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Beach Haven Kindergarten English Language Arts (ELA) Curriculum	
Content Area: Language Arts	
Course Title: English Language Arts	**Grade Level: K**
UNIT 1: **Reading**: We are Readers-(Book 1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Launching the Writing Workshop (Book 1), Narrative, Shared Writing, Interactive Writing **Phonics**: Level K Fundations(Word Study/Vocabulary, Phonics, Phonemic Awareness)	30 days
UNIT 2: **Reading**: Sharing Reading Unit 2 (Book 2), Reading A-Z (Guided	30 days

Reading), Comprehension, Speaking & Listening **Writing**: Show and Tell (if/then book): From Labels to Pattern Books, Shared Writing, Interactive Writing **Phonics**: Level K Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	
UNIT 3: **Reading**: Super Powers: Reading with Phonics and Sight Word Power (Book 3), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Writing for Readers/Narrative Writing(Book 2/Unit 2), Shared Writing, Interactive Writing **Phonics**: Level K Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	30 days
UNIT 4: **Reading:** Boosting Reading Power (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: How-to-Books: Writing to Teach Others (Book 3), Shared Writing, Interactive Writing **Phonics:** Level K Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	30 days
UNIT 5:	30 days

Reading: Becoming Avid Readers (Book 5) , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Persuasive Writing of All Kinds (Book 4), Shared Writing, Interactive Writing **Phonics:** Level K Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	
UNIT 6: **Reading:** Growing Expertise in Little Books (If.. Then/non-fiction), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** All About Books/Self-Designed Unit, Shared Writing, Interactive Writing **Phonics:** Level K Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	30 days

Alignment with State Mandates
The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements: ● Holocaust and genocides (N.J.S.A. 18A:35-28) ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35) ● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and

global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).

- History and contributions of Asian Americans and Pacific Islanders (N.J.S.A. 18A:35-4.44)

Introduction

During the school year, teachers will systematically build and reinforce foundational skills. Each instructional unit provides emphasis on concepts of print, letter formation, phonological awareness, high frequency words, word analysis, and fluency. Teachers will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners. Assessments will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age.

At Beach Haven School, students in Kindergarten ELA will complete six units that focus on these critical areas: reading and comprehending fiction and non-fiction texts, a study of phonics skills, word study, vocabulary, grammar. In kindergarten, students begin to establish their identities as readers while they build the foundational skills for reading. The kindergarten writing units begins with helping children approximate writing by drawing and labeling first in all-about books and then in stories. The writing units invite Kindergartners to write, draw and label, produce read-able words, how-to books, petitions and persuasive letters. All ELA units follow the NJ Student Learning Objectives and meet Kindergarten expectations. Student progress will be measured in a variety of methods.

UNIT 1: **Reading**: We are Readers-(Book 1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Launching the Writing Workshop (Book 1),	**Duration: 30 Days**

Narrative, Shared Writing, Interactive Writing **Phonics**: Level K Fundations(Word Study/Vocabulary, Phonics, Phonemic Awareness)	

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Print Concepts

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

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

Phonological Awareness

L.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. Orally repeat multi-syllable words and pronounce the separate syllables.
E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).

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

Phonics and Word Recognition

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

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

Fluency

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

Foundational Skills: Writing Language

Sound-Letter Basics

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

A. Match upper and lowercase letters.
B. Write upper and lowercase letters, with reference to a model.
C. Write left to right and include a space between words.
D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

E. Write a common grapheme (letter or letter group) for each phoneme.
F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

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

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
D. Writing frequently used words accurately.
E. Attempting phonetic spellings of unknown words.
F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Repeat a sentence, identifying how many words are in the sentence.
B. Write simple sentences.
C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
D. Use end punctuation.
E. Use manipulatives or digital tools to construct complete sentences.
F. Write sentences with increasing complexity.
G. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
I. With support, distinguish between a complete sentence and a sentence fragment.

J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

A. Use frequently occurring nouns and verbs.
B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
E. Produce and expand complete sentences in shared language activities.

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

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

E. march, strut, prance) by acting out the meanings.

Reading Domain

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

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

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

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

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

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

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

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

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

RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing

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

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

A. Introduce a topic.
B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

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

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
B. Provide limited details of experiences, events, or characters.
C. Provide a reaction to the experiences or events.

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

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

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

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

Speaking and Listening Domain

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

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

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

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

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

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

Supporting and Additional Standards

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

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

Primary Interdisciplinary Connections

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).
6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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

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

Computer Science and Design Thinking Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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.4: Explain why access to devices need to be secured.

8.1.2.AP.4: Break down a task into a sequence of steps.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observation Notes and Checklists
- Third party vendors & websites such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub

Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment

○ Scholastic News ○ Freckle.com ○ Reading A-Z **Formative Assessments** ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips **Alternative Assessments** ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	● Readers Workshop sight word/high frequency word assessment ● Weekly Data from tracking students (clipboard or other) ● Writing; sentences and open responses ● Vocabulary assessment **Benchmark Assessments** ● DRA ● Spelling Inventory ● DIBELS (Early Literacy Screening) ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading**: ● What does a reading workshop look and sound like? ● Why is it important to read, reread, and enjoy books? ● How do readers share what they've read with others and engage discussion? ● How do readers follow concepts of print and follow directionality? **Writing**: ● What does a writing workshop look, sound, and feel like? ● How do authors communicate their ideas to an audience? ● Why do authors write? ● Why is it important to revise and edit our writing? ● How do writers add more to their writing? **Phonics:** ● How can I use letter sounds to read and write words? ● How do letter sounds help me read words I do not know? ● How do letter patterns help me learn to read words I do not know? **Enduring Understandings** **Reading**: ● Reading workshop is a safe and fun place to read and	**Unit Goals** **<u>Reading:</u>** *In the area of reading, the student will:* ● Establish habits and routines of reader's workshop ● Read and reread emergent storybooks ● Read and interpret nonfiction text ● Begin to understand concepts of print, book orientation, and directionality **<u>Writing:</u>** *In the area of writing, the student will:* ● Students will use a combination of drawing and writing to narrate a single event or several loosely-linked events ● Students will use a combination of drawing and writing to create books that teach about a high-interest topic ● Students will apply habits of confidence and stamina during writing workshop ● Students will engage in revision with the support of a partner ● Students will publish their work for an audience **<u>Phonics:</u>** *In the area of Phonics Students Will:* ● Recognize and produce rhyming words ● Segment words in an oral sentence ● Segment words into syllables

explore books ● Books are filled with information and stories that we can read and share in different ways. ● Books are meant to be shared in various ways, which help us enjoy and understand our books better. ● Readers read left to right and follow concepts of print (punctuation, directionality) ● readers can reread books to enrich understanding and discussion **Writing**: ● Writing Workshop is a place to gather and record our life stories ● Writers communicate their ideas through a combination of pictures, labels, and words ● Writers write for multiple purposes ● Writers look back and read their writing to decide how they can make their writing better. ● Writers carry on independently and learn to add more to their writing **Phonics:** ● Understanding letter sounds can apply to reading and writing fluently ● Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know	● Segment and pronounce initial, medial and final phonemes in spoken CVC words ● Manipulate phonemes with additions or substitutions in one-syllable words ● Name all letters of the alphabet ● Write all manuscript letters in lowercase and uppercase ● Sequence letters of the alphabet ● Fluently produce sounds of consonants (primary) and short vowels when given the letter ● Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck) ● Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels ● Distinguish long and short vowel sounds within words ● Read and spell approximately 200 CVC words ● Spell other words phonetically, drawing on knowledge of sound-letter relationships ● Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the*, *was*, *of* ● Identify and name correct punctuation at end of sentence ● Capitalize words at beginning of sentences and names of people ● Name the author and illustrator of a story and define their roles ● Explain narrative story structure including character, setting and main events ● Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence ● Retell key details of narrative and informational text, using pictures or prompts as a guide

	• Identify characters, settings and main events in a story, with pictures or other prompts • Describe what happened in a story when given a specific illustration • With prompts, compare and contrast the experiences of characters in two stories • Explain difference between narrative and informational text • Echo-read a passage with correct phrasing and expression • Identify and explain new meanings for familiar words and newly taught words • Produce and expand complete sentences in shared language activities
Instructional Plan	
Suggested Activities	**Resources**
Lesson Example: Readers Look at Pictures to Tell a Story **I Do:** I hold up a familiar picture book and model how readers look closely at the pictures to help tell the story. I think aloud as I slowly turn the pages, saying things like, "I see the character is running. That tells me something exciting is happening!" and I talk about how the pictures give clues to what is going on. I point to facial expressions, actions, and important details, showing students how readers use pictures to understand and retell the story even before they can read all the words.	**Resources for on-grade students:** • *Supporting All Reader's Book* • Partners (turn-and-talk, heterogenous, homogenous) • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) • Anchor Charts • Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** • *Supporting All Reader's Book* • Document Camera for magnified visual • Listening option (ex. Epic)

We Do: With another short picture book, I invite the class to help me "read" the story by studying the pictures together. We look at each page, and I ask guiding questions like, "What do you notice?" "What might be happening?" and "How do you know?" As students share ideas, I help turn their observations into a simple oral retelling, modeling how to use picture clues and encouraging students to agree, add on, or gently revise their thinking based on what they see.

They Do: Students choose their own picture books from their book bags and "read" independently by looking closely at the pictures to tell the story in their own words. They practice turning pages slowly, studying the details, and thinking about what the characters are doing. Then they partner up and take turns telling the story to each other, using the pictures as clues and trying to speak like confident kindergarten readers who understand what is happening in their books.

Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting

Letter – Keyword – Sound for consonants G game /g/ Letter – Keyword – Sound for short vowels E Ed e Introduce lowercase letters in Unit 1. Introduce 2-3 letters a week. Go over letter name, letter formation and letter sounds.

Order that letters will be introduced: Week one: t, b, f Week 2: n, m Week 3: c, a Week 4: i, r Week 5: o, g Week 6: d, s

Alphabetical Order – In the classroom the letters will be

- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:

- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news
- Raz Plus
- Epic
- Fun Hub
- You Tube
- Ocean County Library

displayed in a certain arrangement that looks like the arrangement below. a b c d e f g h I j k l m n o p qu r s t u v w x y z This arrangement is designed to help students learn the alphabet in four quadrants. These four quadrants are used for beginning dictionary skills. Chicken Letter – q is called the “chicken letter” because it goes nowhere without u Practice Ideas Say a sound and have student practice the letter that matches that sound. Show student a letter and have student tell you the sound that letter makes. Ask students to tell you beginning, middle and end sounds in a word. **Lesson Example: Writers Zoom In on One Small Moment** **I Do:** I tell the class that writers don’t write about whole big events—they pick one small moment from their lives and zoom in on it. I model by thinking aloud: “Instead of writing about my whole trip to the park, I’m going to zoom in on the moment I went down the slide.” I sketch a quick picture showing just that moment and say a simple sentence that describes it. I show how focusing on one clear moment helps my story feel stronger and easier to write. **We Do:** As a class, we choose a familiar event—like recess or a classroom activity—and brainstorm the many things that happened. Together, we decide on just one small moment to zoom in on, such as “the moment we lined up to go outside.” I guide students as we draw a shared sketch of that moment,	

talking about what we saw, felt, or did. As we sketch, I help students say a sentence that tells what happened in that exact moment.

They Do: Students think of their own recent experience and choose one small moment from it—like "putting on my boots," "opening my lunchbox," or "building the first block on my tower." They sketch that one moment on their paper and try to write a few letters or words that match what they are saying about the moment; if they're not writing words yet, they orally rehearse their sentence. Then they share their small-moment sketch with a writing partner, telling exactly what was happening in that one part of their day.

Speaking and Listening /Language :

I Do: Read Changes, Changes by Pat Hutchins and discuss the various different styles of blocks

We Do: Create a sculpture using the blocks identifying the specific shape and using placement words such as below, parallel

They Do: Students will create a sculpture with a group of 2 to 3 students using the specific language and taking turns

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)

- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily

- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)

- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for

their own patterns)

- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group

- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials

- Fundations student toolkit
- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Various Levels of Text:
Star story books
New Unit reader Decodable books:
New Trade Books for Units of Study:
• A Big Mooncake for Little Star by Grace Lin
• Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business by Esphyr Slobodkina

• Fur, Feather, Fin–All of Us Are Kin by Diane Lang
• Max and the Tag-Along Moon by Floyd Cooper
• Packs: Strength in Numbers by Hannah Salyer
• The Three Billy Goats Gruff by Paul Galdone
• Harry the Dirty Dog by Gene Zion

Former Reading Various Levels of Text:
Harry the Dirty Dog* by Gene Zion
Jamaica's Find by Juanita Havill
Martina the Beautiful Cockroach by Carmen Agra Deedy
Koala Lou by Mem Fox
With Love, Little Red Hen by Alma Flor Ada
Strega Nona by Tomie dePaola
Bunny Cakes by Rosemary Wells
Where the Wild Things Are* by Maurice Sendak

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Unit Reflection
Please use the space below to record any notes / reflections after teaching the unit.

Unit 2: **Reading**: Sharing Reading Unit 2 (Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Show and Tell: From Labels to Pattern Books (if/then), Shared Writing, Interactive Writing **Phonics**: Level K Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**Duration: 30 Days**

Standards/Learning Targets

Focus Standards (Major Standards)

<u>Foundational Skills: Reading Language</u>

<u>Print Concepts</u>

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

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

<u>Phonological Awareness</u>

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

Phonics and Word Recognition

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

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

Fluency

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

Foundational Skills: Writing Language

Sound-Letter Basics

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

A. Match upper and lowercase letters.
B. Write upper and lowercase letters, with reference to a model.
C. Write left to right and include a space between words.
D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
E. Write a common grapheme (letter or letter group) for each phoneme.
F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

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

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
D. Writing frequently used words accurately.
E. Attempting phonetic spellings of unknown words.
F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Repeat a sentence, identifying how many words are in the sentence.
B. Write simple sentences.

C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
D. Use end punctuation.
E. Use manipulatives or digital tools to construct complete sentences.
F. Write sentences with increasing complexity.
G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
I. With support, distinguish between a complete sentence and a sentence fragment.
J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

A. Use frequently occurring nouns and verbs.
B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
E. Produce and expand complete sentences in shared language activities.

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

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
E. march, strut, prance) by acting out the meanings.

Reading Domain

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

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

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

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

RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Writing

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

C. Introduce a topic.
D. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

Speaking and Listening Domain

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

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

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

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

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

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

Supporting and Additional Standards

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

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

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

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

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

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

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

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

B. Provide limited details of experiences, events, or characters.
C. Provide a reaction to the experiences or events.

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

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

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

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

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

Primary Interdisciplinary Connections

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).
6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
K.CC.B.4 4. Understand the relationship between numbers and quantities; connect counting to cardinality.
K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

Computer Science and Design Thinking Standards

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

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.4: Explain why access to devices need to be secured.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

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

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

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

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

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

Evidence of Student Learning

Performance Tasks/Use of Technology	**Summative Assessments**
● Conferencing/Individual Small group ● Open Ended Questions ● Observation Notes and Checklists ● Third party vendors & websites such as: ○ Kahoot	● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment

○ Flipgrid ○ Epic ○ BrainPop Jr. ○ Raz Plus ○ Fun Hub ○ Scholastic News ○ Freckle.com ○ Reading A-Z **Formative Assessments** ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips **Alternative Assessments** ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot	● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Fundations Unit Assessments ● Concepts of print assessment ● Readers Workshop sight word/high frequency word assessment **Benchmark Assessments** ● DRA ● DIBELS (Early Literacy Screening) ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**

Unit Essential Questions

- What are feelings?
- What are things that tell others “all about you”?

Reading:

- How do we read emergent stories?
- How can we make it sound like a story?
- What kind of talk can we have with our partners about emergent story books?
- How might a reader 'read' a storybook like a storyteller? (work on fluency and expression)
- How do we use high frequency words and patterns to help us read?

Writing:

- How do writers build and develop ideas to write about?
- How do writers use high frequency words to create sentences and sentence patterns?
- How do writers use drawings and words to create pattern books?

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Enduring Understandings

Reading:

- We read emergent storybooks with purpose and

Unit Goals

<u>Reading:</u>

In the area of reading, the student will:

- Children will grow a deeper understanding of the story
- Children will develop a stronger sense of the language of text
- Bolster children's sense for how stories go, as well as their literary language and expression
- Introduction of story elements such as characters and plot
- Students will work together to help each other read and discuss text
- Use high frequency words to help read sentences

<u>Writing:</u>

In the area of writing, the student will:

- Students will become smarter about a topic as one day’s investigations build upon another day’s.
- Students will understand the importance of labels and sentences.
- Students will take the time to really stretch out each word, listening not only to the first sound, but also to every sound in the word.
- Students will not only continue to learn to write, but also to live their lives as writers—and as scientists.
- Students will use high frequency words to create sentence patterns and pattern books.

<u>Phonics:</u>

understanding. ● Readers can retell their books while making it sound like a story. ● Readers can talk with their partners about the connections that they have between their books. ● We can read and story tell our texts in many different fun ways like a storyteller. ● High frequency words can help us read **Writing:** ● Writers write about things in the world around them. ● Writers labels pictures to say more about a topic or event. ● Writers use high frequency words to build sentence patterns **Phonics:** ● Understanding letter sounds can apply to reading and writing fluently ● Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know	*In the area of Phonics Students Will:* ● Recognize and produce rhyming words ● Segment words in an oral sentence ● Segment words into syllables ● Segment and pronounce initial, medial and final phonemes in spoken CVC words ● Manipulate phonemes with additions or substitutions in one-syllable words ● Name all letters of the alphabet ● Write all manuscript letters in lowercase and uppercase ● Sequence letters of the alphabet ● Fluently produce sounds of consonants (primary) and short vowels when given the letter ● Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck) ● Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels ● Distinguish long and short vowel sounds within words ● Read and spell approximately 200 CVC words ● Spell other words phonetically, drawing on knowledge of sound-letter relationships ● Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the*, *was*, *of* ● Identify and name correct punctuation at end of sentence ● Capitalize words at beginning of sentences and names of people ● Name the author and illustrator of a story and define their roles ● Explain narrative story structure including character, setting and main events

	• Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence • Re-tell key details of narrative and informational text, using pictures or prompts as a guide • Identify characters, settings and main events in a story, with pictures or other prompts • Describe what happened in a story when given a specific illustration • With prompts, compare and contrast the experiences of characters in two stories • Explain difference between narrative and informational text • Echo-read a passage with correct phrasing and expression • Identify and explain new meanings for familiar words and newly taught words • Produce and expand complete sentences in shared language activities
Instructional Plan	
Suggested Activities	**Resources**
Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting Letter – Keyword – Sound for consonants G game /g/ Letter – Keyword – Sound for short vowels E Ed e Introduce lowercase letters in Unit 1. Introduce 2-3 letters a week. Go over letter	**Resources for on-grade students:** • *Supporting All Reader's Book* • Partners (turn-and-talk, heterogenous, homogenous) • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) • Anchor Charts • Graphic organizer with sentence stems

name, letter formation and letter sounds. Order that letters will be introduced: Week 7: e, u Week 8: l, h, k, Week 9: p, j Week 10: v, w Week 11: z, q Week 12: y, x Alphabetical Order – In the classroom the letters will be displayed in a certain arrangement that looks like the arrangement below. a b c d e f g h I j k l m n o p qu r s t u v w x y z This arrangement is designed to help students learn the alphabet in four quadrants. These four quadrants are used for beginning dictionary skills. Chicken Letter – q is called the "chicken letter" because it goes nowhere without u Practice Ideas Say a sound and have student practice the letter that matches that sound. Show student a letter and have student tell you the sound that letter makes. Ask students to tell you beginning, middle and end sounds in a word. **Speaking and Listening /Language :** I Do: Read "Three Little Pigs" by Jon Scieszka We Do: Discuss the different ways each character expressed their thoughts and ideas They Do: Students will use blocks and other materials to recreate	**Resources for students approaching grade level expectations:** ● *Supporting All Reader's Book* ● Document Camera for magnified visual ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards ● Beginning, middle and end graphic organizer ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** ● Independent or partner read and retell at own level. ● Self-assess using retell checklist ● "I wonder" questions ● Compare and contrast the setting in the beginning, middle, end of story ● First/Next/Then/Last Story Map including more details Useful Websites such as: ● Heinemann Flights ● Reading A-Z ● Scholastic news ● Raz Plus ● Epic ● Fun Hub ● You Tube ● Ocean County Library

the house that one of the pigs built. **Lesson Example: Readers Use Patterns to Help Them Read** **I Do:** I display a shared reading chart or big book with a simple repeating pattern (for example, "I can see the…") and model how readers notice the pattern to help them read each page. I point to the words as I read aloud, saying, "I see the same beginning on every page—'I can see the…'—so that helps me know what this line will say." I show students how the picture at the end of each line helps me figure out the missing word, thinking aloud as I use both the pattern and the picture to read with confidence. **We Do:** Together, we read the chart or big book, using our fingers to track under the words as the class reads the repeating pattern in unison. I pause before the last word on a page and ask, "What do you think comes next?" encouraging students to look at the picture clue and use the pattern to predict the word. As students share their guesses, we confirm by reading the line together, celebrating how the pattern and pictures helped us decode the sentence. **They Do:** Students read a pattern book from their book baggies—such as "I See…" or "Here Is…"—and practice tracking the words with their finger while saying the repeating pattern aloud. They pause at the last word on each page and use the picture to help them read it. Then they find a reading partner and take turns reading their pattern books to each other, using their fingers to track and showing how they used the pattern and picture clues to read like strong kindergarten readers.	

Lesson Example: Writers Use Labels to Teach About Something **I Do:** I bring in a simple object from the classroom (for example, a backpack) and tell students that writers can teach others by making labels that show the important parts. I model looking closely at the object and saying, "Writers study something carefully and think, 'What parts do I see?'" Then I draw a quick sketch of the backpack and add labels such as *zipper*, *strap*, and *pocket*, stretching out the sounds as I write. I explain that labels help readers understand what the parts are so they can learn from our writing. **We Do:** As a class, we examine another familiar object—such as a classroom plant or a lunchbox—and work together to notice its parts. I encourage students to say what they see, and together we draw a simple picture on chart paper. I invite students to help stretch out the sounds in words like *leaf*, *stem*, or *handle* as we add labels to the drawing. We reread our labeled parts as a group to check if it teaches someone what the object looks like and how it works. **They Do:** Students choose an item from around the classroom—such as a block structure, a water bottle, a shoe, or a favorite classroom toy—and draw it carefully on their paper. They look closely, add two or three labels to show important parts, and stretch out the sounds as best they can. Once finished, they share their labeled drawing with a partner, explaining the object and pointing to each label to teach their partner about the different parts.	

Suggested Options for Differentiation
Multilingual Learners English Language Learners: • Classroom Visuals (Vowel Valley, Sound Walls) • Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall) • Gesturing • Miming (ex: use Rime Magic cards and act out pictures on short vowel card) • Teacher Modeling • Roleplay • Simplified Language / Teacher Talk / Thinking Aloud • Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures) • Picture Directions • Use books on tape • Use print, not cursive • Small group instruction • Choral reading • Chants, rhymes, songs • Use a highlighter for key ideas, vocabulary • Write helpful hints in margins of copied materials • Provide copy of all notes • Preferential seating • Use manipulatives • Use graphic organizers • Reinforce vocabulary within the content • Assign a picture or movement to vocabulary words • Spanish minilesson videos • One-on-one check-ins **Special Education:** • Follow All IEP Modifications

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"

- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers

- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials

- Fundations student toolkit
- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Trade Book Titles

• I Can Read by Michèle Dufresne
• Reading Partners by Michèle Dufresne
• Generation Genius: Introduction to Weather
• National Geographic Kids: Weather by Kristin Baird Rattini
• Goodbye Summer, Hello Autumn by Kenard Pak
• Summer Green to Autumn Gold: Uncovering Leaves' Hidden Color by Mia Posada

Unit Reader Titles
• At the Zoo
• I Can
• I Can Read
• I Like My…
• I Like to Eat
• I See My…
• Look!
• My Toys
• Oh No!
• The Snow
• Things I Like to Do
• Things I See at School

Former Reader's Workshop texts (can be used to supplement)
Harry the Dirty Dog* by Gene Zion
Jamaica's Find by Juanita Havill
Martina the Beautiful Cockroach by Carmen Agra Deedy
Koala Lou by Mem Fox
With Love, Little Red Hen by Alma Flor Ada
Strega Nona by Tomie dePaola
Bunny Cakes by Rosemary Wells
Where the Wild Things Are* by Maurice Sendak

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Unit Reflection
Please use the space below to record any notes / reflections after teaching the unit.

Unit 3: **Reading**: Super Powers: Reading with Phonics and Sight Word Power, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Writing for Readers /Narrative (Book 2), Shared Writing, Interactive Writing **Phonics**: Level K Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**Duration: 30 days**

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Print Concepts

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

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

Phonological Awareness

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

Phonics and Word Recognition

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

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

Fluency

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

Foundational Skills: Writing Language

Sound-Letter Basics

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

A. Match upper and lowercase letters.
B. Write upper and lowercase letters, with reference to a model.
C. Write left to right and include a space between words.
D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
E. Write a common grapheme (letter or letter group) for each phoneme.
F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

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

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
D. Writing frequently used words accurately.
E. Attempting phonetic spellings of unknown words.
F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Repeat a sentence, identifying how many words are in the sentence.
B. Write simple sentences.
C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
D. Use end punctuation.
E. Use manipulatives or digital tools to construct complete sentences.
F. Write sentences with increasing complexity.
G. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
I. With support, distinguish between a complete sentence and a sentence fragment.
J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

A. Use frequently occurring nouns and verbs.
B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
E. Produce and expand complete sentences in shared language activities.

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

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
E. march, strut, prance) by acting out the meanings.

Reading Domain

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

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

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

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

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

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
B. Provide limited details of experiences, events, or characters.
C. Provide a reaction to the experiences or events.

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

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

Speaking and Listening Domain

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

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

B. Continue a conversation through multiple exchanges.

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

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

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

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

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

Supporting and Additional Standards

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

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

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

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

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

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

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

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

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

E. Introduce a topic.
F. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

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

Primary Interdisciplinary Connections

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

Evidence of Student Learning

Performance Tasks/Use of Technology	**Summative Assessments**
● Conferencing/Individual Small group ● Open Ended Questions ● Observation Notes and Checklists ● Third party vendors & websites such as: ○ Kahoot	● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips

○ Flipgrid ○ Epic ○ BrainPop Jr. ○ Raz Plus ○ Fun Hub ○ Scholastic News ○ Freckle.com ○ Reading A-Z **Formative Assessments** ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips **Alternative Assessments** ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot	● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Fundations Unit Assessments ● Concepts of print assessment ● Readers Workshop sight word/high frequency word assessment **Benchmark Assessments** ● DRA ● DIBELS (Early Literacy Screening) ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

• Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Fundations Fluency Kit Assessments • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading**: • How does a reader get their mind ready to read? • Why and how should a reader think about the story as they read? • What are some strategies that readers use to help figure out unknown words? • How can readers discuss texts with their partners? **Writing** • What can writers do to write stories that readers can really read? • What tools can writers use to help their writing be more powerful? • How can writers work with partners to make their stories more fun to read? • What can writers do to prepare their work for publication? **Phonics:** • How can I use letter sounds to read and write	**Unit Goals** **<u>Reading:</u>** *In the area of reading, the student will:* • getting their minds ready to read just-right books • thinking about the story as they read • spotlighting print-based and comprehension-based strategies to help figure out what words say • reading and talking with partners about texts • Children will grow a deeper understanding of the story • Children will develop a stronger sense of the language of text • Bolster children's sense for how stories go, as well as their literary language and expression • Introduction of story elements such as characters and plot • Students will work together to help each other read and discuss text • Use high frequency words to help read sentences **<u>Writing:</u>**

words?

- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Enduring Understandings

Reading:

- They have different ways to get their minds prepared before reading.
- Readers think about the story or text as they read.
- There are different strategies that readers use to help them figure out unknown words.
- Discussing books adds to enjoyment, fluency and comprehension of what is read.

Writing:

- Writers can write actual words and sentences onto a page so that it can be read by others.
- Writers can use tools to make their writing more powerful.
- Writers can work with partners to help make their stories more fun to read.
- Writers can use a checklist to help prepare their writing for publication.

Phonics:

- Understanding letter sounds can apply to reading and writing fluently
- Identify word structures/ patterns (vowels,

In the area of writing, the student will:

- To help students work independently to use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred, and provide a reaction to what happened.
- Students will use tools to make their writing more readable and powerful for their readers.
- Students will work with partners to strengthen their writing.
- Students will use a checklist to self check their work for publication
- Students will practice writing narratives

Phonics:

In the area of Phonics Students Will:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)

consonants, blends, digraphs, digraph blends) to read words I do not know	• Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels • Distinguish long and short vowel sounds within words • Read and spell approximately 200 CVC words • Spell other words phonetically, drawing on knowledge of sound-letter relationships • Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the*, *was*, *of* • Identify and name correct punctuation at end of sentence • Capitalize words at beginning of sentences and names of people • Name the author and illustrator of a story and define their roles • Explain narrative story structure including character, setting and main events • Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence • Re-tell key details of narrative and informational text, using pictures or prompts as a guide • Identify characters, settings and main events in a story, with pictures or other prompts • Describe what happened in a story when given a specific illustration • With prompts, compare and contrast the experiences of characters in two stories • Explain difference between narrative and informational text • Echo-read a passage with correct phrasing and expression

	• Identify and explain new meanings for familiar words and newly taught words • Produce and expand complete sentences in shared language activities
Instructional Plan	
Suggested Activities	**Resources**
Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting **Capital Letters –**Letter formation (A-Z) review lowercase letters (a-z) **Alphabetical Order –** In the classroom the letters will be displayed in a certain arrangement that looks like the arrangement below. a b c d e f g h I j k l m n o p qu r s t u v w x y z This arrangement is designed to help students learn the alphabet in four quadrants. These four quadrants are used for beginning dictionary skills. **Practice Ideas:** Have students tell you what sound they hear at the end of a word. Have students tell you the beginning sound they hear and write that letter**.** Have students practice putting letters in alphabetical order	**Resources for on-grade students:** • *Supporting All Reader's Book* • Partners (turn-and-talk, heterogenous, homogenous) • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) • Anchor Charts • Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** • *Supporting All Reader's Book* • Document Camera for magnified visual • Listening option (ex. Epic) • RTI Progress Monitoring • Graphic organizer partially filled in by teacher • White boards • Beginning, middle and end graphic organizer • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** • Independent or partner read and retell at own level. • Self-assess using retell checklist

Lesson Example: Readers Use Pointer Power to Read Every Word

I Do: I tell students that readers have "Pointer Power," a superpower that helps them read each word one by one. I model opening a simple patterned book and placing my finger under the first word, saying, "Watch how I point to each word as I read it." I read slowly, tapping under each word, and think aloud: "My finger helps me make sure I don't skip words and that I read them in order." I show what happens if I read too fast or skip a word, then reread correctly to demonstrate how Pointer Power keeps my reading strong.

We Do: Together, we read a short shared text on a chart or big book. I invite students to point with their "magic pointer fingers" in the air as I track under each word. When we get to a repeated sight word—like *the*, *see*, or *like*—I pause and say, "Let's use our sight word power! Who knows this word fast?" Students help identify the sight word, and we reread the line together, using both Pointer Power and Sight Word Power. I celebrate how their superpowers make the reading smoother.

They Do: Students read a familiar independent book from their book baggies, using their finger to point to each word as they read. They practice slowing down, tapping each word, and saying sight words they recognize without needing to sound them out. After reading quietly on their own, they partner up and show their partner how they used Pointer Power—reading one line with clear pointing and recognizing at least one sight word. Partners cheer each other on for using their reading superpowers.

Lesson Example: Writers Add Dialogue to Make Stories

- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news
- Raz Plus
- Epic
- Fun Hub
- You Tube
- Ocean County Library

Come Alive **I Do:** I model writing a short narrative about a familiar moment, such as "playing with blocks," and think aloud as I add dialogue: "I want my reader to hear what the characters are saying, so I'll add their words in quotation marks." I write, for example, *"I want the red block!" said Max.* I point to the dialogue and explain how adding what someone says helps the reader feel like they are part of the story and understand the characters better. **We Do:** Together, we choose a shared small moment, like lining up to go outside, and brainstorm what two people might say to each other. I record students' ideas as dialogue in a shared chart, showing how to put quotation marks around the words and how to write who is speaking. We read the lines aloud, noticing how the story becomes more interesting and easier to picture when we hear the characters talking. **They Do:** Students pick a small moment from their day and try to add one line of dialogue between two characters, either by writing words or saying them aloud while pointing to their drawing. They practice labeling who is speaking and using quotation marks if they are ready, or dictating to a teacher/peer. Finally, they share their story with a partner, reading the dialogue aloud so their partner can "hear" the characters and better understand the story. Lesson: Kid Citizen: I am Unique by Marla Conn I Do: Explain the word "unique". Remind students that they are	

each unique and accepted. We Do: Read the story and discuss examples of how each kid in the story is unique. They Do: Students will create a project using tangrams with a partner, and verbalize what is “unique” about their project.	
Suggested Options for Differentiation	

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)

- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books

- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills

- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials

- Fundations student toolkit
- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Various Levels of Text:
Trade Book Titles
• Laxmi's Mooch by Shelly Anand

• Where Is My Puppy? by Caroline Hatton
• Night Job by Karen Hesse
• My Papi Has a Motorcycle by Isabel Quintero
Jump Rope Readers Titles
• Ana and Abuela, The Artists by Angela Baez
• Ana in the Window by Angela Baez

Unit Readers Titles
● Get My Cat!
● Gus and Dad Mop
● Kim and Jan and the Ham
● Mabel's Cat
● Mabel's Dog
● Mabel's Kit
● The Cat
● The Dog and the Log
● The Fat Rat
● The Pop
● The Wigs

Former Reader's Workshop Books:
Just a Minute by Yuyi Morales
Shortcut by Donald Crews
Carla's Big Splash by Kimberly Beckley
The Kissing Hand* by Audrey Penn

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Unit Reflection
Please use the space below to record any notes / reflections after teaching the unit.

Unit 4: **Reading:** Boosting Reading Power (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: How-to-Books: Writing to Teach Others (Unit 3 book), Shared Writing, Interactive Writing **Phonics:** Level K Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**Duration: 30 days**

Standards/Learning Targets
Focus Standards (Major Standards)
<u>Foundational Skills: Reading Language</u>

Print Concepts

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

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

Phonological Awareness

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

Phonics and Word Recognition

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

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
C. Read high-frequency words and grade level irregular words with automaticity.
D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

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

Fluency

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

Foundational Skills: Writing Language

Sound-Letter Basics

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

A. Match upper and lowercase letters.
B. Write upper and lowercase letters, with reference to a model.
C. Write left to right and include a space between words.
D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
E. Write a common grapheme (letter or letter group) for each phoneme.
F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

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

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

D. Writing frequently used words accurately.
E. Attempting phonetic spellings of unknown words.
F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Repeat a sentence, identifying how many words are in the sentence.
B. Write simple sentences.
C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
D. Use end punctuation.
E. Use manipulatives or digital tools to construct complete sentences.
F. Write sentences with increasing complexity.
G. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
I. With support, distinguish between a complete sentence and a sentence fragment.
J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

A. Use frequently occurring nouns and verbs.
B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

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

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
E. march, strut, prance) by acting out the meanings.

Reading Domain

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

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

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

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

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

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

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

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

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

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

Speaking and Listening Domain

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

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

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

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

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

Supporting and Additional Standards

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

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

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

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

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

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

A. Introduce a topic.
B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

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

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
B. Provide limited details of experiences, events, or characters.
C. Provide a reaction to the experiences or events.

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

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

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

Primary Interdisciplinary Connections

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate

and solve problems (e.g., open-mindness, compassion, civility, persistence).
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

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.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Evidence of Student Learning

Performance Tasks/Use of Technology	**Summative Assessments**
● Conferencing/Individual Small group ● Open Ended Questions ● Observation Notes and Checklists	● Unit Test ● Report Card Assessments ● Running Records/DRA

- Third party vendors & websites such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub
  - Scholastic News
  - Freckle.com
  - Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment

Benchmark Assessments

- DRA
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** ● How can I use strategies to read lots of books by myself and with my partner? ● How can my partner and I help each other use everything we know about reading the pictures and the words ● How can my partner and I use our talk to help us think about our books, and to ask and answer questions about them ● How can we boost our thinking power? ● How can we decode words and read using "slider power"? **Writing:** ● How do writers write to teach others? ● How do writers use mentor texts to write original stories? ● How do writers revise old stories and write new ones? ● How do writer's label diagrams and illustrations?	**Unit Goals** **<u>Reading:</u>** *In the area of reading, the student will:* ● Students can become the kind of reader who can teach themselves and others about how to read ● Increased "just right" reading independence ● Students will use strategies and work through difficulties with independence and with partners ● Students can use high frequency words to increase reading fluency ● Students will comprehend, discuss, and retell stories ● Students can enrich their comprehension skills by making predictions ● getting their minds ready to read just-right books ● thinking about the story as they read ● spotlighting print-based and comprehension-based strategies to help figure out what words say ● reading and talking with partners about texts ● Children will grow a deeper understanding of the story

- How do writers write in sequence?

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Enduring Understandings
Reading:

- They can use all the strategies, or superpowers, they have learned so far all the time, and all by themselves
- They can help others use their superpowers to read successfully through reading together, acting parts out, and playing reading games
- Partners can read and retell their books, helping each other to read with expression and to retell in ways that show their understanding and attention to detail
- Students can use super powers to decode words and think deeper about stories

Writing:

- Writing can occur in steps.
- Writers often teach their audience about something they know well.
- Writers can use illustrations to inform
- Writers can write introductions and conclusions

- Children will develop a stronger sense of the language of text
- Bolster children's sense for how stories go, as well as their literary language and expression
- Continue to comprehend and discuss story elements such as characters and plot
- Students will work together to help each other read and discuss text

Writing:

In the area of writing, the student will:

- Students are able to draw and write a sequence of steps to teach something to an audience.
- Students will write procedural text to accomplish a particular task.
- Students will write not only to tell rich stories but also to teach others.
- Students are able to revise
- Students are able to write by emulating features of informational mentor texts

Phonics:

In the area of Phonics Students Will:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words

Phonics: ● Understanding letter sounds can apply to reading and writing fluently ● Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know	

Instructional Plan	
Suggested Activities	**Resources**
Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting Tapping to spell – say word, tap out the sounds, tap out the letters Practice Ideas Practice tapping 3 letter words **Lesson Example: Tapping to Spell CVC Words** **I Do:** I model how to spell a simple CVC word like *cat* by saying the word slowly and stretching out the sounds: /c/…/a/…/t/. I show students how I tap each sound on my fingers as I say it, then tap again to write each letter: C–A–T. I think aloud as I write, explaining that tapping helps me hear each sound so I know which letters to write and that checking the sounds carefully helps me spell correctly. **We Do:** Together, we choose another CVC word, such as *dog*, and I guide students to say the word slowly while tapping the sounds on their fingers. We listen for each sound, then tap out the letters together on our whiteboards or paper, saying the	**Resources for on-grade students:** ● *Supporting All Reader's Book* ● Partners (turn-and-talk, heterogenous, homogenous) ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) ● Anchor Charts ● Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** ● *Supporting All Reader's Book* ● Document Camera for magnified visual ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards ● Beginning, middle and end graphic organizer ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:**

letters as we write. I encourage students to double-check the sounds, reminding them to listen carefully to make sure they didn't skip or add any sounds. **They Do:** Students select a word from a provided list (like *pig*, *hat*, or *sun*) and independently tap out each sound on their fingers while saying it slowly. They then tap out the letters and write the word on their paper or dry-erase board. Afterward, they can partner up and read their spelled words aloud, using tapping to make sure the letters match the sounds in the word. **Lesson Example: Readers Notice When Something Doesn't Make Sense** **I Do:** I model reading a short text aloud and intentionally stumble on a part that doesn't make sense, thinking aloud: "Hmm, this part doesn't sound right. I expected the character to go outside, but the words say she's inside. What can I do?" I show students how I slow down, reread, look at the picture, and check the words carefully to figure out what makes sense. I explain that good readers notice when something is tricky and use strategies to fix it. **We Do:** Together, we read a familiar shared text, and I pause at a sentence that might be confusing. I ask students, "Does this make sense?" We discuss what might be happening and use picture clues, the words, and our own thinking to fix it. I guide students as they suggest ideas and we reread the sentence together, modeling how readers work as detectives to understand the story. **They Do:** Students read independently or with a partner from	• Independent or partner read and retell at own level. • Self-assess using retell checklist • "I wonder" questions • Compare and contrast the setting in the beginning, middle, end of story • First/Next/Then/Last Story Map including more details Useful Websites such as: • Heinemann Flights • Reading A-Z • Scholastic news • Raz Plus • Epic • Fun Hub • You Tube • Ocean County Library

their own book baggies. As they read, they are encouraged to notice any part that doesn't make sense and use strategies such as rereading, checking the picture, or sounding out tricky words to figure it out. After reading, students share with a partner one part they had to fix and explain how they solved the problem, practicing the skill of noticing and correcting confusion while reading. **Lesson Example: Writers Teach Others Step by Step** **I Do:** I model writing a How-To book about a familiar task, like "How to Wash Your Hands." I think aloud as I write, saying, "First, I want my reader to know exactly what to do. I'll write each step clearly and show it in order." I draw a picture for each step and number them, modeling how to use simple words, clear directions, and illustrations so a reader could follow the instructions without my help. **We Do:** Together, we choose a shared topic, such as "How to Pack Your Backpack." I guide students in brainstorming the steps one by one, and we write them on a chart. We number the steps, add simple illustrations, and talk about using clear action words like "put," "zip," and "carry." I model rereading each step to make sure it makes sense, and students help me suggest improvements to make the instructions even clearer. **They Do:** Students select a topic they know well—like "How to Make a Sandwich" or "How to Water a Plant"—and independently write 3–5 steps in their own How-To book. They number the steps, add a simple illustration for each, and try to use clear action words. After writing, they share their How-To book with a partner, reading the steps aloud to see if the partner	

can follow the directions, then make any needed changes to clarify their instructions.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading

- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading

- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)

- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language

- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials

- Fundations student toolkit
- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Various Levels of Text:
Trade Book Titles:
• Carmela Full of Wishes by Matt de la Peña
• Pug by Ethan Long
• A Plan for Pops by Heather Smith and Brooke Kerrigan
• Dolphin SOS by Roy Miki and Slavia Miki
• Strictly No Elephants by Lisa Mantchev
• What's My Superpower? by Aviaq Johnston
Jump Rope Readers Titles
• Nick and the Fossil by Elizabeth Franco
Unit Readers Titles
● Mabel and the Crab
● Mabel at the Pond
● Mabel Helps
● Mabel's Chips
● Mabel's Sled
● Where Is Shell?

Former Readers Workshop Books:
My Bug Box by Pat Blanchard
Same, Same but Different by Jenny Sue Kostecki-Shaw
Here, Kitty, Kitty! by Pat Mora
The Snowy Day* by Ezra Jack Keats
Koala Lou by Mem Fox
Nino Wrestles the World by Yuyi Morales

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Unit Reflection
Please use the space below to record any notes / reflections after teaching the unit.

Unit 5: **Reading**: Becoming Avid Readers (Book 5) , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Persuasive Writing of All Kinds (Unit 4/Book 4), Shared Writing, Interactive Writing **Phonics:** Level K Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**Duration: 30 Days**
Standards/Learning Targets	
Focus Standards (Major Standards)	

Foundational Skills: Reading Language

Print Concepts

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

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

Phonological Awareness

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

Phonics and Word Recognition

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

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency words and grade level irregular words with automaticity.
D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

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

Foundational Skills: Writing Language

Sound-Letter Basics

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

A. Match upper and lowercase letters.
B. Write upper and lowercase letters, with reference to a model.
C. Write left to right and include a space between words.
D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
E. Write a common grapheme (letter or letter group) for each phoneme.
F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

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

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

B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
D. Writing frequently used words accurately.
E. Attempting phonetic spellings of unknown words.
F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Repeat a sentence, identifying how many words are in the sentence.
B. Write simple sentences.
C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
D. Use end punctuation.
E. Use manipulatives or digital tools to construct complete sentences.
F. Write sentences with increasing complexity.
G. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
I. With support, distinguish between a complete sentence and a sentence fragment.
J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

A. Use frequently occurring nouns and verbs.
B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
E. Produce and expand complete sentences in shared language activities.

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

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
E. march, strut, prance) by acting out the meanings.

Reading Domain

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

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

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

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

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

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

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

Speaking and Listening Domain

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

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

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

Supporting and Additional Standards

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

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

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

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

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

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

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

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

A. Introduce a topic.
B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

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

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
B. Provide limited details of experiences, events, or characters.
C. Provide a reaction to the experiences or events.

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

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

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

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

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

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

Primary Interdisciplinary Connections
6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence). 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.
Computer Science and Design Thinking Standards
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 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.AP.4: Break down a task into a sequence of steps.
Career Readiness, Life Literacies, and Key Skills
9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Evidence of Student Learning	
Performance Tasks/Use of Technology	**Summative Assessments**

- Conferencing/Individual Small group
- Open Ended Questions
- Observation Notes and Checklists
- Third party vendors & websites such as:
    - Kahoot
    - Flipgrid
    - Epic
    - BrainPop Jr.
    - Raz Plus
    - Fun Hub
    - Scholastic News
    - Freckle.com
    - Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment

Benchmark Assessments

- DRA
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

Alternative Assessments ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** ● How can readers think about the story and about how books sounds to help them figure out words? ● How do readers get to know the characters and setting in their books? ● What can readers do when they reach a tricky part in their reading? ● How can readers reread their books many times to make reading sound better and to help them understand more about the books? ● How can readers help each other read tricky words? ● How can I become an expert about the story elements in my books?	**<u>Reading:</u>** *In the area of reading, the student will:* ● To continue to help children to control the particular print strategies they need in order to read texts at their just right level. ● To teach children more strategies for word-solving, cross checking, self-correcting, and meaning making, and to model for them the resilience of careful readers. ● Students can become the kind of reader who can teach themselves and others about how to read ● Increased "just right" reading independence and stamina ● Students will use strategies and work through difficulties with independence and with partners ● Students can use high frequency words to increase reading fluency

Writing:

- How can writers look at the world around them in a new way to see what could make things better?
- How can our writing spread our opinions and convince people to agree with us?
- How can we join together to make a change in our world?
- How can we revise?

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Enduring Understandings

Reading:

- Readers can think about the story and how books sound to help them figure out tricky parts.
- Readers react when they reach a tricky part in their reading.
- Readers reread to help their reading sound better and to help them understand books.
- Readers have strategies to get to know their characters really well.
- Readers can use their life experiences to make inferences about characters' feelings.
- Readers can talk about the events of the story with their partner or group.
- Partners can help each other solve tricky parts in our
- Students will comprehend, discuss, and retell stories
- Students can enrich their comprehension skills by making predictions
- getting their minds ready to read just-right books
- thinking about the story as they read
- spotlighting print-based and comprehension-based strategies to help figure out what words say
- reading and talking with partners about texts
- Children will grow a deeper understanding of the story
- Children will develop a stronger sense of the language of text
- Bolster children's sense for how stories go, as well as their literary language and expression
- Continue to comprehend and discuss story elements such as characters and plot
- Students will work together to help each other read and discuss text
- Continue to learn about high-interest topics through text.

<u>Writing:</u>

In the area of writing, the student will:

- To help students use a combination of drawing, dictating, and writing to compose opinion pieces in which students tell a reader a topic or the name of a book they are writing about, and state an opinion or preference about the topic or book.
- Students will write letters to convince and persuade an audience to support their cause.
- Students will work independently, in partnerships, and as a class to present information about a common cause to an audience to persuade others to join the cause.

books.
- Making predictions while reading is part of an active reading strategy to assist in comprehension

Writing:
- Writers look at the world in new ways, seeing not just what it is, but what could be and write to help make a change.
- Our opinions can be spread by writing letters that use words and writing tools to help convince and persuade others to join our cause.
- Writers can write individual pieces about a common cause and join together to present the information to an audience to help convince and persuade them.
- Writers can revise for publication

Phonics:
- Understanding letter sounds can apply to reading and writing fluently
- Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

- Students will revise and publish opinion writing pieces

Phonics:

In the area of Phonics Students Will:
- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the*, *was*, *of*
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people

	• Name the author and illustrator of a story and define their roles • Explain narrative story structure including character, setting and main events • Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence • Re-tell key details of narrative and informational text, using pictures or prompts as a guide • Identify characters, settings and main events in a story, with pictures or other prompts • Describe what happened in a story when given a specific illustration • With prompts, compare and contrast the experiences of characters in two stories • Explain difference between narrative and informational text • Echo-read a passage with correct phrasing and expression • Identify and explain new meanings for familiar words and newly taught words • Produce and expand complete sentences in shared language activities
Instructional Plan	
Suggested Activities	**Resources**
Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting Sentence dictation - capital at the beginning of a sentence,	**Resources for on-grade students:** • *Supporting All Reader's Book* • Partners (turn-and-talk, heterogenous, homogenous) • Word wall and Anchor Charts (ex. word wall with unit

periods at the end; tap words before spelling and then again to check spelling (proof read)

Practice Ideas Practice spelling by tapping out words first then writing Practice sentence dictation

Lesson Example: Writing a Sentence with Capital, Period, and Tapping to Spell

I Do: I model writing a simple sentence from dictation, such as "I see a cat." I first say the sentence slowly, tapping each word on my fingers as I say it: "I… see… a… cat." I then model how to start with a capital letter, write each word while tapping the sounds to spell them, and end with a period. I think aloud as I check each word again by tapping the sounds to make sure I spelled them correctly, showing how proofreading helps writers catch mistakes.

We Do: Together, we dictate a new sentence, such as "The dog runs." I guide students to tap each word on their fingers before writing it, reminding them to start with a capital letter and end with a period. We spell each word together, saying the sounds slowly and tapping as we write. After writing, we all reread the sentence and tap the sounds again to check spelling, celebrating correct capitalization, punctuation, and spelling.

They Do: Students listen to a teacher-dictated sentence, such as "I like my hat," and independently tap each word on their fingers before writing it on paper or a whiteboard. They remember to start with a capital letter, write the words while listening to the sounds, and add a period at the end. After writing, they tap each

fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:
- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:
- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:
- Heinemann Flights
- Reading A-Z
- Scholastic news
- Raz Plus
- Epic
- Fun Hub
- You Tube

word again to check their spelling and punctuation, then share their sentence with a partner to make sure it makes sense and is written correctly. **Lesson Example: Readers Choose Books They Love and Stick With Them** **I Do:** I model how to choose a book I really like and stick with it. I think aloud as I browse my book basket, saying, "I want a book that makes me curious and excited. I notice this one has bright pictures and fun words, so I will read it." I show students how I start reading, follow the story carefully, and keep going even if a word is tricky, demonstrating strategies like using picture clues or rereading to understand. **We Do:** Together, we explore a selection of books from the classroom library. I invite students to share which books look interesting and why. As a group, we practice making a plan: choose a book, look at the cover, start reading, and use strategies to figure out tricky parts. We model reading a page aloud, stopping to notice interesting parts, make predictions, and talk about the story, showing how avid readers engage with books fully. **They Do:** Students choose a book from their own baggies or the classroom library and begin reading independently. They try to stick with the book for several pages, using strategies like rereading, looking at the pictures, or sounding out words when needed. After reading, they share with a partner or in a small group what they noticed, what excited them, or what they learned, practicing the habits of avid readers who choose books	● Ocean County Library

they love and stay engaged.

Lesson Example: Writers Persuade Others with Reasons

I Do: I model writing a persuasive piece about a simple topic, such as "We should have extra recess." I think aloud as I write, saying, "I want to convince my reader, so I need to tell them my reason. I'll write, 'We should have extra recess because it is fun and helps us run.'" I show students how to state my opinion clearly and add one or two reasons to support it, emphasizing that persuasive writing tries to make someone agree with your idea.

We Do: Together, we choose a shared topic, like "We should have a class pet." I guide students to suggest reasons why it would be a good idea, and we write them on a chart. I model how to put the reasons into sentences, adding simple words like *because* to explain why. We read the sentences aloud, showing how each reason helps persuade the reader and making changes together to make the argument stronger.

They Do: Students pick their own topic, such as "We should have music in the classroom" or "We should go outside after lunch," and independently write one or two sentences stating their opinion and giving a reason. They can draw a small illustration to support their idea. After writing, students share their persuasive sentences with a partner, explaining their reason out loud and practicing how to convince someone of their opinion.

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)

- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books

- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills

- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials

- Fundations student toolkit
- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Various Levels of Text:

Trade Book Titles:

• Bulldozers by Kathryn Clay
• Crossings: Extraordinary Structures for Extraordinary Animals by Katy S. Duffield
• Danbi Leads the School Parade by Anna Kim
• Big Machines by Karen Wallace
• Dreaming Up: A Celebration of Building by Christy Hale
• Brick by Brick by Heidi Woodward Sheffiel

Jump Rope Readers Titles
• The Wedding by Hareem Atif Khan

Unit Readers Titles
● Mabel's Cat
● The Fawn and the Fox

Former Readers Workshop Books
Not Norman: A Goldfish Story* by Kelly Bennett and Noah Z. Jones
Carmela Full of Wishes* by Matt de la Pena
Wheels on the Tuk by Kabir Sehgal
Gossie by Olivier Dunrea
The Itsy Bitsy Spider"
"The Swing"
"The Teapot"
"Mary Had a Little Lamb"
"Brother John"

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Unit Reflection
Please use the space below to record any notes / reflections after teaching the unit.

Unit 6: **Reading:** Growing Expertise in Little Books (If.. Then/non-fiction), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** All About Books/Self-Designed Unit, Shared Writing, Interactive Writing **Phonics:** Level K Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**Duration: 30 Days**
Standards/Learning Targets	
Focus Standards (Major Standards)	

Foundational Skills: Reading Language

Print Concepts

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

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

Phonological Awareness

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

Phonics and Word Recognition

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

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency words and grade level irregular words with automaticity.
D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

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

Foundational Skills: Writing Language

Sound-Letter Basics

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

A. Match upper and lowercase letters.
B. Write upper and lowercase letters, with reference to a model.
C. Write left to right and include a space between words.
D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
E. Write a common grapheme (letter or letter group) for each phoneme.
F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

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

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

B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
D. Writing frequently used words accurately.
E. Attempting phonetic spellings of unknown words.
F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Repeat a sentence, identifying how many words are in the sentence.
B. Write simple sentences.
C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
D. Use end punctuation.
E. Use manipulatives or digital tools to construct complete sentences.
F. Write sentences with increasing complexity.
G. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
I. With support, distinguish between a complete sentence and a sentence fragment.
J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

A. Use frequently occurring nouns and verbs.
B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
E. Produce and expand complete sentences in shared language activities.

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

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
E. march, strut, prance) by acting out the meanings.

Reading Domain

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

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

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

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

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

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

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

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

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

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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

RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

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

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

A. Introduce a topic.
B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

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

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
B. Provide limited details of experiences, events, or characters.
C. Provide a reaction to the experiences or events.

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

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

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

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

Speaking and Listening Domain

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

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

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

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

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

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

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

Supporting and Additional Standards

Primary Interdisciplinary Connections

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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.AP.4: Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observation Notes and Checklists
- Third party vendors & websites such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub
  - Scholastic News
  - Freckle.com
  - Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers

Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment

Benchmark Assessments

- DRA
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

<table>
<tr><td>● Exit Slips

Alternative Assessments
● Reflective/response journals
● Reading A-Z Guided Level Assessments
● Kahoot
● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time
● My Reading Log and Reflections
● Fundations Fluency Kit Assessments
● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day</td><td></td></tr>
<tr><th colspan="2">Knowledge and Skills</th></tr>
<tr><th>Content</th><th>Skills</th></tr>
<tr><td>Unit Essential Questions
Reading:
● How am I learning from what I read?
● How can I continue to grow as a reader?
● What is the author trying to teach me?
● Am I building strong reading muscles and writing longer?
● How can I work with others to help me better understand what I read?
● Why is it important to read and reread books?
● How can I become an expert about my topi and inform others?

Writing:
● How can I use all that I know about writing stories and planning my work across pages to help me write longer</td><td>Unit Goals:

<u>Reading:</u>

In the area of reading, the student will:
● Develop comprehension skills such as inferring, activating prior knowledge, and synthesizing deeper understandings of characters
● Make connections and empathize with a character’s situations, experiences, and relationships
● Identify the story elements of character, setting, and story events, and how these elements can help readers understand stories more deeply

<u>Writing:</u></td></tr>
</table>

stories? ● How can I write to inform others? ● How can I study what a favorite author does in his or her writing and then do those same things in my writing? ● How can I use my knowledge of writing conventions to enhance my writing? **Phonics:** ● How can I use letter sounds to read and write words? ● How do letter sounds help me read words I do not know? ● How do letter patterns help me learn to read words I do not know? **Enduring Understandings** **Reading**: ● Readers reread their books to further understanding ● Understanding an author's purpose enhances student understanding of varied texts. ● Readers identify non-fiction text features ● Readers compare and contrast non fiction books ● Readers can comprehend and discuss non fiction books **Writing:** ● Writers can write to inform and teach others ● Writers can write using what they know about letters and sounds, patterns, and word wall words so that other people can read their writing. ● Writers look at mentor texts to get ideas for how to make their own writing better.	*In the area of writing, the student will:* ● Writers can use all that they have as readers and writers to write more and longer stories. ● Writers can write using what they know about letters and sounds, patterns, and word wall words so that other people can read their writing. ● Writers look at mentor texts to get ideas for how to make their own writing better. ● Writers can use what they know about true stories to write interesting made up stories ● Create books that focus on a central topic ● Write books about high-interest topics ● Utilize standards of english to revise writing for clarity ● Students will use writing for different purposes (opinion writing, narrative writing, sequential writing). ● **<u>Phonics:</u>** *In the area of Phonics Students Will:* ● Recognize and produce rhyming words ● Segment words in an oral sentence ● Segment words into syllables ● Segment and pronounce initial, medial and final phonemes in spoken CVC words ● Manipulate phonemes with additions or substitutions in one-syllable words ● Name all letters of the alphabet ● Write all manuscript letters in lowercase and uppercase ● Sequence letters of the alphabet ● Fluently produce sounds of consonants (primary) and short vowels when given the letter

• Author's style has many components that unify to create voice. • Writers use the knowledge of language and its conventions when writing, speaking, reading, and listening. **Phonics:** • Understanding letter sounds can apply to reading and writing fluently • Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know	• Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck) • Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels • Distinguish long and short vowel sounds within words • Read and spell approximately 200 CVC words • Spell other words phonetically, drawing on knowledge of sound-letter relationships • Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the*, *was*, *of* • Identify and name correct punctuation at end of sentence • Capitalize words at beginning of sentences and names of people • Name the author and illustrator of a story and define their roles • Explain narrative story structure including character, setting and main events • Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence • Re-tell key details of narrative and informational text, using pictures or prompts as a guide • Identify characters, settings and main events in a story, with pictures or other prompts • Describe what happened in a story when given a specific illustration • With prompts, compare and contrast the experiences of characters in two stories • Explain difference between narrative and informational text

	• Echo-read a passage with correct phrasing and expression • Identify and explain new meanings for familiar words and newly taught words • Produce and expand complete sentences in shared language activities
Instructional Plan	
Suggested Activities	**Resources**
Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting **Lesson Example: Reviewing Letter-Sounds, Tapping, and Sentence Writing** **I Do:** I model how to use what we learned in Units 1–4 by reviewing a few key skills together. First, I show a letter card (for example, *m*) and say its name and sound. Then I model tapping a simple CVC word like *map*, tapping each sound on my fingers and writing the word slowly. Finally, I model how to write a short sentence—"I see a map."—starting with a capital letter, tapping each word before writing, leaving spaces, and ending with a period. I think aloud as I check my work: "Did I start with a capital? Did I tap each word? Did I add punctuation?" **We Do:** Together, we go through the same review process using a new set of skills. I hold up a few letters and the class says the names and sounds with me. Then we tap out a new CVC word	**Resources for on-grade students:** • *Supporting All Reader's Book* • Partners (turn-and-talk, heterogenous, homogenous) • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) • Anchor Charts • Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** • *Supporting All Reader's Book* • Document Camera for magnified visual • Listening option (ex. Epic) • RTI Progress Monitoring • Graphic organizer partially filled in by teacher • White boards • Beginning, middle and end graphic organizer • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:**

such as *sun*, saying each sound as we tap and writing the word on our boards together. Next, I dictate a simple sentence like "The sun is up," and students help me remember each part: capital letter, spaces, tapping the words, and adding a period. We reread the sentence as a group to make sure it looks and sounds right. **They Do:** Students independently review all the skills by completing a short dictation routine. First, they identify and say the sounds of several letters shown by the teacher. Next, they tap and write two CVC words such as *pig* and *ten*. Finally, students write a dictated sentence—"I see the pig."—remembering to start with a capital letter, tap each word before writing, use finger spaces, and end with a period. Once done, they tap each word again to proofread and then read their sentence to a partner to check for accuracy. **Lesson Focus: Readers learn to study nonfiction texts closely so they can become experts and teach others.** **I Do-** "Watch me as I become an expert reader of this little nonfiction book!" I open a simple nonfiction text (e.g., All About Penguins) and show students how I look closely at the pictures and words. I think aloud: "I notice the penguin is feeding its baby—this picture is teaching me something! I can say it in my own words: Penguins take care of their babies." I point out that expert readers don't just look—they learn something from each page. I show how I put my finger on the picture, say what I learned, and then turn the page to learn more. **We Do-** "Let's become experts together." Students gather around a shared nonfiction big book or projected page. Together, we	• Independent or partner read and retell at own level. • Self-assess using retell checklist • "I wonder" questions • Compare and contrast the setting in the beginning, middle, end of story • First/Next/Then/Last Story Map including more details Useful Websites such as: • Heinemann Flights • Reading A-Z • Scholastic news • Raz Plus • Epic • Fun Hub • You Tube • Ocean County Library

look at one page and take turns saying what we notice that teaches us something. I guide them: “Put your finger on something you see that teaches you about this animal… what do you think this tells us?” I support them in turning their noticings into teaching statements such as “Tigers hide in tall grass to sneak up on animals.” We practice page by page, turning into a group of “experts.” **They Do-** “Now it’s your turn to grow your expertise!” Students choose their own nonfiction little books from their book bags. They read independently, using their pictures and simple text to learn something from each page. As they read, they point, think, and quietly say what they’ve learned. Some may sketch or jot a quick “teaching idea” on a sticky note. At the end, they share one fact they learned with a partner, teaching each other like true nonfiction experts. **Lesson Focus: Writers of all-about books add important details so readers can learn even more.** **I Do-** “Watch how I make my all-about book even better for my readers.” I open my teacher model book, All About Dogs, and turn to a page that feels too simple. I think aloud: “Hmm, this page just says, ‘Dogs run.’ But if I want to teach my readers, I need more details!” I add a new sentence that teaches something special: “Dogs run fast to get exercise and play.” I show students how I add a picture detail too—little motion lines or a ball—to help my reader understand. I explain that writers look at each page and ask, What else can I teach? **We Do-** “Let’s try adding details together.” I place a sample	

student-friendly all-about page under the document camera, perhaps a page that says, “Cats sleep.” I ask the class, “What could we add to teach readers more?” Together we brainstorm teaching details like “Cats sleep in sunny spots” or “Cats nap many times a day.” I model choosing one and writing it in. Then we decide on one picture detail to add—maybe a window with sunlight or a cozy pillow. Students help me say the sentence, write it, and check that it teaches something new. **They Do-** “Now it’s your turn to be the teacher!” Students take out their own All-About books and look for a page that could use more teaching. They reread, think about what else they know, and add a detail sentence or picture detail to strengthen that page. Some may add labels, arrows, or extra facts. As they work, they whisper-read their pages to see if they teach clearly. At the end, students share one page with a partner, explaining what detail they added and how it helps their reader learn more.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive

- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”

- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Strategic grouping for reading (Guided Reading,Strategy Groups)

- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in’s during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials

- Fundations student toolkit
- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com

- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Various Levels of Text:
Jamaica's Find by Juanita Havill
Martina the Beautiful Cockroach by Carmen Agra Deedy

Former Reader's Workshop Books:
Harry the Dirty Dog* by Gene Zion
Koala Lou by Mem Fox
With Love, Little Red Hen by Alma Flor Ada
Strega Nona by Tomie dePaola
Bunny Cakes by Rosemary Wells
Where the Wild Things Are* by Maurice Sendak

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.