom tracking, parts of a book

Sight word: the, a, see, we, like

Texts:

Day 1: “I Love Bugs!” Genre: Poetry Big Book

- **RL.K.4** Ask and answer questions about unknown words in a text.
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.

Day 2: “I Love Bugs!”

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3: “Pat” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4: “Bugs All Around” Genre: Informational Text

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 5: “Tap! Tap! Tap!” Shared Read

- **RI.K.5** Identify the front cover, back cover, and title page of a book.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Wonders Unit 2 Week 4

Comprehension Skills: Extend, Connect, and Assess

Sight word: the, a, see, we, like

Text:

Day 1: “Look and Learn” Genre: Informational Text

- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

District/School Formative Assessments	District/School Summative Assessments
TS Gold Anecdotal records	i-Ready Diagnostic TS Gold
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
Sonday Standards (Phonemic Awareness)	I can... Sonday Standards (Phonemic Awareness)

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

A. Recognize and produce rhyming words.

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

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

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

Wonders Standards: (Comprehension/Writing)

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

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

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

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

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

RF.K.2.A.

1. Identify rhyming words
2. Begin to produce rhyming pairs

RF.K.2.B

1. Count syllables in a word
2. Blend syllables in a word
3. Pronounce each syllable in a word

RF.K.2.C.

1. Isolate beginning sounds in a word

RF.K.2.D.

1. Identify, isolate, and produce first sound in a word
2. Identify and produce final sound in a word

Wonders Standards: (Comprehension/Writing)

RL.K.3

1. With prompting and support, identify characters in a story.

RL.K.5

1. Recognize common types of texts.

RI.K.7

1. With prompting and support, describe the relationship between illustrations and the story in which they appear.

RF.K.3c

1. Read common high-frequency words by sight.

L.K.1a.

1. Print many upper- and lowercase letters.

L.K.1f

L.K.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Produce and expand complete sentences in shared language activities.
Writing Tasks	
<p>Primary Focus: Write first and last names.</p> <p>Form proper letter strokes for upper-case letters.</p> <p>Writing sight words and developing sight word sentences off of texts being read in the classroom or topics of discussion.</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W1-the W2-the, we W3- the, we, see W5- the, we, see, like W6- the, we, see, like, a</p>	<p>Secondary Focus:</p> <p>W4- Develop sight word sentences: “We see ____.” “We see the ____.”</p> <p>W7- Develop sight word sentences: “We see ____.” “We see the ____.” “We see a ____.” “We like ____.” “We like the ____.”</p>
Required Speaking and Listening	Suggested Speaking and Listening
<p>Whole group discussion</p> <ul style="list-style-type: none"> ● Pair-Share ● Small group discussions ● Teacher directed discussions ● Student-led presentations 	<ul style="list-style-type: none"> ● Create audio recordings ● Reader’s Theater ● Oral Report ● Reading and Writing Projects ● Literature Circle

<ul style="list-style-type: none"> ● Follow agreed upon rules for discussion ● Questioning techniques ● Active Listening Strategies ● Oral Presentations ● Oral Reading ● Oral response to questions ● Book talk 	
Performance Task Options/Interdisciplinary Connections	Professional Resources
Paired Reads: U1W1 How to Be a Good Friend - NJSLS-SS: 6.1.2.CivicsPR.2 U1W2 Baby Animals - NJSLS-Sci: K-LS1-1 U2W1 Discover with Tools - NJSLS-Sci: K-2-ETS1-1 U2W2 Find the Shapes U2W3 Bugs All Around - NJSLS-Sci: K-LS1-1	https://www.literacyworldwide.org/ https://www.naeyc.org/ https://www.nwp.org/ https://www.readwritethink.org/ https://www.winsorlearning.com/ https://www.mheducation.com/prek-12/program/wonders-2023/readi ng.html?page=1&sortby=title&order=asc&bu=seg
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction

<ul style="list-style-type: none"> ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers 	<ul style="list-style-type: none"> ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. 	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames

<ul style="list-style-type: none"> ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate 	<ul style="list-style-type: none"> ● Graphic Organizers
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment ● Higher-Level Text 	<p>Required:</p> <p>Whole Group Do Now/Warm-Up Small Groups Guided Practice Independent Practice Measurable Objective Identify and review objectives for lesson Centers Guided Reading utilizing Before, During, and After activities Intervention/Remediation</p> <p>Suggested:</p> <p>Projects Academic Games</p>

Unit # 3
***Connect with Architecture Study in Creative Curriculum**
***From Wonders (Units 3 and 4):**
Read Aloud Text
Shared Read
High Frequency Words
SEL (Morning Meeting)

Unit Title	Reading Wonders Unit 3 (Going Places) and Unit 4 (Around the Neighborhood)
Reading Genre(s)	Weeks 1&2 Fiction-Fantasy; Fiction Weeks 3&4 Fiction, Informational Text Weeks 5&6 Realistic Fiction; Informational Text Week 7 Fiction
Writing Tasks	Writing first and last names. Forming proper letter strokes for upper-case and lower-case letters. Writing sight words: W1-to W2-and W3- go W4- Develop a sight word sentence: "We go to the ____." W5- do W6- you W7- Develop sight word sentences: "You and I ____." "I go to the ____." "You go to the ____."
Recommended Pacing	7 Weeks: Approximate Dates: December 5th-January 27th

Unit Summary

Throughout Units 3 and 4 of Wonders students will explore both informational text and fiction as they focus on places and people around their neighborhood. Students will make connections with where they live, their neighbors, jobs held within the community, and rules that are similar and different than those followed at school. Students will also be challenged to think about how they can make their neighborhood a better place. While engaging in read-aloud questions; students will continue learning how to identify elements of a story such as the character and setting. The teacher will model and teach print concepts such as tracking print top to bottom, left to right, identifying different parts of a book, and matching speech to print.

Students will continue to practice identifying, writing, and reading old and new sight words. They will write a sight word sentence with the sight words used throughout these two units. They will focus on using an upper-case at the beginning of their sentence, spaces between words, and punctuation at the end of their sentence. Students will re-read their completed sentence to make sure it makes sense. They will show a further understanding of the sentence they wrote by drawing an illustration that goes along with their sentence.

Students will also participate in a small learning group where they will use Wonders' shared read to practice reading strategies and as they begin to decode text and read sight words. During the shared read, students will learn how to do picture walks, identify sight words, and use reading strategies to help decode words. Students will begin learning how to blend phonemes and onset-rime to read unknown c-v-c words.

Students will also benefit from a weekly SEL skill that will be presented during morning meeting:

W1: "Two Different Worlds" - Celebrating our success with rules and routines; making connections with rules and routines at home

W2: "The Power of Yet" - Setting reachable goals and persisting to completion.

	<p>W3: “Belly Breathe” - Managing emotions with increasing independence.</p> <p>W4: “Social Navigators” -building positive relationships with familiar adults</p> <p>W5: “Belonging” - Exploring self-identity and children’s sense of belonging.</p> <p>W6: “Volunteer” - Demonstrating initiative and increased independence.</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. •</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business</p>
Computer Science and Design Thinking (Technology)	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</p>
Diversity, Equity, and Inclusion	<p>Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Texts include “<i>What can You Do with a Paleta?</i>” and “<i>A World Festival</i>”</p>

Enduring Understandings	Essential Questions
<p>What can you learn by going to different places?</p> <p>What do you know about the people and places in your neighborhood?</p>	<p>What rules do we follow in different places?</p> <p>What are the different sounds we hear?</p> <p>What places do you go to during the week?</p> <p>What do people use to do their jobs?</p> <p>Who are your neighbors?</p> <p>How can people help to make your community better?</p>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p>	<p>Creative Curriculum Studies (Architecture Focus for Stations)</p> <p>See pages 93-101 for “Children’s Books” list to compliment daily lessons (Creative Curriculum)</p> <p>Mighty Minutes</p>

<p>Sonday Essentials</p> <p>Winsorlearning.com/ for online resources</p>	<p>ITC SEL</p>
<p style="text-align: center;">Wonders Unit 3 Week 1</p> <p>Comprehension Skills: Visualize, Characters, Lists</p> <p>Print Concepts: Left to right, bottom to right; locate printed word</p> <p>Sight word: to</p> <p>Texts:</p> <p>Day 1 “How Do Dinosaurs Go to School?” Big Book Genre: Fantasy</p> <ul style="list-style-type: none"> • RL.K.2 With prompting and support, retell familiar stories, including key details. • RL.K.4 Ask and answer questions about unknown words in a text. • RI.K.10 Actively engage in group reading activities with purpose and understanding. <p>Day 2</p> <ul style="list-style-type: none"> • RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). <p>Day 3 “ Can I Pat It?” Shared Read</p> <ul style="list-style-type: none"> • RF.K.1a Follow words from left to right, top to bottom, and page by page. • RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. • RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). • RF.K.4 Read emergent-reader texts with purpose and understanding. <p>Day 4 “Be Safe” Informational Text</p> <ul style="list-style-type: none"> • RI.K.2 With prompting and support, identify the main topic and retell key details of a text. • RI.K.10 Actively engage in group reading activities with purpose and understanding. 	

Day 5 “Time Can Tip It” Shared Read

- **RF.K.1c** Understand that words are separated by spaces in print.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Wonders Unit 3 Week 2

Comprehension Skills: Visualize, Setting, Captions

Print Concepts: Left to right, bottom to right; locate printed word, parts of a book

Sight word: and

Texts:

Day 1 “Clang! Clang! Beep! Beep!” Genre: Fiction Big Book

- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RF.K.1c** Understand that words are separated by spaces in print.
- **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Day 2 “Clang! Clang! Beep! Beep!” Genre: Fiction Big Book

- **RL.K.4** Ask and answer questions about unknown words in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3 “Nat and Tip” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.

- **RF.K.1c** Understand that words are separated by spaces in print.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Sounds are Everywhere” Informational Text

- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 5 “Tim and Nan” Shared Read

- **RI.K.5** Identify the front cover, back cover, and title page of a book.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Wonders Unit 3 Week 3

Comprehension Skills: Visualize, Character, Map

Print Concepts: Left to right, bottom to right; parts of a book

Sight word: go

Texts:

Day 1: “Please Take Me for a Walk” Genre: Fiction Big Book

- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RF.K.1d** Recognize and name all upper- and lowercase letters of the alphabet.

Day 2: "Please Take Me for a Walk" Big Book

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3: "We Go to See Nan" Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4: "A Neighborhood" Genre: Informational

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Day 5: “Can We Go?”

F.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Wonders Unit 4 Week 1

Comprehension Skills: Ask/Answer Questions, Topic/Details, Labels

Print Concepts: match speech to print; parts of a book

Sight word: you

Texts:

Day 1: “Whose Shoes?” Genre: Informational Text Big Book

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2: “Whose Shoes?”

- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.

Day 3: “Tom on Top” Shared Read

- **RI.K.5** Identify the front cover, back cover, and title page of a book.
- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4: “Workers and Their Tools” Informational Text

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Wonders Unit 4 Week 2

Comprehension Skills: Ask/Answer Questions, Character, Setting, Illustrations

Print Concepts: match speech to print; parts of a book

Sight word: do

Texts:

Day 1: “What Can You Do with a Paleta?” Genre: Realistic Fiction Big Book

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.

Day 2: “What Can You Do with a Paleta?”

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RL.K.4** Ask and answer questions about unknown words in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)

Day 3: “Sid” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4: “My Great Neighborhood” Genre: Informational Text

- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RL.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Wonders Unit 4 Week 3

Comprehension Skills: Ask/Answer questions, Details: time order, Captions

Print Concepts: first word in a sentence capitalized, left to right, top to bottom tracking, parts of a book

Sight word: you

Texts:

Day 1: “Roadwork” Genre: Informational Text Big Book

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2: “Roadwork”

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

Day 3: “I Can, You Can!” Shared Read

- **RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4: “A Community Garden” Genre: Informational Text

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Wonders Unit 4 Week 4

Sight word: and, do, go, to, you

Text:

Day 1: “Firefighters Help Out!” Extend, Connect, Assess

- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

District/School Formative Assessments	District/School Summative Assessments
TS Gold Anecdotal records	i-Ready Diagnostic
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p>Sonday Standards (Phonemic Awareness) Over the next 7 weeks, Sonday spiral through the following learning standards.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words.</p>	<p>I can...</p> <p>RF.K.2.B. 1. Break a word into syllables 2. Count syllables in words 3. Blend Syllables</p> <p>RF.K.2.C. 1. Blend onset and rime</p> <p>RF.K.2.D. 1. Identify the beginning sound in a word 2. Pronounce the beginning sound in a word 3. Identify the ending sound in a word 4. Pronounce the ending sound in a word</p> <p>RF.K.2.E. 1. Identify and delete the beginning sound of a word</p> <p>RF.K.2.A. Produce rhyming words</p>
Writing Tasks	
<p>Primary Focus: Writing first and last names.</p> <p>Forming proper letter strokes for upper-case and lower-case letters.</p> <p>Writing sight words and developing sight word sentences off of texts being read in the classroom or topics of discussion.</p>	

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

W1-to

W2-and

W3- go

W4- Develop a sight word sentence: “We go to the _____.”

W5- do

W6- you

W7- Develop sight word sentences: “You and I _____.” “I go to the _____.” “You go to the _____.”

Required Speaking and Listening	Suggested Speaking and Listening
<p>Whole group discussion</p> <ul style="list-style-type: none"> • Pair-Share • Small group discussions • Teacher directed discussions • Student-led presentations • Follow agreed upon rules for discussion • Questioning techniques • Active Listening Strategies • Oral Presentations • Oral Reading • Oral response to questions • Book talk 	<ul style="list-style-type: none"> • Create audio recordings • Reader’s Theater • Oral Report • Reading and Writing Projects • Literature Circle

Performance Task Options/Interdisciplinary Connections	Professional Resources
<p>Paired Reads U3W1 - Be Safe! NJSLS-SS: 6.1.2.CivicsPR.2 U3W2 - Sounds are Everywhere Sci U3W3 - A Neighborhood NJSLS-SS: 6.1.2.Geo.SV.2; 6.1.2.Geo.SV.3 U4W1 - Workers and Their Tools NJSLS-SS: 6.1.2.EconNE.1 U4W2 - A World Festival NJSLS-SS: 6.1.2.CivicsCM.3 U4W3 - A Community Garden - NJSLS-SS: 6.1.2.Geo.HE.2; 6.1.2.Geo.HE.4</p>	<p>https://www.literacyworldwide.org/ https://www.naeyc.org/ https://www.nwp.org/ https://www.readwritethink.org/ https://www.winsorlearning.com/ https://www.mheducation.com/prek-12/program/wonders-2023/readi ng.html?page=1&sortby=title&order=asc&bu=seg</p>
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring

<ul style="list-style-type: none"> ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers 	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate 	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment 	<p>Required:</p> <p>Whole Group Do Now/Warm-Up Small Groups Guided Practice Independent Practice</p>

<ul style="list-style-type: none"> Higher-Level Text 	Measurable Objective Identify and review objectives for lesson Centers Guided Reading utilizing Before, During, and After activities Intervention/Remediation Suggested: Projects Academic Games
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<p style="text-align: center;"> Unit # 4 *Pair with Seeds Study *From Wonders (Units 5 and 6): Read Aloud Text Shared Read High Frequency Words SEL (Morning Meeting) </p>	
Unit Title	Reading Wonders Unit 5 (Wonders of Nature) and Unit 6 (Weather for All Seasons)
Reading Genre(s)	Weeks 1&2 Realistic Fiction, Informational Text Weeks 3&4 Informational Text, Realistic Fiction Weeks 5&6 Fantasy, Realistic Fiction Week 7 Informational Text
Writing Tasks	Writing first and last names.

	<p>Forming proper letter strokes for upper-case and lower-case letters.</p> <p>Writing sight words: W1- my W2- are W3- with, he W4- is, little W5- she, was W6- review</p>
Recommended Pacing	7 Weeks: Approximate Dates: January 30th-March 10th
Unit Summary	<p>Throughout Units 5 and 6, Wonders explores nature and all it has to offer. Students dive into literature that involves the weather, our four seasons as well as living things that grow in nature. Students will make connections with nature around them and will use Creative Curriculum's Seeds study to engage in some hands-on learning experiences.</p> <p>While engaging in read-aloud questions; students will continue learning how to re-read for better understanding, identify main story elements: character, setting, events; identify and engage in rhyme and repetition as well as identify topics and details. The teacher will model and teach print concepts such as tracking print left to right top to bottom as well as using the return sweep to self correct.</p> <p>Students will continue to practice identifying, writing, and reading old and new sight words. They will write a sight word sentence with the sight words used throughout these two units. They will focus on using an upper-case at the beginning of their sentence, spaces between words, and punctuation at the end of their sentence. Students will re-read their completed sentence to make sure it makes sense. They will show a further understanding of the sentence they wrote by drawing an illustration that goes along with their sentence.</p>

	<p>Students will also participate in a small learning group where they will use Wonders’ shared read to practice reading strategies and as they begin to decode text and read sight words. During the shared read, students will learn how to do picture walks, identify sight words, and use reading strategies to help decode words. Students will begin learning how to blend phonemes and onset-rime to read unknown c-v-c words.</p> <p>Students will also benefit from a weekly SEL skill that will be presented during morning meeting: W1: “Asking Questions” - Showing an inquisitiveness about learning, others, and the world around them. W2: “Remembering Time”- Learning to hold information in mind while completing a task. W3: “Confidence” -Developing confidence and resilience as learners. W4: “Logic and Resoning”- Learning to think critically to solve a problem or make decisions W5: “Emotional Functioning”- Expressing and recognizing a range of emotions. W6: “Flexible thinking”- Demonstrating flexibility in thinking and behavior.</p>
Career Readiness, Life Literacies, and Key Skills Standards	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business
Computer Science and Design Thinking (Technology)	8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Enduring Understandings	Essential Questions
What kinds of things can you find growing in nature?	What do living things need to grow?

How do weather and seasons affect us?	How do living things change as they grow? What kinds of things grow on a farm? How are the seasons different? What happens in different kinds of weather? How can you stay safe in bad weather?
District/School Required Texts and Media Formats	District/School Supplementary Resources
<u>Wonders</u> Reading Program Weekly Units - McGraw Hill <u>WonderWorks</u> - Wonders Intervention Program- McGraw Hill Sondag Essentials Winsorlearning.com/ for online resources	Creative Curriculum Studies (Architecture Focus for Stations) See pages 93-101 for “Children’s Books” list to compliment daily lessons (Creative Curriculum) Mighty Minutes ITC SEL
<p style="text-align: center;">Wonders Unit 5 Week 1</p> <p>Comprehension Skills: Reread, character, setting, events, rhyme and repetition Print Concepts: locate printed word, parts of a book Sight word: my Texts: Day 1 “My Garden” Genre: Realistic Fiction Big Book</p> <ul style="list-style-type: none"> ● RL.K.2 With prompting and support, retell familiar stories, including key details. ● RL.K.3 With prompting and support, identify characters, settings, and major events in a story. ● RL.K.5 Recognize common types of texts (e.g., storybooks, poems). ● RL.K.10 Actively engage in group reading activities with purpose and understanding. ● RF.K.1c Understand that words are separated by spaces in print. <p>Day 2 “My Garden”</p> <ul style="list-style-type: none"> ● RL.K.3 With prompting and support, identify characters, settings, and major events in a story. 	

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3 “Hop Can Hop!” Shared Read

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.1c** Understand that words are separated by spaces in print.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Tommy” -Poetry

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RF.K.2a** Recognize and produce rhyming words.

“The Seed”

- **RF.K.2a** Recognize and produce rhyming words.
- **L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Wonders Unit 5 Week 2

Comprehension Skills: reread, topic and details, diagram

Print Concepts: left to right, top to bottom tracking, return sweep, parts of a book

Sight word: are

Texts:

Day 1 “A Grand Old Tree” Genre: Realistic Fiction Big Book

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.

Day 2 “A Grand Old Tree”

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3 “Ed and Ned” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “From a Seed to a Tree” Genre: Informational Text

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Wonders Unit 5 Week 3

Comprehension Skills: reread, topic and details, lists

Print Concepts: parts of a book, match speech to print

Sight word: with, he

Texts:

Day 1 “An Orange in January” Genre: Informational Text Big Book

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2 “An Orange in January”

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.4a** 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.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

Day 3 “Ron with Red” Shared Read

- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Farmers’ Market” Genre: informational Text

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Wonders Unit 6 Week 1

Comprehension Skills: Visualize, Key details: Sequence, Retell

Print Concepts: locate printed word, parts of a book, Left to Right/Top to Bottom

Sight word: is, little

Texts:

Day 1 “Mama is it Summer yet?” Big Book Genre: Realistic Fiction

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2 “Mama is it Summer yet?” Big Book Genre: Realistic Fiction

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

Day 3 “Is it Hot?” Shared Read

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

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “New Snow,” “Rain Song,” “Covers,” “Honey, I Love” Big Book

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RF.K.2a** Recognize and produce rhyming words.
- **L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

Wonders Unit 6 Week 2

Comprehension Skills: Visualize, Key details: Sequence, Retell

Print Concepts: Recognize that the first word in a sentence is capitalized, Identify periods and exclamation points, identify parts of a book

Sight word: she, was

Texts:

Day 1 “Rain” Big Book Genre: Fantasy

- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.1.0** Actively engage in group reading activities with purpose and understanding.

Day 2 “Rain”

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).

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

Day 3 “Kim and Nan” Shared Read

- **RI.K.5** Identify the front cover, back cover, and title page of a book.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Coud Watch” Paired read

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RL.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Wonders Unit 6 Week 3

Comprehension Skills: Visualize, Key details, Retell

Print Concepts: Locate a printed word on a page, Recognize that the first word in a sentence is capitalized, Identify parts of book

Sight word: review the words: are, he, is, little, my, she, was, with

Texts:

Day 1 “Waiting out the Storm” Big Book Genre: Realistic fiction

- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2 “Be Safe in Bad Weather” paired text Genre: Informational text

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

Day 3 “Mac and Ben” Shared Read

- **RI.K.5** Identify the front cover, back cover, and title page of a book.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Mac and Ben” shared read Genre: Fiction

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

District/School Formative Assessments	District/School Summative Assessments
TS Gold Anecdotal records	i-Ready Diagnostic

Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p>Sonday Standards (Phonemic Awareness) Over the next 7 weeks, Sonday spirals through the following learning standards.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>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.</p>	<p>I can...</p> <p>RF.K.2. A. 1. Produce rhyming words from a given word</p> <p>RF.K.2. B. 1. Break a word into syllables 2. Pronounce each syllable 3. Blend syllables 4. Count each syllable in a word</p> <p>RF.K.2. C. 1. Blend onsets and rimes</p> <p>RF.K.2. D. 1. Identify the beginning sound in a word 2. Isolate the beginning sound in a word 3. Pronounce the beginning sound of a word</p> <p>RF.K.2. E. 1. Delete the beginning sound in a word 2. Substitute the beginning sound with another consonant</p> <p>RF.K.3. A. 1. Produce the sounds for: s, t, b, m, l, d, n, p (Unit 5 W1-3)</p>
Writing Tasks	
<p>Primary Focus: Writing first and last names.</p> <p>Forming proper letter strokes for upper-case and lower-case letters.</p>	

Writing sight words and developing sight word sentences off of texts being read in the classroom or topics of discussion.

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

W1- my

W2- are

W3- with, he

W4-is, little

W5- she, was

W6- review

W7- n/a

Required Speaking and Listening	Suggested Speaking and Listening
<p>Whole group discussion</p> <ul style="list-style-type: none"> ● Pair-Share ● Small group discussions ● Teacher directed discussions ● Student-led presentations ● Follow agreed upon rules for discussion ● Questioning techniques ● Active Listening Strategies ● Oral Presentations ● Oral Reading ● Oral response to questions 	<ul style="list-style-type: none"> ● Create audio recordings ● Reader's Theater ● Oral Report ● Reading and Writing Projects ● Literature Circle

<ul style="list-style-type: none"> • Book talk 	
Performance Task Options/Interdisciplinary Connections	Professional Resources
Paired Reads U5W2 - From a Seed to a Tree - NJSLS-Sci: K-ESS3-1 U5W3 - Farmer's Market - NJSLS-SS: 6.1.2.Geo.SV.2; 6.1.2.Geo.SV.3 U6W2 - Cloud Watch - NJSLS-Sci: K-2-ETS1-1 U6W3 - Be Safe in Bad Weather - NJSLS-Sci: K-2-ETS1-1	https://www.literacyworldwide.org/ https://www.naeyc.org/ https://www.nwp.org/ https://www.readwritethink.org/ https://www.winsorlearning.com/ https://www.mheducation.com/prek-12/program/wonders-2023/readi ng.html?page=1&sortby=title&order=asc&bu=seg
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<ul style="list-style-type: none"> • Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework 	<ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring

<ul style="list-style-type: none"> ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers 	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate 	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments 	<p>Required:</p> <p>Whole Group</p>

<ul style="list-style-type: none"> • Modify Content • Adjust Pacing of Content • Small Group Enrichment • Individual Enrichment • Higher-Level Text 	<p>Do Now/Warm-Up</p> <p>Small Groups</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Measurable Objective</p> <p>Identify and review objectives for lesson</p> <p>Centers</p> <p>Guided Reading utilizing Before, During, and After activities</p> <p>Intervention/Remediation</p> <p>Suggested:</p> <p>Projects</p> <p>Academic Games</p>
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<p>Unit #5</p> <p>From Wonders (unit 7&8)</p> <p>Read Aloud Text</p> <p>Shared Read</p> <p>High Frequency Words</p> <p>SEL (Morning Meeting)</p>	
Unit Title	Reading Wonders Unit 7 (The Animal Kingdom) and Unit 8 (From Here to There)
Reading Genre(s)	<p>Week 1&2 Informational text; Fiction</p> <p>Weeks 3&4 Fantasy; Fiction</p>

	Weeks 5&6 Informational text& Fantasy
Writing Tasks	<p>Writing the letters of the alphabet. Forming proper letter strokes for upper-case and lower-case letters.</p> <p>Writing sentences to respond to text.</p> <p>Writing sight words: W1- for, have W2- of, they W3- said, want W4- here, me W5- this, what W6 - review all words</p>
Recommended Pacing	7 weeks Approximate Dates: Mar 27th - May 5th
Unit Summary	<p>Throughout Unit 7 of Wonders students will explore both informational text and fiction as they focus on the the world around them. One aspect of the world is different kinds of animals and what these animals need to survive. Students will make connections with household pets, other domestic animals and livestock, and wild animals. Students will also be challenged to think about how these animals are alike and how they are different. Throughout Unit 8 of Wonders students will explore important places and the different methods of transportation that can be used to travel long distances. Students will make connections with methods of travel, family member, and places to visit. Students will also be challenged to think about how experiences and adventures in the stories are alike and different. While engaging in read-aloud questions; students will continue learning how to identify key details in a text, explaining the difference between fact and opinion, and retelling familiar stories with key details. The teacher will model and teach print concepts such as locating a printed words</p>

	<p>on a page, identifying the parts of a book, reading from left to right/top to bottom, and distinguishing letters from words.</p> <p>Students will continue to practice identifying, writing, and reading old and new sight words. They will write about the text using prompts provided by the teacher. They will focus on using an upper-case at the beginning of their sentence, spaces between words, and punctuation at the end of their sentence. Students will re-read their completed sentence to make sure it makes sense. They will show a further understanding of the sentence they wrote by responding to suggestions for peers and adding details.</p> <p>Students will also participate in a small learning group where they will use Wonders' shared read to practice reading strategies and as they begin to decode text and read sight words. During the shared read, students will learn how to do picture walks, identify sight words, and use reading strategies to help decode words. Students will begin learning strategies for identifying rhyming words and phoneme isolation, deletion, and substitution.</p> <p>Students will also benefit from weekly SEL skills that will be presented during morning meetings:</p> <p>W1: "Word on the Street"- Demonstrate Curriosity W2: "Try a little Kindness"- Care & Empathy W3: "Super Grovers 2.0 Pulleys"- Logic and Reasoning W4: "Think Outside the box"- Using creativity approaches & cooperation to express idea W5: " Birdwalk Empire"- Social Problem Solving W6: "Word on the street: Focus"- Maintaining focus & building attention</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. •</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business</p>

Computer Science and Design Thinking (Technology)	8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Enduring Understandings	Essential Questions
<p>Citing similarities and differences between animals Connection of climates to animal habitats Traveling from one place to another</p>	<p>How are some animals alike and how are they different? How do you take care of different kinds of pets? Where do animals live? What can help you go from here to there? What do you know about your country? What do you see in the sky?</p>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <p><u>WonderWorks-</u> Wonders Intervention Program- McGraw Hill</p> <p>Sonday Essentials</p> <p>Winsorlearning.com/ for online resources</p>	<p><u>iReady</u> Instructional Learning Path</p> <p><u>iReady</u> Tools for Instruction</p> <p><u>SeeSaw</u> Application</p> <p>BrainPopJr</p> <p>Creative Curriculum Studies (Architecture Focus for Stations) See pages 93-101 for “Children’s Books” list to compliment daily lessons (Creative Curriculum) Mighty Minutes ITC SEL</p>

Wonders Unit 7 Week 1

Comprehension Skills: Reread, Connections within text, Compare and Contrast

Print Concepts: Remind children that a sentence begins with a capital letter and ends with an end mark.

Sight word: for, have

Texts:

Day 1 “Zoo Borns” Big Book Genre: Non Fiction

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2 “Zoo Borns” Big Book Genre: Non Fiction

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3 “A Pup and a Cub” shared read

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.
- **L.K.2b** Recognize and name end punctuation.

Day 4 “Mischievous Goat,” “Over in the Meadow,” “Kitty Caught a Catterpillar.” Genre: Poetry

- **RL.K.4** Ask and answer questions about unknown words in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RF.K.2a** Recognize and produce rhyming words.

Wonders Unit 7 Week 2

Comprehension Skills: Make, Confirm, and Revise Predictions. Plot: Problem and Solution

Print Concepts: Remind children that a sentence begins with a capital letter and ends with an end mark.

Sight word: of, they

Texts:

Day 1 “A Birthday Pet” Big Book Genre: Realistic fiction

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.

Day 2 “A Birthday Pet” Big Book Genre: Realistic fiction

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.2a** Recognize and produce rhyming words.

Day 3 “I Hug Gus” Shared Read

- **RI.K.5** Identify the front cover, back cover, and title page of a book.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Lola and Bella” Genre: Personal Narrative

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **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.

Wonders Unit 7 Week 3

Comprehension Skills: Make, Confirm, and Revise Predictions. Plot: Cause and Effect

Print Concepts: Display page 5 of the **Big Book**. Point to the word in. Say: Letters stand for sounds. When I read, I say the sounds in order.

Sight word: review

Texts:

Day 1 “Bear Snores On” Big Book Genre: Fantasy

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

- **RL.K.4** Ask and answer questions about unknown words in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **L.K.5d** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Day 2 “Bear Snores On” Big Book Genre: Fantasy

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
- **L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

Day 3 “A Vet in a Van” Shared Read

- **RI.K.5** Identify the front cover, back cover, and title page of a book.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Animal Homes” Genre: Non fiction

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Wonders Unit 8 Week 1

Comprehension Skills: Make predictions. Character, Setting, and Plot

Print Concepts: Explain the roles of author and illustrator. Speech bubbles: remind students speech bubbles show what characters are saying.

Sight word: here, me

Texts:

Day 1 “When Daddy’s Truck Picks me up” Big Book Genre: Realistic fiction

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

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

Day 2 “When Daddy’s Truck Picks me up” Big Book Genre: Realistic fiction

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3 “Dad got a job” Shared Read

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “From here to there” Big Book

- **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Wonders Unit 8 Week 2

Comprehension Skills: Reread, Main topic and Key details

Print Concepts: Point to the quotation marks. Guide children to recall that quotation marks are placed before and after words that the characters in the text say.

Sight word: this, what

Texts:

Day 1 “Ana goes to Washington DC” Big Book Genre: Non Fiction

- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2 “Ana goes to Washington DC” Big Book Genre: Non Fiction

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3 “Pack a Bag” Shared Read

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

- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.
- **L.K.2b** Recognize and name end punctuation.

Day 4 “See our Country” Big Book

- **RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Wonders Unit 8 Week 3

Comprehension Skills: Plot: Problem and Solution

Print Concepts: Parts of a book, Left to Right/Top to Bottom

Sight word: Review

Texts:

Day 1 “Bringing down the Moon,” Big Book Fantasy

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2 “Bringing down the Moon,” Big Book Fantasy

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3 “Up,Up,Up” Shared Read

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Day and Night Sky”

- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

District/School Formative Assessments	District/School Summative Assessments
TS Gold Anecdotal records	i-Ready Diagnostic
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p>Sonday Standards (Phonemic Awareness) Over the next 7 weeks, during Sonday students will</p> <p>Acquire letter knowledge by</p> <ul style="list-style-type: none"> • reciting the alphabet • recognizing, naming, and writing uppercase and lowercase letters in sequence or in random order <p>Practice phonological awareness by</p> <ul style="list-style-type: none"> • listening to sounds or syllables and sequencing those parts to make words • segmenting and identifying beginning, ending, or middle sounds in spoken words • recognizing words that rhyme and generating rhyming words • quickly naming colors, letters, and sounds <p>Master phonemic awareness by</p> <ul style="list-style-type: none"> • learning letter sounds (grapheme-phoneme) connection • writing letter names (graphemes) for dictated sounds (phonemes) 	<p>I can...</p> <p>RF.K.2. A.</p> <ol style="list-style-type: none"> 1. Produce rhyming words from a given word <p>RF.K.2. B.</p> <ol style="list-style-type: none"> 1. Break a word into syllables 2. Pronounce each syllable 3. Blend syllables 4. Count each syllable in a word <p>RF.K.2. C.</p> <ol style="list-style-type: none"> 1. Blend onsets and rimes <p>RF.K.2. D.</p> <ol style="list-style-type: none"> 1. Identify the beginning sound in a word 2. Isolate the beginning sound in a word 3. Pronounce the beginning sound of a word <p>RF.K.2. E.</p> <ol style="list-style-type: none"> 1. Delete the beginning sound in a word 2. Substitute the beginning sound with another consonant

Writing Tasks

Write words with Uu
Write High frequency words

W1 for, have
W2 of, they
W3 review
W4 here, me
W5 this, what
W6 review

Required Speaking and Listening

Whole group discussion

- Pair-Share
- Small group discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed upon rules for discussion
- Questioning techniques
- Active Listening Strategies
- Oral Presentations
- Oral Reading
- Oral response to questions
- Book talk

Suggested Speaking and Listening

- Create audio recordings
- Reader's Theater
- Oral Report
- Reading and Writing Projects
- Literature Circle

Performance Task Options/Interdisciplinary Connections	Professional Resources
<p>Paired Reads: U7W2 - Lola and Bella - NJSLS-Sci: K-LS1-1 U7W3 - Animal Homes - NJSLS-Sci: K-LS1-1 U8W1 - From Here to There - NJSLS-SS: 6.1.2.Geo.SV.2; 6.1.2.Geo.SV.3 U8W2 - See Our Country - NJSLS-SS: 6.1.2.Geo.SV.2; 6.1.2.Geo.SV.3 U8W3 - Day and Night Ski - NJSLS-Sci: K-2-ETS1-1</p>	<p>https://www.literacyworldwide.org/ https://www.naeyc.org/ https://www.nwp.org/ https://www.readwritethink.org/ https://www.winsorlearning.com/ https://www.mheducation.com/prek-12/program/wonders-2023/reading.html?page=1&sortby=title&order=asc&bu=seg</p>
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p>(Tier III) Resources: Modify activities/assignments/projects</p> <ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content 	<p>(Tier II) Resources: Breakdown activities/assignments/projects/assessments into manageable units</p> <ul style="list-style-type: none"> ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring

<ul style="list-style-type: none"> ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers 	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<p>(Tier II) Resources:</p> <ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate 	<p>(ELL/Newcomer) Resources:</p> <p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers
Extensions for Gifted Students	Required/Suggested Activities
<p>(Copy From Previous Curriculum) Resources:</p> <p>Extend activities/assignments/projects/assessments</p> <ul style="list-style-type: none"> ● Provide an option for alternative activities/assignments/projects/assessments 	<p>Required:</p> <p>Whole Group Do Now/Warm-Up</p>

<ul style="list-style-type: none"> • Modify Content • Adjust Pacing of Content • Small Group Enrichment • Individual Enrichment • Higher-Level Text 	<p>Small Groups Guided Practice Independent Practice Measurable Objective Identify and review objectives for lesson Centers Guided Reading utilizing Before, During, and After activities Intervention/Remediation</p> <p>Suggested: Projects Academic Games</p>
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Unit #9&10	
Unit Title	Reading Wonders Unit 9 (How things Change) and Unit 10 (Thinking Outside the Box)
Reading Genre(s)	<p>Week 1&2 Fiction and Fantasy</p> <p>Weeks 3&4 Fantasy and Fantasy</p> <p>Weeks 5&6 Fiction and Informational text</p>
Writing Tasks	<p>W1- Write words with a_e, Write high frequency words</p> <p>W2- Write words with i_e, Write high frequency words</p> <p>W3- Write words with o_e, Write high frequency words</p> <p>W4- Write words with u_e, Write high frequency words</p>

	W5- Write words with e, ee, e_e, Write high frequency words
Recommended Pacing	6 weeks May 8th -June 16th
Unit Summary	<p>Throughout Units 9 and 10 students will explore fiction, fantasy, and informational text. Students will learn how things change, how to become problem solvers and discovering ways to protect the environment. In these units we will learn how to be helpers at home. While engaging in real alouds students will use the ask and answer strategy, reread, make predictions and explore plot sequence. Teacher will model and teach print concepts with long vowel frequency words.</p> <p>Students will continue to practice identifying, writing, and reading old and new sight words. They will write a story with a dialogue in addition to a thank you note. They will focus on greetings, body, and closing using an upper-case at the beginning of their sentence, spaces between words, and punctuation at the end of their sentence. Students will re-read their completed sentence to make sure it makes sense. They will show a further understanding of the sentence they wrote by responding to suggestions for peers and adding details.</p> <p>Students will also benefit from a weekly SEL skill that will be presented during morning meeting:</p> <p>W1: “ProSocial Behaviors with Adults” -Building positive relationships with familiar adults.</p> <p>W2: “Initiative”- Demonstrating initiative and increased independence.</p> <p>W3: “Flexible thinking”- Demonstrating flexibility in thinking and behavior.</p> <p>W4: “Social Problem Solving”- Using creative thinking and cooperation to solve a social problem.</p> <p>W5: “Task Persistence”- Setting reachable goals and persisting to completion.</p> <p>W6: “Care and Empathy”- Exploring and Understanding how to express care and concern for others.</p>

Career Readiness, Life Literacies, and Key Skills Standards	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business
Computer Science and Design Thinking (Technology)	8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Example texts include “ <i>All Kinds of Families</i> ”

Enduring Understandings	Essential Questions
How things Change. Thinking Outside the Box.	How can you help out at home? What do good citizens do? How can things in nature be used to make new things? What can happen when we work together? In what ways are things alike? How are they different? What ideas can you suggest to protect the environment?
District/School Required Texts and Media Formats	District/School Supplementary Resources
<u>Wonders</u> Reading Program Weekly Units - McGraw Hill <u>WonderWorks</u> - Wonders Intervention Program- McGraw Hill Sonday Essentials Winsorlearning.com/ for online resources	<u>iReady</u> Instructional Learning Path <u>iReady</u> Tools for Instruction <u>SeeSaw</u> Application BrainPopJr
<p style="text-align: center;">Wonders Unit 9 Week 1</p> <p>Comprehension Skills: Plot: Sequence</p>	

Print Concepts: Locate printed word, Parts of a book, Left to Right/Top to bottom

Sight word: help, too

Texts:

Day 1 “Peter’s chair” Big Book, Realistic fiction

- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2 “Peter’s chair” Big Book, Realistic fiction

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3 “Jake and Dale Help” Fiction

- **RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.
- **L.K.2b** Recognize and name end punctuation.

Day 4 “Moms Helpers” Play

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Wonders Unit 9 Week 2

Comprehension Skills: Plot: Cause and Effect

Print Concepts: Parts of a book, Left to Right/top to Bottom

Sight word: has, play

Texts:

Day 1 “Hen hears Gossip” Big Book, Fantasy

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **L.K.2b** Recognize and name end punctuation.

Day 2 “Hen hears Gossip” Big Book, Fantasy

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3 “We can Play” Shared Read Fiction

- **RI.K.5** Identify the front cover, back cover, and title page of a book.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Team up to Clean Up” Paired Text, Informational text

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Wonders Unit 9 Week 3

Comprehension Skills: Plot: Cause and Effect

Print Concepts: Distinguish Letters from words, Parts of a Book

Sight word: review

Texts:

Day 1 “Bread Comes to Life” Big Book, Informational text

- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2 “Bread Comes to Life” Big Book, Informational text

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).

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

Day 3 “Look a Home!” Shared Read, Informational text

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Nature Artist” Paired text, Informational text

- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Wonders Unit 10 Week 1

Comprehension Skills: Plot: Sequence

Print Concepts: Parts of a book, Left to Right/ Top to Bottom/ Return Sweep

Sight word: good, who

Texts:**Day 1 “What’s the Big Idea, Molly?” Big Book, Fantasy**

- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Day 2 “What’s the Big Idea, Molly?” Big Book, Fantasy

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3 Reread “A Good Time for Luke,” Shared Read, Fiction

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Better Together,” Paired Read, Persuasive text

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.

Wonders Unit 10 Week 2

Comprehension Skills: Key details

Print Concepts: Parts of a Book, Left to Right/ Top to Bottom/ Return Sweep

Sight word: come, does

Texts:

Day 1 “All Kinds of Families,” Big Book, Poetry

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.

Day 2 “All Kinds of Families,” Big Book, Poetry

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RL.K.4** Ask and answer questions about unknown words in a text.

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

Day 3 “We Come On Time,” Shared Read, Fiction

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Good for You” Paired text, Persuasive text

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

Wonders Unit 10 Week 3

Comprehension Skills: Main Idea and Key details

Print Concepts: Distinguish Letters from words, parts of a book, Left to Right/Top to Bottom/Return Sweep

Sight word: Review

Texts:

Day 1 “Panda Kindergarten,” Big Book, Informational text

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

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

Day 2 “Panda Kindergarten,” Big Book, Informational text

- **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Day 3 “Who can Help,” Shared read, Informational text

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.4** Read emergent-reader texts with purpose and understanding.

Day 4 “Save Big Blue,” Paired Text, Informational text

- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

District/School Formative Assessments	District/School Summative Assessments
TS Gold Anecdotal records	i-Ready Diagnostic
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p align="center">Sonday Standards (Phonemic Awareness) Over the next 7 weeks, during Sonday students will</p> <p>Acquire letter knowledge by</p> <ul style="list-style-type: none"> • reciting the alphabet • recognizing, naming, and writing uppercase and lowercase letters in sequence or in random order <p>Practice phonological awareness by</p> <ul style="list-style-type: none"> • listening to sounds or syllables and sequencing those parts to make words 	<p>I can...</p> <p>RF.K.2. A.</p> <ol style="list-style-type: none"> 1. Produce rhyming words from a given word <p>RF.K.2. B.</p> <ol style="list-style-type: none"> 1. Break a word into syllables 2. Pronounce each syllable 3. Blend syllables 4. Count each syllable in a word <p>RF.K.2. C.</p> <ol style="list-style-type: none"> 1. Blend onsets and rimes

<ul style="list-style-type: none"> • segmenting and identifying beginning, ending, or middle sounds in spoken words • recognizing words that rhyme and generating rhyming words • quickly naming colors, letters, and sounds <p>Master phonemic awareness by</p> <ul style="list-style-type: none"> • learning letter sounds (grapheme-phoneme) connection • writing letter names (graphemes) for dictated sounds (phonemes) 	<p>RF.K.2. D.</p> <ol style="list-style-type: none"> 1. Identify the beginning sound in a word 2. Isolate the beginning sound in a word 3. Pronounce the beginning sound of a word <p>RF.K.2. E.</p> <ol style="list-style-type: none"> 1. Delete the beginning sound in a word 2. Substitute the beginning sound with another consonant
<p style="text-align: center;">Writing Tasks</p>	
<p>Primary Focus: Writing High frequency words Write words with a_e,i_e,o_e, u_e, e,ee,e_e and final blends st, nd, nk</p> <ul style="list-style-type: none"> • W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <p>W1- help, too W2- has , play W3- Review help, too, has, play W4- good, who W5- come, does W6- review good, who, come, does</p>	
<p style="text-align: center;">Required Speaking and Listening</p>	<p style="text-align: center;">Suggested Speaking and Listening</p>
<p>Whole group discussion</p>	<ul style="list-style-type: none"> • Create audio recordings

<ul style="list-style-type: none"> • Pair-Share • Small group discussions • Teacher directed discussions • Student-led presentations • Follow agreed upon rules for discussion • Questioning techniques • Active Listening Strategies • Oral Presentations • Oral Reading • Oral response to questions • Book talk 	<ul style="list-style-type: none"> • Reader's Theater • Oral Report • Reading and Writing Projects • Literature Circle
Performance Task Options/Interdisciplinary Connections	Professional Resources
Paired Reads: U9W2 - Team Up to Clean Up NJSL-SS: 6.1.2.CivicsPR.2 U9W3 - Nature Artists NJSL-SS: 6.1.2.Geo.SV.2; 6.1.2.Geo.SV.3 U10W2 - Good For You - NJSL-Sci: K-LS1-1 U10W3 - Save Big Blue! - NJSL-Sci: K-2-ETS1-1	https://www.literacyworldwide.org/ https://www.naeyc.org/ https://www.nwp.org/ https://www.readwritethink.org/ https://www.winsorlearning.com/ https://www.mheducation.com/prek-12/program/wonders-2023/reading.html?page=1&sortby=title&order=asc&bu=seg
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
(Tier III) Resources: Modify activities/assignments/projects	(Tier II) Resources:

<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers 	<p>Breakdown activities/assignments/projects/assessments into manageable units</p> <ul style="list-style-type: none"> ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
<p>Modifications/Accommodations for Students with 504s</p>	<p>Modifications/Accommodations for English Language Learners</p>
<p>(Tier II) Resources:</p> <ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. 	<p>(ELL/Newcomer) Resources:</p> <p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects

<ul style="list-style-type: none"> ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate 	<ul style="list-style-type: none"> ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers
Extensions for Gifted Students	Required/Suggested Activities
<p>(Copy From Previous Curriculum) Resources:</p> <p>Extend activities/assignments/projects/assessments</p> <ul style="list-style-type: none"> ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment ● Higher-Level Text 	<p>Required:</p> <p>Whole Group Do Now/Warm-Up Small Groups Guided Practice Independent Practice Measurable Objective Identify and review objectives for lesson Centers Guided Reading utilizing Before, During, and After activities Intervention/Remediation</p> <p>Suggested:</p> <p>Projects Academic Games</p>