



Totowa Public Schools

English Language Arts

Grade Kindergarten

Aligned to NJSLS 2020 Standards

BOE Adopted: 08/31/2022

Revised: 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Going Places	8 Weeks	Lessons satisfy DEI Law
Living Together	8 Weeks	Lessons satisfy DEI & Holocaust Law
Tell Me a Story	6 Weeks	Lessons satisfy Amistad & DEI Law
Then and Now	6 Weeks	Lessons satisfy DEI, AAPI, and Amistad Law
Outside My Door	8 Weeks	Lessons satisfy Climate Change Law
		Curricular Mandate List

Title	Going Places
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>In this unit, students explore the essential question, "What makes a place special?" Since this is the beginning of the year, students are introduced to the routines and materials of kindergarten readers' and writers' workshops. They read both informational and realistic fiction texts related to exploring and visiting new and special places. They use text evidence from shared readings to discuss characters and identify the main idea and will explore plot and setting. In writers' workshop, students learn what authors do and will begin to make books that include words and pictures as they develop concepts about print (i.e. directionality, spaces, etc). They also learn to discuss their writing with peers in order to give and receive feedback for revisions.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What makes a place special? • What do readers do in reading workshop? • What do writers do in writing workshop?
Enduring Understandings	<ul style="list-style-type: none"> • Readers use story elements to talk about stories. • Readers use pictures and words from a book to support their thinking. • Writers organize their writing so that others can read it. • Writers give and receive feedback.
Learning Outcomes	<p>REALISTIC FICTION</p> <ul style="list-style-type: none"> • Describing characters and plot • Using words and pictures to support their ideas <p>INFORMATIONAL TEXT</p> <ul style="list-style-type: none"> • Identifying the main idea • Identifying supporting evidence <p>WRITING</p> <ul style="list-style-type: none"> • Using words and pictures to tell stories and give facts • Concepts of print • Book concepts

	<ul style="list-style-type: none"> • Cover, back cover • Author and illustrator • Title page • Directionality and text concepts • Punctuation marks • One-to-one matching (matching words read to words on the page) <p>READING</p> <ul style="list-style-type: none"> • <i>Kindness is my Superpower (DEI)</i>
Phonics	<p>Phonological Awareness: Initial and Final Sounds; Recognize Alliteration</p> <p>Phonological Awareness: Middle Sounds; Recognize Alliteration; Blend and Segment Onset and Rime</p> <p>Phonological Awareness: Blend and Segment Onset and Rime</p> <p>Phonological Awareness: Middle Sounds; Initial and Final Sounds; Recognize Alliteration</p> <p>Phonological Awareness: Recognize Alliteration; Initial Sounds; Blend and Segment Onset and Rime</p> <p>Phonics: Consonants Mm /m/ and Tt /t/</p> <p>Phonics: Short Aa /a/; Consonant Ss /s/</p> <p>Phonics: Consonants Pp /p/ and Cc /k/</p> <p>Phonics: Short Ii /i/; Consonant Nn /n/</p> <p>Phonics: Consonants Bb /b/ and Rr /r/</p>
High Frequency Words	I, am, the, like, to, a have, is, he, my, we, make, for, me, with
Assessment Evidence	
Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from

	leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform. Readings: <i>Mission Accomplished!</i> , <i>Too Many Places to Hide</i> , <i>At the Library</i> , <i>Where Is Twister?</i> , <i>A Visit to the Art Store</i> . Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	
<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how) <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how) <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> RL.K.3. With prompting and support, identify characters, settings, and major events in a story. 	

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Informational Text

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

- Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 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).

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Foundational Skills

Print Concepts

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- a. Follow words from left to right, top to bottom, and page by page.
- c. Understand that words are separated by spaces in print.

Phonological Awareness

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

- a. Recognize and produce rhyming 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/.)

Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- c. Read high-frequency and sight words with automaticity.
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Writing

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a. Print many upper- and lowercase letters.
- L.K.1b. Use frequently occurring nouns and verbs.
- L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.4.b. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

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

- L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Interdisciplinary/21st Century Connections

Visual & Performing Art

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

Health & PE

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

	<ul style="list-style-type: none"> 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
Social Studies	<ul style="list-style-type: none"> 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
21st Century Connections	<ul style="list-style-type: none"> Civic Responsibility Technology Literacy Critical thinking & Problem Solving
SEL Competencies	<ul style="list-style-type: none"> Self-Awareness <p>New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</p>

Title	Living Together
Unit Duration	6 Weeks
Unit Summary & Rationale	<i>Students read informational texts to answer the essential question, "What do living things need?" They work on using book handling skills and reading self-selected texts. They interact with texts for increasing periods of time and recognize their characteristics and structure. During a writing project, they will get the chance to apply what they have learned from the text "Living Things" by writing about a list book that has a main idea and details about the topic.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> What do living things need? How can you learn about the natural world by reading informational texts? How do authors share information with others?
Enduring Understandings	<ul style="list-style-type: none"> Readers use informational texts to learn about the natural world Readers synthesize information to create new understandings Writers generate ideas, discuss, and compose pieces to teach others Writers use a combination of words and graphics to share information

Learning Outcomes	<p>READING</p> <ul style="list-style-type: none"> • Find main idea and supporting details • Ask and answer questions about text structure • Identify key vocabulary that is used to describe • Find text features • <i>We Are All Wonders</i> (DEI) • <i>Chrysanthemum</i> (Holocaust) <p>WRITING</p> <ul style="list-style-type: none"> • Explore the elements of a list book • Generate ideas for a list book • Demonstrate that a form of writing is drawing a picture • Career Exploration – Students conduct research on different careers in our neighborhood. <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • Participate in a range of conversations with peers <p>LANGUAGE</p> <ul style="list-style-type: none"> • Edit for adjectives, nouns, prepositions and capitalization
Phonics	<p>Phonological Awareness: Initial and Final Sounds; Segment and Blend Phonemes</p> <p>Phonological Awareness: Segment and Blend Phonemes; Alliteration; Initial and Final Sounds</p> <p>Phonological Awareness: Identify Words; Segment and Blend Phonemes</p> <p>Phonological Awareness: Segment and Blend Onset and Rime; Initial and Final Blends; Rhyming Words</p> <p>Phonological Awareness: Medial Sounds; Initial Sounds; Rhyming Words</p> <p>Phonics: Consonants Dd /d/ and Kk /k/</p> <p>Phonics: Short Oo /o/; Consonant Ff /f/</p> <p>Phonics: Consonants Hh /h/ and Ll /l/</p> <p>Phonics: Consonant Gg /g/; Initial and Final Consonant Blends</p> <p>Phonics: Short Ee /e/; Consonants Ww /w/ and Yy /y/</p>
High Frequency Words	Are, that, of, they, you, do, one, two, three, four, five, here, go, from, yellow
Assessment Evidence	

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform. Readings: <i>Animals on the Move</i>, <i>From Nectar to Honey</i>, <i>Do We Need This?</i>, <i>Open Wide!</i>, <i>Run, Jump, and Swim</i>, <i>We Are All Wonders (DEI)</i></p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	
<p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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. 	

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 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).

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Foundational Skills

Phonological Awareness

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Recognize and produce rhyming 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/.) Show details

Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. c. Read high-frequency and sight words with automaticity.

Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1a. Print many upper- and lowercase letters. L.K.1b. Use frequently occurring nouns and verbs. L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- 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).

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Interdisciplinary/21st Century Connections

Social Studies	<ul style="list-style-type: none"> • 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Mathematics	<ul style="list-style-type: none"> • K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
Health and PE	<ul style="list-style-type: none"> • 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

	<ul style="list-style-type: none"> • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
21st Century Connections	<ul style="list-style-type: none"> • Critical thinking & Problem Solving • Collaboration and Teamwork
SEL	<ul style="list-style-type: none"> • Social Awareness New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx

Title	Tell Me a Story
Unit Duration	8 Weeks
Unit Summary & Rationale	Students explore the essential question "Why do we like stories?" They read stories from different forms of traditional literature (including folktales, fairy tales, and myths) in order to discover how each shows the theme in a different way. They learn how these stories teach us lessons or naturally occurring phenomena. Students have opportunities to visualize details, make inferences, make and confirm predictions and describe plot as they engage with the different genres. In writer's workshop, students write fictional narratives that include characters, setting, and plot. They incorporate problem and solution, and make sure that their narratives have a beginning, middle, and end.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Why do we like stories? • What is the purpose of traditional tales? • How do I write a fictional story?
Enduring Understandings	<ul style="list-style-type: none"> • Readers use story elements to identify common types of traditional tales, including folktales, fairy tales, and myths • Traditional tales are cultural and can be told in different ways • Traditional stories communicate a lesson • Writers can write fictional stories with characters, setting and plot

Learning Outcomes	<p>READING</p> <ul style="list-style-type: none"> • Retell familiar stories, including key details. • Identify characters, settings, and major events in a story. • Identify elements of various genres of traditional tales. • Identify the central idea, theme, or lesson in a text. • Compare and contrast two versions of a traditional tale. • <i>How Anansi Got His Stories</i> (Amistad) • <i>Changing Lives: Narrative Nonfiction</i> (Amistad) • <i>Mosni Can Help</i> (DEI) • <i>A Different Pond</i> (AAPI) <p>WRITING</p> <ul style="list-style-type: none"> • Write stories that include characters, setting, and plot. • Write events in order with a beginning, middle, and end. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • Participate in collaborative conversations.
Phonics	<p>Phonological Awareness: Syllables; Final Sounds Phonological Awareness: Middle Sounds; Syllables; Rhyming Words Phonological Awareness: Syllables; Initial Sounds; Word Count Phonological Awareness: Syllables; Words with /a/and /ā/; Rhyming Words Phonological Awareness: Syllables; Middle Sounds Phonics: Consonants Jj /j/ and Xx /ks/ Phonics: Short Uu /u/; Consonant Vv /v/ Phonics: Consonants Zz /z/ and Qq /kw/ Phonics: Short Aa /a/ and Long Aa /ā/ Phonics: Short Ii /i/ and Long Ii /ī/</p>
High Frequency Words	Was,said,where,any,come,play, her,how,down,away,give,little,some,were,funny
Assessment Evidence	

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform, <i>Readings: How Anansi Got His Stories (Amistad Law), The Gingerbread Man and The Story of Cornbread Man, Poetry Collection: “Duck Meets the Moon”; “Humpty Dumpty”; “Hickory, Dickory, Dock”, Monsi Can Help (DEI Mandate), The Best Story, Kindness is My Superpower. (Amistad Law), A Different Pond (AAPI)</i> Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	
<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how) 	

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Foundational Skills

Print Concepts

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- a. Follow words from left to right, top to bottom, and page by page.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.

Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- c. Read high-frequency and sight words with automaticity.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 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.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

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

Interdisciplinary/21st Century Connections

Social Studies	<ul style="list-style-type: none"> • 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Health & PE	<ul style="list-style-type: none"> • 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
21st Century Connections	<ul style="list-style-type: none"> • Global and Cultural Awareness
SEL	<ul style="list-style-type: none"> • Self-Awareness • Responsible Decision Making • Relationship Skills <p>New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</p>

Title	Then and Now
Unit Duration	6 Weeks
Unit Summary & Rationale	<p><i>In this unit, students explore the essential question "What can we learn from the past?" They read narrative nonfiction and fiction texts about the past and present and make connections to personal experiences, ideas in other texts, and the larger world. Students also compare and describe how their lives might differ without modern technology. In writing, students create a detailed narrative to describe a perfect day. In addition to story elements, they practice using temporal words to signal the order of the words and providing a sense of closure.</i></p>
Unit Goals	

Essential Questions	<ul style="list-style-type: none"> • What can we learn from the past? • How has communication changed over time? • What can we learn from family traditions? Why are they important?
Enduring Understandings	<ul style="list-style-type: none"> • Readers can use text structure to understand narrative nonfiction. • Readers can learn about the present by studying people and events of the past. • Personal narratives tell a story in sequential order and include a sense of closure.
Learning Outcomes	<p>READING</p> <ul style="list-style-type: none"> • Determine the main idea and supporting details in a text • Ask and answer questions • Draw conclusions when reading • Describe the connection between individuals, events, ideas, or pieces of information in a text • <i>Martin Luther King, Jr.</i> (Amistad) <p>WRITING</p> <ul style="list-style-type: none"> • Write a narrative detailing two or more appropriately sequenced events or experiences • In narratives, include details about what happened or was experienced • Use temporal words to signal order <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • Participate in collaborative conversations • What Does it Mean to Be a Global Citizen (Climate Change) <p>LANGUAGE</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, spelling and grammar when writing
Phonics	<p>Phonological Awareness: Middle Sounds; Blend and Segment Sounds; Count Words</p> <p>Phonological Awareness: Middle Sounds; Identify and Count Words and Syllables</p> <p>Phonological Awareness: Middle Sounds; Syllables</p>

	<p>Phonological Awareness: Identify and Count Words in Sentences; Recognize Alliteration; Identify and Produce Rhyming Words</p> <p>Phonological Awareness: Add Phonemes; Identify and Produce Rhyming Words; Identify and Count Words in Sentences</p> <p>Phonics: Short Oo /o/ and Long Oo /ō/</p> <p>Phonics: Short Uu /u/ and Long Uu /ū/</p> <p>Phonics: Short Ee /e/ and Long Ee /ē/</p> <p>Phonics: Review and Reinforce: Words for Pp /p/and Yy /y/; Words for Short Ii /i/ and Long Ii /ī/</p> <p>Phonics: Review and Reinforce: Words for Dd/d/, Ff /f/, Vv /v/; Words for Short Ee /e</p>
High Frequency Words	Find,over,again,all,now,pretty,black,brown,white,good,open,could,want,every,please
Assessment Evidence	
Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	

Resources & Equipment Needed	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform. Readings: <i>Cars Are Always Changing</i> , <i>Uncovering the Past</i> , <i>Grandma's Phone</i> , <i>Changing Laws</i> , <i>Changing Lives: Narrative Nonfiction Martin Luther King, Jr. (Amistad Law)</i> , <i>Tempura, Tempera</i> , <i>What Does it Mean to Be a Global Citizen video (Climate Change)</i> . Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	
<p>Reading: Literature</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> RL.K.3. With prompting and support, identify characters, settings, and major events in a story. <p>Range of Reading and Level of Text Complexity</p> <p>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <ul style="list-style-type: none"> RL.K.10. Actively engage in group reading activities with purpose and understanding. <p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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. <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Integration of Knowledge and Ideas</p>	

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 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).

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Foundational Skills

Phonological Awareness

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. c. Read high-frequency and sight words with automaticity.

Writing

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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

Speaking and Listening

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1a. Print many upper- and lowercase letters. L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1f. Produce and expand complete sentences in shared language activities.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.K.4.b. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

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

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary/21st Century Connections

Health & PE

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Social Studies	<ul style="list-style-type: none"> • 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. • 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
21st Century Connections	<ul style="list-style-type: none"> • Critical thinking & Problem Solving • Collaboration and Teamwork
SEL	<ul style="list-style-type: none"> • Responsible Decision-Making • Self-Awareness New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx

Title	Outside My Door
Unit Duration	6 Weeks
Unit Summary & Rationale	<i>Kindergarteners consider the essential question "What can we learn from the weather?" The focus of this unit is informational text; students also learn about the topic of weather through poetry and drama. They study weather around the world and how plants adapt to the climate. They have opportunities to make inferences, explore text structure, and make connections between two informational texts.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What can we learn from the weather? • How do plants and animals survive in different climates? - CLIMATE CHANGE • How do readers learn information about a topic across texts and multimedia? • How can an author teach someone about a topic using a "question and answer" structure?

	<ul style="list-style-type: none"> • How can we protect ourselves in bad weather? • How can rainy weather help Earth? • How have people learned to live in bad weather?
Enduring Understandings	<ul style="list-style-type: none"> • Readers can synthesize information within a text and across texts to build new understandings • Readers can use words and graphics to learn more about a topic • Writers generate questions about a topic that they want to learn more about • Writers can use a question and answer structure to teach others about a topic
Learning Outcomes	<p>READING</p> <ul style="list-style-type: none"> • Make connections between the text and illustrations • Retell key details of a text • Compare and contrast two texts • Discuss elements of poetry and drama • <i>Tornado Action Plan Who Likes Rain?</i> (Climate Change) <p>WRITING</p> <ul style="list-style-type: none"> • Write an informational text about a topic using a question and answer structure • Include graphics that provide additional information <p>LANGUAGE</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • Participate in collaborative conversations about kindergarten topics and texts with peers and adults. <p>INFORMATIONAL</p> <ul style="list-style-type: none"> • Informational text structure and text features • Determining relevance of information • Relationship between the text and illustrations <p>POETRY AND DRAMA</p> <ul style="list-style-type: none"> • Elements of poetry and drama <p>WRITING</p> <ul style="list-style-type: none"> • Generating questions about a topic • Using questions and answers to teach others about a topic

Phonics	<p>Phonological Awareness: Segment and Blend Phonemes and Syllables; Manipulate Syllables</p> <p>Phonological Awareness: Identify and Count Syllables; Manipulate Syllables; Add Phonemes</p> <p>Phonological Awareness: Segment and Blend Phonemes and Syllables; Manipulate Syllables; Recognize Alliteration</p> <p>Phonics: Review and Reinforce: Words for Cc /k/ and Tt /t/; Words for Short Oo /o/ and Long Oo /ō/</p> <p>Phonics: Review and Reinforce: Words for Bb /b/, Jj /j/; Initial and Final Blends</p> <p>Phonics: Review and Reinforce: Words for Gg /g/, Qq /kw/; Short Aa /a/ and Long Aa /ā/</p> <p>Phonological Awareness: Substitute Phonemes; Segment and Blend Phonemes; Manipulate Syllables</p> <p>Phonological Awareness: Segment and Blend Syllables; Manipulate Syllables; Substitute Phonemes</p> <p>Phonics: Review and Reinforce: Words for Kk /k/, Ss /s/, Ww /w/, and Mm /m/</p> <p>Phonics: Review and Reinforce: Words for Ll /l/, Nn /n/, Rr /r/, and Zz /z/</p>
High Frequency Words	High-Frequency Words: so, out, then, new, too, when, be saw, our, eat, soon, walk, who, into, there
Assessment Evidence	
Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.

Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform, Readings: <i>Weather Around the World, A Desert in Bloom, Poetry Collection: “‘Wehh-dooj’ (It’s Raining)”</i>; “‘Ees-aw-hah’ Ees-ae’h’ (The Sun Shining)”</p> <p><i>Tornado Action Plan and Blizzard Action Plan Who Likes Rain? (Climate Change)</i></p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	
<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> • RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how) <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how) <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> • RL.K.3. With prompting and support, identify characters, settings, and major events in a story. • Integration of Knowledge and Ideas <p>NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	

- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Informational Text

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 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).

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Foundational Skills

Phonological Awareness

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. c. Read high-frequency and sight words with automaticity.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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...).

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.1b. Continue a conversation through multiple exchanges.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1f. Produce and expand complete sentences in shared language activities.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2b. Recognize and name end punctuation.
- L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

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

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Interdisciplinary/21st Century Connections

Mathematics	<ul style="list-style-type: none"> • K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
Health and PE	<ul style="list-style-type: none"> • 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Science	<ul style="list-style-type: none"> • K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
Social Studies	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. • 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region • 6.3.2.Geo.GI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
21st Century Connections	<ul style="list-style-type: none"> • Critical thinking & Problem Solving • Collaboration and Teamwork
SEL	<ul style="list-style-type: none"> • Responsible Decision-Making • Self-Awareness • Self-Management <p>New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</p>

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk		
Based on Students' Individual Needs		
Time/General	Processing	Comprehension
<ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks

<p>Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p>Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p>Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
<p>ELL, Enrichment, Gifted & Talented Strategies</p>		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> • Provide explicit, systematic instruction in vocabulary. • Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. • Expose ELLs to rich language input. • Scaffolding for ELLs language learning. • Encourage continued L1 language development. • Alphabet knowledge 		

- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level

- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations

- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.