

*Dumont Public Schools
Dumont, New Jersey*

ENGLISH LANGUAGE ARTS (ELA) KINDERGARTEN CURRICULUM MAP

**REVISED June 2018 by ELA Curriculum Committee*

Aligned to the New Jersey Student Learning Standards

Born Date: August 24, 2017

B.O.E. Adopted August 23, 2018

Kindergarten ELA Curriculum Map

Unit 1: All Together Now

Month: September - Mid October (6 Weeks - 30 days)

UNIT 1 OVERVIEW:

This unit focuses on how we live, work and play together.

UNIT 1 FOCUS QUESTION:

How do we live, work and play together?

READING STREET UNIT 1

All Together Now

Anchor Standards

- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Week by Week Teacher Points to Cover

Unit 1 Week 1: The Little School Bus

STANDARDS TO TEACH

Reading

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major event(s) in a story.

Language

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

Foundational Skills

- RF.K.1.d. Recognize and name all upper and lowercase letters of the alphabet.
- RF.K.2.a. Recognize and produce rhyming words.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Writing

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

Text Based Comprehension

Character

Letter Recognition

Aa, Bb, Cc, Dd, Ee

Writing and Conventions

Genre: Song

Conventions: Say Our Names

Weekly Writing Assignments

Teacher's Manual page 91 – Extend the Concept

Reader's and Writer's Notebook page 11

Amazing Words

first

second

third

fourth

fifth

sixth

Phonological Awareness

Rhyming Words

High-Frequency Words

I

am

Listening and Speaking

Follow Directions

Unit 1 Week 2: We Are So Proud (Social Studies)

STANDARDS TO TEACH

Reading

- RL.K.3. With prompting and support, identify characters, settings, and major event(s) in a story.

Language

- L.K.1.a. Print many upper-and lowercase letters.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.1.a. Follow words from left to right, top to bottom, and page by page.
- RF.K.1.d. Recognize and name all upper and lowercase letters of the alphabet.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.a. Recognize and produce rhyming words.
- RF.K.2.b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Setting

Letter Recognition

Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn

Writing and Conventions

Genre: Invitation

Conventions: Write Our Names

Weekly Writing Assignments

Teacher's Manual page 173 – Invitation

Reader's and Writer's Notebook page 18

Amazing Words

proud

preparation
cooperation
creation
float
guide

Phonological Awareness
Syllables

High-Frequency Words
I
am

Listening and Speaking
Drama – Respond to Literature

Unit 1 Week 3: Plaidypus Lost

STANDARDS TO TEACH

Reading

- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major event(s) in a story.

Language

- L.K.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.1.a. Follow words from left to right, top to bottom, and page by page.
- RF.K.1.d. Recognize and name all upper and lowercase letters of the alphabet.
- RF.K.2.a. Recognize and produce rhyming words.
- RF.K.2.b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Text Based Comprehension
Sequence

Letter Recognition
Oo, Pp, Qq, Rr, Ss

Writing and Conventions
Genre: Poem
Conventions: What We Look Like

Weekly Writing Assignments

Teacher's Manual page 293 – Extend the Concept

Reader's and Writer's Notebook page 33

Amazing Words

platypus
around
lost
found
market
groceries

Phonological Awareness

Initial Sounds and Sound Discrimination

High-Frequency Words

the
little

Listening and Speaking

Listen for Rhyme and Rhythm

Unit 1 Week 4: Miss Bindergarten Takes a Field Trip with Kindergarten (Social Studies)

STANDARDS TO TEACH

Reading

- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Language

- L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.1.d. Recognize and name all upper and lowercase letters of the alphabet.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion)
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.

Writing

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

Text Based Comprehension

Classify and Categorize

Letter Recognition

Tt, Uu, Vv, Ww, Xx, Yy, Zz

Writing and Conventions

Genre: Instructions

Conventions: What We Can Do

Weekly Writing Assignments

Extend the Concept – When I grow up _____

Reader's and Writer's Notebook page 48

“All by Myself” Writing for Mercer Mayer

Amazing Words

bakery

fire station

park

post office

library

chaperone

Phonological Awareness

Initial Sounds

High-Frequency Words

the

little

Listening and Speaking**

Talk About Me

Unit 1 Week 5: Smash! Crash!

STANDARDS TO TEACH

Reading

- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Language

- L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.1.d. Recognize and name all upper and lowercase letters of the alphabet.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns

speaking about the topics and texts under discussion)

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

Writing

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

Text Based Comprehension

Character

Phonics

Spelled /m/

Writing and Conventions

Genre: Caption

Conventions: Nouns for People and Animals

Weekly Writing Assignments

Teacher's Manual page 501 – Extend the Concept

Reader's and Writer's Notebook page 58

Amazing Words

signals

proper

perfect

dud

pirates

fabulous

Phonological Awareness

Initial and Final /m/

High-Frequency Words

a

to

Listening and Speaking

Announcements/Messages

Unit 1 Week 6: Dig Dig Digging

STANDARDS TO TEACH

Reading

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

Language

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1.b. Use frequently occurring nouns and verbs.
- L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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

Foundational Skills

- RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.a Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion)
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.

Writing

- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

Text Based Comprehension

Classify and Categorize

Phonics

Spelled /t/

Writing and Conventions

Genre: Story

Conventions: Nouns for Places and Things

Weekly Writing Assignments

Teacher's Manual page 541 – 5 Day Plan – Plan a Story

Amazing Words

scooping
swooshing
squelching
gobbling
spinning
rumbling

Phonological Awareness

Initial and Final /t/

High-Frequency Words

a
to

Instructional Materials: Pearson Reading Street Series

Common Texts:

Big Books and small group readers will be followed through Pearson Unit 1.

Author of the Month September: Mercer Mayer

Author of the Month October: Donald Crews or Bill Martin Jr.

Read Aloud Text:

Literacy:

Boo Hoo Bird By Jeremy Tankard (DRA - NA)

A Bad Case of Stripes By David Shannon (DRA - 38)

The Important Book By Margaret Wise Brown (DRA - 24)

Chrysanthemum By Kevin Henkes (DRA - 24)

The Kissing Hand By Audrey Penn (DRA - 16)

We're Going on a Leaf Hunt By Steve Metzger (DRA - 16)

Picking Apples and Pumpkins By Amy Hutchings (DRA - 20)

Informational:

ABC I LIKE ME! By Nancy Carlson (DRA - 14)

Families are Different By Nina Pellegrini (DRA - 18)

Fall Leaves Fall By Zoe Hall (DRA - 16)

Johnny Appleseed By Jodie Shepherd (DRA - 16)

Pumpkin, Pumpkin By Jeanne Titherington (DRA - 10)

Unit 1 Continued

Additional Writing Resources:

Lucy Calkins and Leah Mermelstein Launching the Writing Workshop

***Additional Curricular Enhancements on the Reading Street Pearson Website**

NJSLS Technology Standards: 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

Additional Technology Resources:

*ShowMe Interactive Whiteboard

21st Century Life and Careers Standards:

9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals

9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason

CRP9. Model integrity, ethical leadership and effective management

CRP12. Work productively in teams while using cultural global competence

Inclusion of Interdisciplinary Connections: NJSLS for Social Studies 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Assessments:

Reading Street Unit Assessment

High Frequency word assessment provided by <http://www.scsk12.org/scs/subject-areas/kindergarten-kove/welcome.html>

(on as as needed basis)

DIBELS Fall Assessments

Suggested strategies for English as a Second Language (ESL) student: *(See Teacher's Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

Suggested Strategies for Special Education/504 students

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Graphic Organizers
- Decodable Readers (Phonics)

Suggested Strategies for At Risk students*(See Teacher's Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered
- Extended time to complete class work

Suggested Strategies for Gifted and Talented students*(See Teacher's Resources for More Strategies)

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

*When possible apply standard RL.K.9: With Prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

Language you can use when applying this standard:

- I can identify characters in the story.
- I can tell how characters are different.
- I can tell how characters are the same.

Kindergarten ELA Curriculum Map

Unit 2: Look at Us

Month: Mid October - November (6 Weeks - 30 Days)

UNIT 2 OVERVIEW:

This unit focuses on how animals and plants are unique.

UNIT 2 FOCUS QUESTION:

How are animals and plants unique?

READING STREET Unit 2

Look at Us

Anchor Standards

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Week by Week Teaching Points to Cover

Unit 2 Week 1: Flowers (Science)

STANDARDS TO TEACH

Reading

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear.
- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic..

Language

- L.K.1.c. Form regular plural nouns orally by adding /s/ or /es/.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Foundational Skills

- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/).
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing sounds of each consonant many of the most frequently used sounds of each consonant.
- RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Writing

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

Text Based Comprehension

Compare and Contrast

Phonics

Spelled /a/

Writing and Conventions

Genre: Label

Conventions: Nouns for More Than One

Weekly Writing Assignments

Teacher's Manual page 101 – Writing a Poem

Reader's and Writer's Notebook page 90

Amazing Words

seeds

fruits

buds

stem

bloom

petals

Phonological Awareness

Initial and Medial /a/

High-Frequency Words

have

is

Listening and Speaking**

Listen for Sequence

Unit 2 Week 2: Nature Spy (Science)

Reading

- RI.K.2. With prompting and support, identify the main topic and retell key details of a text
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear.

Language

- L.K.1.b. Use frequently occurring nouns and verbs.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling with writing.

Foundational Skills

- RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/).
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing sounds of each consonant many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Text Based Comprehension

Setting

Phonics

Spelled /s/

Writing and Conventions

Genre: List

Conventions: Proper Nouns

Weekly Writing Assignments

Teacher's Manual page 201 – Making a List

Reader's and Writer's Notebook page 102

Amazing Words

discover

nature
spy
acorn
pod
pattern

Phonological Awareness

Initial and Final /s/

High-Frequency Words

have
is

Listening and Speaking**

Listen for Directions

Unit 2 Week 3: Animal Babies in Grasslands (Science)

STANDARDS TO TEACH

Reading

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

Language

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Foundational Skills

- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/).
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing sounds of each consonant many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.b. Continue a conversation through multiple exchanges.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood

Writing

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Text Based Comprehension

Main Idea

Phonics

Spelled /p/

Writing and Conventions

Genre: Notes

Conventions: Adjectives for Colors and Shapes

Weekly Writing Assignments

Teacher's Manual page 287 – Extend the Concept

Reader's and Writer's Notebook page 114

Amazing Words

calf
grassland
cub
pup
joey
foal

Phonological Awareness

Initial and Final /p/

High-Frequency Words

we
my
like

Listening and Speaking**

Discussion

Unit 2 Week 4: Bear Snores On

STANDARDS TO TEACH

Reading

- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.5. Recognize common types of texts.

Language

- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5.c. Identify real-life connections between words and their use. .

Foundational Skills

- RF.K.2.a. Recognize and produce rhyming words
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/).
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing sounds of each consonant many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.
- RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Speaking and Listening

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.

Writing

Text Based Comprehension

Realism and Fantasy

Phonics

/k/ Spelled Cc

Writing and Conventions

Genre: Poem

Conventions: Adjectives for Sizes, Numbers, Colors, and Shapes

Weekly Writing Assignments

Teacher's Manual page 389 – Extend the Concept

Reader's and Writer's Notebook page 127

Amazing Words

sleep

winter

cave

woods

storm

blustery

Phonological Awareness

Initial and Final /k/

High-Frequency Words

we

my

like

Listening and Speaking**

Listen for Setting

Unit 2 Week 5: A Bed for the Winter (Science)

STANDARDS TO TEACH

Reading

- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear.

Language

- L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Foundational Skills

- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme

(consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/).

- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing sounds of each consonant many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Text Based Comprehension

Sequence

Phonics

Spelled /i/

Writing and Conventions

Genre: Caption

Conventions: Adjectives for Opposites

Weekly Writing Assignments

Teacher's Manual page 489 – Extend the Concept

Reader's and Writer's Notebook page 138

Amazing Words

nest

meadow

stump

tree trunk

hive

den

Phonological Awareness

Initial and Medial /i/

High-Frequency Words

he

for

Listening and Speaking**

Give a Description

Unit 2 Week 6: Jack and the Beanstalk

STANDARDS TO TEACH

Reading

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

- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.5. Recognize common types of texts.

Language

- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5.c. Identify real-life connections between words and their use.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Foundational Skills

- RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.2.c. Blend and segment onsets and rimes of single-syllables spoken words.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/).
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.

Writing

- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).
- W.K.7. Participate in shared research and writing projects.

Text Based Comprehension

Realism and Fantasy

Phonics

Spelled /i/

Writing and Conventions

Genre: Story

Conventions: Adjectives

Weekly Writing Assignments

Teacher's Manual page 529 – 5 Day Plan – Plan a Story

Amazing Words

beanstalk

lad

ogre

magic

naughty

lend

Phonological Awareness

Initial and Medial /i/

High-Frequency Words

he
for

Listening and Speaking**

Listen for Plot

Instructional Materials: Pearson Reading Street Series

Common Texts:

Big Books and small group readers will be followed through Pearson Unit 2.

Author of the Month November: Rosemary Wells or Laura Numeroff

Author of the Month December: Jan Brett

Read Aloud Texts:

Literacy:

The Runaway Pumpkin By Kevin Lewis (DRA - 18)

It's Thanksgiving By Jack Prelutsky (DRA - 30)

Twas' the Night before Thanksgiving By Dav Pilkey (DRA - 38)

Hershel and the Hanukkah Goblins By Erica Kimmel (DRA - NA)

Informational:

Pumpkins By Ken Robbins (DRA - NA)

Feeling Thankful By Shelley Rotner (DRA - 10)

A Day at the Pumpkin Patch By Megan Faulkner (DRA - NA)

Giving Thanks: A Native American Good Morning Message By Chief Jake Swamp (DRA - 24)

Sarah Morton's Day By Kate Waters (DRA - 40)

Gingerbread Man By Paul Galdone (DRA - NA)

Light the Lights By Margaret Moorman (DRA - 24)

Unit 2 Continued

Additional Writing Resources:

Lucy Calkins and Leah Mermelstein **Writing For Readers: Teaching Skills and Strategies and Authors as Mentors**

***Additional Curricular Enhancements on the Reading Street Pearson Website**

NJSLS Technology Standards: 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

Additional Technology Resources:

*ShowMe Interactive Whiteboard

21st Century Life and Careers Standards:

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP7. Employ valid and reliable research strategies

Interdisciplinary Standards: NJSLs for Science K-LS1 From Molecules to Organisms: Structures and Processes

Assessments:

Reading Street Unit Assessment

High Frequency word assessment provided by <http://www.scsk12.org/scs/subject-areas/kindergarten-kove/welcome.html>

(on as needed basis)

Suggested strategies for English as a Second Language (ESL) student: *(See Teacher's Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

Suggested Strategies for Special Education/504 students

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Graphic Organizers
- Decodable Readers (Phonics)

Suggested Strategies for At Risk students*(See Teacher's Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered
- Extended time to complete class work

Suggested Strategies for Gifted and Talented students*(See Teacher's Resources for More Strategies)

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

*When possible apply standard RL.K.9:With Prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Language you can use when applying this standard:

I can identify characters in the story.

I can tell how characters are different.
I can tell how characters are the same.

Kindergarten ELA Curriculum Map

Unit 3: Changes All Around Us

Month: December - Mid January (6 Weeks - 30 days)

UNIT 3 OVERVIEW:

This unit focuses on changes all around us.

UNIT 3 FOCUS QUESTION:

How do changes affect us?

READING STREET Unit 3

Changes All Around Us

Anchor Standards

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
-

Week by Week Teaching Points to Cover

Unit 3 Week 1: Little Panda (Science/Social Studies)

STANDARDS TO TEACH

Reading

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

Language

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1.b. Use frequently occurring nouns and verbs.
- L.K.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Writing

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

Text Based Comprehension

Compare and Contrast

Phonics

/n/ Spelled Nn and /b/ Spelled Bb

Writing and Conventions

Genre: Nonfiction

Conventions: Verbs

Weekly Writing Assignments

Reader's and Writer's Notebook page 170

Extend the Concept - Teacher's Manual page 89

Amazing Words

weight
measure
healthy
curious
explore
bamboo

Phonemic Awareness

Initial and Final /n/ and /b/

High-Frequency Words

me
she
with

Listening and Speaking**

Drama-Respond to Literature

Unit 3 Week 2: Little Quack

STANDARDS TO TEACH

Reading

- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Language

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1.b. Use frequently occurring nouns and verbs.
- L.K.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Writing

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

Text Based Comprehension

Plot

Phonics

/r/ Spelled Rr

Writing and Conventions

Genre: Animal Fantasy
Conventions: Verbs for Now and the Past

Weekly Writing Assignments

Reader's and Writer's Notebook page 182
Extend the Concept – Teacher's Manual page 189

Amazing Words

duckling
paddle
pond
brave
plunged
Proud

Phonemic Awareness

Initial /r/

High-Frequency Words

me
she
with

Listening and Speaking**

Build Oral Language
Sequence

Unit 3 Week 3: George Washington Visits (Social Studies)

STANDARDS TO TEACH

Reading

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

Language

- L.K.4.b. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.2.a. Recognize and produce rhyming words.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Writing

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

topic or book (e.g., My favorite book is...).

Text Based Comprehension

Cause and Effect

Phonics

Spelled /d/

Spelled /k/

Writing and Conventions

Genre: Persuasive Statement

Conventions: Verbs that add -s

Weekly Writing Assignments

Reader's and Writer's Notebook page 194

Extend the Concept – Teacher's Manual page 287

Amazing Words

celebration

sprinted

barn

blacksmith

arch

soldier

Phonemic Awareness

Initial and Final /j/ and /w/

High-Frequency Words

look

see

Listening and Speaking**

Recite Rhymes

Unit 3 Week 4: Farfallina and Marcel

STANDARDS TO TEACH

Reading

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Language

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1.b. Use frequently occurring nouns and verbs.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that word.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme

(consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Writing

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

Text Based Comprehension

Plot

Phonics

Spelled /f/

Writing and Conventions

Genre: Caption

Conventions: Verbs for now and future

Weekly Writing Assignments

Response to Literature – Teacher’s Manual page 344

Reader’s and Writer’s Notebook page 206

Amazing Words

caterpillar

gosling

cocoon

reflection

butterfly

goose

Phonemic Awareness

Initial and Final /f/

High-Frequency Words

look

see

Listening and Speaking**

oral presentation

Unit 3 Week 5: Then and Now (Social Studies)

STANDARDS TO TEACH

Reading

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

Language

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

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

Foundational Skills

- RF.K.2.a. Recognize and produce rhyming words
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Writing

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

Text Based Comprehension

Draw Conclusions

Phonics

Spelled /o/

Writing and Conventions

Genre: list

Conventions: Meaningful word groups

Weekly Writing Assignments

Response to Literature – Teacher’s Manual page 444

Reader’s and Writer’s Notebook page 218

Amazing Words

gears
headphones
webcams
handwritten
phonographs
newspapers

Phonemic Awareness

Initial and Medial /o/

High-Frequency Words

of
they
you

Listening and Speaking

Messages

Unit 3 Week 6: The Lion and the Mouse

STANDARDS TO TEACH

Reading

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Language

- L.K.1.f Produce and expand complete sentences in shared language activities.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.2.a Recognize and produce rhyming words.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Writing

- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).

Text Based Comprehension

Main Idea

Phonics

Spelled /o/

Writing and Conventions

Genre: poem

Conventions: Verbs for now and future

Weekly Writing Assignments

5 Day Plan: page 525 – Plan a Poem

Amazing Words

jungle
nibbling
trembling
beast
snarled
entangled

Phonemic Awareness

Initial and Medial /o/

High-Frequency Words

of
they
you

Listening and Speaking
Ask and Answer Questions

Instructional Materials: Pearson Reading Street Series

Common Texts:

Big Books and small group readers will be followed through Pearson Unit 3.

Author of the Month December: Jan Brett

Author of the Month January: Robert Munsch

Read Aloud Texts:

Literacy:

The Mitten By Jan Brett (DRA - 24)

The Hat By Jan Brett (DRA - 30)

Polar Bear, Polar Bear, What do You Hear? By Eric Carle (DRA - 14)

My Little Polar Bear By Claudia Rueda (DRA - NA)

Informational:

Snow is Falling By Franklyn Branley (DRA - 18)

How Do You Know it's Winter? By Allan Fowler *Polar Animals* By Wade Cooper (DRA - 10)

Chinese New Year By Lola Schaefer (DRA - NA)

Martin's Big Words By Doreen Rappaport (DRA - 40)

Classroom Book Set:

Who lives in the Arctic? By Pamela Chanko (DRA - 2)

Unit 3 Continued

Additional Writing Resources:

Lucy Calkins and Leah Mermelstein **Writing For Readers: Teaching Skills and Strategies and Authors as Mentors**

***Additional Curricular Enhancements on the Reading Street Pearson Website**

NJSLS Technology Standards:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose

8.2.2.A.1 Define products produced as a result of technology or of nature

8.2.2.A.2 Describe how designed products and systems are useful at school, home and work

8.2.2.B.1 Identify how technology impacts or improves life

Additional Technology Resources:

*ShowMe Interactive Whiteboard

21st Century Life and Careers Standards:

- 9.1.12.A.5 – Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.4.B.4 – Identify common household expense categories and sources of income
- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP11. Use technology to enhance productivity

Inclusion of Interdisciplinary Standards: NJSLS for Social Studies 6.1.4.D.4- Explain how key events led to the creation of the United States and the state of New Jersey.

Assessments:

Reading Street Unit Assessment

High Frequency word assessment provided by <http://www.scsk12.org/scs/subject-areas/kindergarten-kove/welcome.html>

(on as as needed basis)

DIBELS Winter Assessments

DRA – of students that are reading

Suggested strategies for English as a Second Language (ESL) student: *(See Teacher’s Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

Suggested Strategies for Special Education/504 students

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Graphic Organizers
- Decodable Readers (Phonics)

Suggested Strategies for At Risk students*(See Teacher’s Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered
- Extended time to complete class work

Suggested Strategies for Gifted and Talented students*(See Teacher’s Resources for More Strategies)

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

*When possible apply standard RL.K.9:With Prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

***Language you can use when applying this standard:**

- I can identify characters in the story.
- I can tell how characters are different.
- I can tell how characters are the same.

Kindergarten ELA Curriculum Map

Unit 4: Let's Go Exploring

Month: Mid January - February (6 Weeks - 30 days)

UNIT 4 OVERVIEW:

This unit focuses on exploring.

UNIT 4 FOCUS QUESTION:

Where will our adventure take us?

READING STREET Unit 4

Let's Go Exploring

Anchor Standards

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJLSA.L6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and

- collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Week by Week Teaching Points to Cover

Unit 4 Unit 1: Rooster's Off to See the World

STANDARDS TO TEACH

Reading

- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Language

- L.K.1.f. Produce and expand complete sentences in shared language activities.
- L.K.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Writing

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

Text Based Comprehension

Sequence

Phonics

/h/ Spelled Hh

Writing and Conventions

Directions

Naming Parts

Weekly Writing Assignments

Respond to Literature – Teacher’s Manual page 444

Reader’s and Writer’s Notebook page 218

Amazing Words

world

trip

journey

lonely

horizon

homewick

Phonic Awareness

Initial /h/

High-Frequency Words

are

that

do

Listening and Speaking

Give directions

Unit 4 Week 2: My Lucky Day

STANDARDS TO TEACH

Reading

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Language

- L.K.1.f. Produce and expand complete sentences in shared language activities.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.2.a. Recognize and produce rhyming words.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Text Based Comprehension

Cause and Effect

Phonics

/l/ Spelled Ll

Writing and Conventions

Genre: Poem

Conventions: Action Parts

Weekly Writing Assignments

Wonderful, Marvelous Me! – Teacher’s Manual page 125

Reader’s and Writer’s Notebook page 262

Extend the Concept – Teacher’s Manual page 187

Amazing Words

piglet

lucky

cook

fox

filthy

scrubber

Phonemic Awareness

Initial and Final /l/

High-Frequency Words

are

that

do

Listening and Speaking**

Compare and Contrast

Unit 4 Week 3: One Little Mouse

STANDARDS TO TEACH

Reading

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

Language

- L.K.1.f. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Text Based Comprehension

Sequence

Phonics

Consonant Blends

Writing and Conventions

Genre: Description

Conventions: Complete Sentences

Weekly Writing Assignments

Wonderful, Marvelous Me! – Teacher’s Manual page 227

Reader’s and Writer’s Notebook page 274

Amazing Words

woodland

vale

comfortable

nest

hollow

shadows

Phonemic Awareness

Consonant Blends

High-Frequency Words

one

two

three

four

five

Listening and Speaking**

Listen for Sequence

Unit 4 Week 4: Goldilocks and the Three Bears

STANDARDS TO TEACH

Reading

- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Language

- L.K.1.f. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Text Based Comprehension

Character

Phonics

/g/ Spelled Gg

Writing and Conventions

Genre: List

Conventions: Telling Sentences

Weekly Writing Assignments

Respond to Literature – Teacher’s Manual page 344

Reader’s and Writer’s Notebook page 286

Amazing Words

bears

cottage

middle-sized

porridge

big
small

Phonemic Awareness

Initial and Final /g/

High-Frequency Words

one
two
three
four
five

Listening and Speaking**

Discuss authors and illustrators

Unit 4 Week 5: If You Could Go to Antarctica (Social Studies)

STANDARDS TO TEACH

Reading

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Language

- L.K.1.f. Produce and expand complete sentences in shared language activities.
- L.K.2.a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2.b. Recognize and name end punctuation.
- L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.2.a. Recognize and produce rhyming words.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Text Based Comprehension

Classify and Categorize

Phonics

/e/ Spelled Ee

Writing and Conventions

Genre: Informal Letter

Conventions: Capital Letters and Periods

Weekly Writing Assignments

Respond to Literature – Teacher’s Manual page 446

Extend the Concept – Teacher’s Manual page 485

Amazing Words

Antarctica

icebergs

seals

continent

penguins

whales

Phonemic Awareness

Initial and medial /e/

High-Frequency Words

here

go

from

Listening and Speaking**

Listen for Story Elements: Character

Unit 4 Week 6: Abuela (Social Studies)

STANDARDS TO TEACH

Reading

- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

Language

- L.K.2.a. Capitalize the first word in a sentence and the pronoun I.
- L.K.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Text Based Comprehension

Setting

Phonics

/e/ Spelled Ee

Writing and Conventions

Genre: List

Conventions: Pronouns I and me

Weekly Writing Assignments

5 Day Plan: Plan a List – Teacher’s Manual page 525

Amazing Words

abuela
flock
airport
adventure
city
harbor

Phonemic Awareness

Initial and Medial /e/

High-Frequency Words

here
go
from

Listening and Speaking**

Listen to Poems

Instructional Materials: Pearson Reading Street Series

Common Texts:

Big Books and small group readers will be followed through Pearson Unit 4.

Author of the Month February: Ezra Jack Keats or Audrey Wood

Author of the Month March: Dr. Seuss

Read Aloud Texts:

Literacy:

Arthur's Tooth By Marc Brown (DRA - 20)
Cookie By Lisa Woomer (DRA - NA)
Don't let the pigeon ride the bus By Mo Willems (DRA - 16)
Are you my mother? By Philip Eastman (DRA - NA)
The Best Nest By P.D. EASTMAN - (DRA - NA)

Informational:

Food for Healthy Teeth By Helen Frost (DRA - NA)
My First Biography: Abraham Lincoln By Marion Dane Bauer (DRA - NA)
George Washington By Philip Abraham (DRA - NA)
A Picture Book Rosa Parks By David A Adler (DRA - 24)
Harriet and the Promised Land By Jacob Lawrence (DRA - 20)
Night Flight: Amelia Earhart Crosses the Atlantic By Robert Burleigh (DRA - NA)
About Birds By Cathryn Sill (DRA - NA)
Baby Birds By Helen Frost (DRA - 6)

Guided Reading:

The Things Birds Eat By Betsey Chessen

Unit 4 Continued

***Additional Curricular Enhancements on the Reading Street Pearson Website**

21st Century Life and Careers Standards:

CRP1. Act as a responsible and contributing citizen and employee
CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason
CRP5. Consider the environmental, social and economic impacts of decisions
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
CRP12. Work productively in teams while using cultural global competence

Technology Standards:

8.1.2.D.1 – Develop an understanding of ownership of print and nonprint information

Additional Technology Resources:

*ShowMe Interactive Whiteboard

Inclusion of Interdisciplinary Standards: NJSLS for Social Studies 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Assessments:

Reading Street Unit Assessment

High Frequency word assessment provided by <http://www.scsk12.org/scs/subject-areas/kindergarten-kove/welcome.html>

(on as as needed basis)

Suggested strategies for English as a Second Language (ESL) student: *(See Teacher's Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

Suggested Strategies for Special Education/504 students

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Graphic Organizers
- Decodable Readers (Phonics)

Suggested Strategies for At Risk students*(See Teacher's Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered
- Extended time to complete class work

Suggested Strategies for Gifted and Talented students*(See Teacher's Resources for More Strategies)

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

*When possible apply standard RL.K.9:With Prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

Language you can use when applying this standard:

- I can identify characters in the story.
- I can tell how characters are different.
- I can tell how characters are the same.

Kindergarten ELA Curriculum Map

Unit 5: Going Places

Month: March - Mid April (6 weeks - 30 days)

UNIT 5 OVERVIEW:

This unit focuses on the different ways people and things travel.

UNIT 5 FOCUS QUESTION:

How do people and things get from here to there?

READING STREET Unit 5

Going Places

Anchor Standards

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Week by Week Teacher Points to Cover

Unit 5 Week 1: Max Takes the Train (Social Studies)

STANDARDS TO TEACH

Reading

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

Language

- L.K.2.b. Recognize and name end punctuation.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Foundational Skills

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.a. Recognize and produce rhyming words
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
- SL.K.1.b. Continue a conversation through multiple exchanges.

Writing

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

Text Based Comprehension

Realism and Fantasy

Phonics

Spelled /j/

Spelled /w/

Writing and Conventions

Genre: Caption

Conventions: Questions

Weekly Writing Assignments

Respond to Literature – Teacher’s Manual page 46

Extend the Concept – Teacher’s Manual page 87

Amazing Words

plane
subway
ferryboat
jetway
tunnel
sidecar

Phonemic Awareness

Initial and Final /j/ and /w/

High-Frequency Words

yellow
blue
green

Listening and Speaking**

Ask and Answer Questions

Unit 5 Week 2: Mayday! Mayday!

STANDARDS TO TEACH

Reading

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

Language

- L.K.2.a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2.b. Recognize and name end punctuation.
- L.K.5.c. Identify real-life connections between words and their use.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Foundational Skills

- RF.K.2.a. Recognize and produce rhyming words.
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.1.b. Continue a conversation through multiple exchanges.

Writing

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

Text Based Comprehension

Cause and Effect

Phonics

/ks/ Spelled Xx

Writing and Conventions

Genre: Rhyme

Conventions: Question Marks and Uppercase Letters

Weekly Writing Assignments

Reader's and Writer's Notebook page 338

Reader's and Writer's Notebook page 342

Extend the Concept – Teacher's Manual page 193

Amazing Words

rescue

yacht

mechanic

pilot

sailor

shimmering

Phonemic Awareness

Final /ks/

High-Frequency Words

yellow

blue

green

Listening and Speaking**

Respond to Literature: Drama

Unit 5 Week 3: Trucks Roll!

STANDARDS TO TEACH

Reading

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Language

- L.K.1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Foundational Skills

- RF.K.2.a. Recognize and produce rhyming words
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Text Based Comprehension

Compare and Contrast

Phonics

Spelled /u/

Writing and Conventions

Genre: Poem

Conventions: Prepositions

Weekly Writing Assignments

Respond to Literature – Teacher’s Manual page 250

Reader’s and Writer’s Notebook page 353

Amazing Words

trailers

haul

truckers

cabs

steering wheel

headlight

Phonemic Awareness

Initial and Medial /u/

High-Frequency Words

what

said

was

Listening and Speaking**

Discuss Literature

Unit 5 Week 4: The Little Engine That Could

STANDARDS TO TEACH

Reading

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

Language

- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1.b. Use frequently occurring nouns and verbs
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts..

Foundational Skills

- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Writing

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

Text Based Comprehension

Plot

Phonics

Spelled /u/

Writing and Conventions

Genre: Formal Letter

Conventions: Nouns

Weekly Writing Assignments

Wonderful Marvelous Me! – Teacher’s Manual page 333

Reader’s and Writer’s Notebook page 366

Amazing Words

engine
passenger
mountain
tracks
roundhouse
valley

Phonemic Awareness

Initial and Medial /u/

High-Frequency Words

what
said
was

Listening and Speaking**

Sequence

Unit 5 Week 5: On the Move! (Social Studies)

Reading

- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RI.1.8. Identify the reasons an author gives to support points
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text

Language

- L.K.1.c. Form regular plural nouns orally by adding /s/ or /es/
- L.K.1.b. Use frequently occurring nouns and verbs
- L.K.1.f. Produce and expand complete sentences in shared language activities.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts..

Foundational Skills

- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/).
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing sounds of each consonant many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Writing

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

Text Based Comprehension

Main Idea

Phonics

Spelled /v/

Spelled /z/

Writing and Conventions

Genre: Invitation

Conventions: Nouns in Sentences

Weekly Writing Assignments

Reader's and Writer's Notebook page 374

Respond to Literature – Teacher's Manual page 454

Amazing Words

travel

llama

submarine

kayak

dogsled

double-decker bus

Phonemic Awareness

Initial and final /v/ and /z/

High-Frequency Words

where

come

Listening and Speaking**

Oral Presentation – Description

Unit 5 Week 6: This Is the Way We Go to School (Social Studies)

Reading

- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.K.8. Identify the reasons an author gives to support points in
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Language

- L.K.1.b. Use frequently occurring nouns and verbs
- L.K.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts..

Foundational Skills

- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/).
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing sounds of each consonant many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Writing

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
 - W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).
 - W.K.7. Participate in shared research and writing projects.
-

Text Based Comprehension

Main Idea

Phonics

Spelled /y/

/kw/ spelled qu

Writing and Conventions

Genre: How- to Report

Conventions: Verbs

Weekly Writing Assignments

Five Day Plan: Plan a How-to Report – Teacher’s Manual page 535

Amazing Words

cable car

horse –and–buggy

Metro line

trolley

skis

vaporetto

Phonemic Awareness

Initial /y/ and /kw/

High-Frequency Words

where

come

Listening and Speaking**

Discuss Literary Features: Plot

Instructional Materials: Pearson Reading Street Series

Common Texts:

Big Books and small group readers will be followed through Pearson Unit 5.

Author of the Month April: Lois Ehlert or Kevin Henkes

Author of the Month May: Eric Carle

Read Aloud Texts:

Literacy:

- *What will the weather be like today?* By Paul Rogers (DRA - 14)
- *The Curious Garden* By Peter Brown (DRA - 30)
- *The Tiny Seed* By Eric Carle (DRA - 20)
- *Hey, Little Ant* By Phillip and Hannah Hoose (DRA - NA)
- *The Very Lazy Ladybug* By Isobel Finn (DRA - 16)

Informational:

- *Spring has Sprung* By Jennifer Waters (DRA - 12)
- *Plants and Flowers* By Sally Hewitt (DRA - 24)
- *Carrot Seed* by Ruth Krauss (DRA - 12)
- *Farming* By Gail Gibbons (DRA - 24)
- *Jobs People Do* By Josephine Selwyn (DRA - 24)
- *Memorial Day* By Jacqueline S. Cotton (DRA - 12)
- *Caterpillars and Butterflies* By Stephanie Turnball (DRA - NA)
- *What is the Story of Our Flag?* By Janice Behrens (DRA - 18)

Guided Reading:

Bugs! Bugs! Bugs! by Bob Barner (DRA - 6)

Unit 5 Continued

***Additional Curricular Enhancements on the Reading Street Pearson Website**

21st Century Life and Careers Standards:

9.1.8.A.4 – Relate earning power to quality of life across cultures

9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community

9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grade lay the foundation for future academic and career success

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason

CRP6. Demonstrate creativity and innovation

Technology Standards:

8.1.2.E.1 – Use digital tools and online resources to explore a problem or issue

Additional Technology Resources:

*ShowMe Interactive Whiteboard

Inclusion of Interdisciplinary Connections: NJSLs for Social Studies 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Assessments:

Reading Street Unit Assessment

High Frequency word assessment provided by <http://www.scsk12.org/scs/subject-areas/kindergarten-kove/welcome.html>

(on as needed basis)

DIBELS Spring Assessments

Suggested strategies for English as a Second Language (ESL) student: *(See Teacher's Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

Suggested Strategies for Special Education/504 students

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Graphic Organizers
- Decodable Readers (Phonics)

Suggested Strategies for At Risk students*(See Teacher's Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered
- Extended time to complete class work

Suggested Strategies for Gifted and Talented students*(See Teacher's Resources for More Strategies)

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

*When possible apply standard RL.K.9:With Prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

- **Language you can use when applying this standard:**

- I can identify characters in the story.
- I can tell how characters are different.
- I can tell how characters are the same.

Kindergarten ELA Curriculum Map

Unit 6: Going Places

Month: Mid April - June (6 weeks - 30 days)

UNIT 6 OVERVIEW:

This unit focuses on the different ways to put things together.

UNIT 6 FOCUS QUESTION:

What are different ways of building?

READING STREET Unit 6

Going Places

Anchor Standards

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate

with others.

- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Week by Week Teaching Points to Cover

Unit 6 Week 1: Building with Dad

STANDARDS TO TEACH

Reading

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

Language

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Speaking and Listening

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

Writing

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

Text Based Comprehension

Compare and Contrast

Phonics

/a/ Spelled Aa and /i/ Spelled Ii

Writing and Conventions

Genre: List

Conventions: Pronouns I and me

Weekly Writing Assignments

Teacher's Manual page 89 – Extend the Concept

Reader's and Writer's Notebook page 410

Amazing Words

groundbreaking

trenches

foundation

welding

waterproof

gleaming

Phonological Awareness

Initial and Medial /a/ and /i/

High-Frequency Words

here

do

little

with

what

Listening and Speaking**

Recite Language

STANDARDS TO TEACH

Reading

- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.5. Recognize common types of texts.

Language

- L.K.1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts..

Foundational Skills

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/).
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing sounds of each consonant many of the most frequently used sounds of each consonant.
- RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

- SL.K.1.b. Continue a conversation through multiple exchanges.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understand

Writing

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

Text Based Comprehension

Character

Phonics

Spelled /o/

Writing and Conventions

Genre: Song

Conventions: Prepositional Phrases

Weekly Writing Assignments

Teacher's Manual page 173 – Song

Reader's and Writer's Notebook page 420

Amazing Words

saw

drill

hammer

screwdriver

file
chisel

Phonological Awareness
Initial and Medial /o/

High-Frequency Words

where
is
go
that
come

Listening and Speaking**
Discuss Fact and Opinion

Unit 6 Week 3: Building Beavers (Science)

STANDARDS TO TEACH

Reading

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

Language

- L.K.1.f. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Foundational Skills

- RF.K.2.a. Recognize and produce rhyming words
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Text Based Comprehension

Main Idea

Phonics

Spelled /e/

Writing and Conventions

Genre: Rhyme

Conventions: Telling Sentences

Weekly Writing Assignments

Teacher's Manual page 287 – Extend the Concept

Reader's and Writer's Notebook page 434

Amazing Words

beaver

lodge

paddle

river

stream

lake

Phonological Awareness

Initial and Medial /e/

High-Frequency Words

the

was

like

from

to

Listening and Speaking**

Interpret Information

Unit 6 Week 4: Alistair and Kip's Great Adventure!

Reading

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

Language

- L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.2.a. Capitalize the first word in a sentence and the pronoun I.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts..

Foundational Skills

- RF.K.2.a Recognize and produce rhyming words.
- RF.K.2.b.. Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing sounds of each consonant many of the most frequently used sounds of each consonant.
- RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels

- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Text Based Comprehension

Plot

Phonics

/u/ Spelled Uu

Writing and Conventions

Genre: Rhyme

Conventions: Questions

Weekly Writing Assignments

Teacher's Manual page 389 – Extend the Concept

Reader's and Writer's Notebook page 446

Amazing Words

gathered

distant

drifting

voyage

island

aboard

Phonological Awareness

Initial and Medial /u/

High-Frequency Words

for

my

we

yellow

of

Listening and Speaking**

Discuss Literary Elements - Character

STANDARDS TO TEACH

Reading

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

Language

- L.K.1.f. Produce and expand complete sentences in shared language activities.
- L.K.2.a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2.b. Recognize and name end punctuation.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Foundational Skills

- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

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

Text Based Comprehension

Setting

Phonics

Decode Words

Writing and Conventions

Genre: Poem

Conventions: Exclamations

Weekly Writing Assignments

Teacher's Manual page 485 – Extend the Concept

Reader's and Writer's Notebook page 458

Amazing Words

architect

electricians

plumbers

painters

landscapers

movers

Phonological Awareness

Initial, Medial and Final Sounds

High-Frequency Words

have
they
two
blue
four

Listening and Speaking**

Oral Presentation: Book Report

Unit 6 Week 6: Ants and Their Nests (Science)

STANDARDS TO TEACH

Reading

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

Language

- L.K.1.f. Produce and expand complete sentences in shared language activities.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Foundational Skills

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- RF.K.3.c. Read high-frequency and sight words with automaticity.

Speaking and Listening

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

Writing

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
 - W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).
 - W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
 - W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
-

Text Based Comprehension

Draw Conclusions

Phonics

Decode Words

Writing and Conventions

Genre: Report

Conventions: Complete Sentences

Weekly Writing Assignments

Teacher's Manual page 525 – 5 Day Plan – Plan a Report

Amazing Words

colony

underground

chambers

silk

twigs

pebbles

Phonological Awareness

Initial, Medial and Final Sounds

High-Frequency Words

you

look

see

three

said

Listening and Speaking**

Discuss Literary Elements: Setting

Instructional Materials: Pearson Reading Street Series

Common Texts:

Big Books and small group readers will be followed through Pearson Unit 6.

Author of the Month: Leo Lionni

Literacy:

Commotion in the Ocean By Giles Andreae (DRA - 24)

I'm the Biggest Thing in the Ocean By Kevin Sherry (DRA - 10)

A House for Hermit Crab By Eric Carle (DRA - 20)

Informational:

Sea Turtles By Mary Jo Rhodes and David Hall (DRA - NA)

Hello Ocean By Pam Munoz Ryan (DRA - 30)

Unit 6 Continued

***Additional Curricular Enhancements on the Reading Street Pearson Website**

21st Century Life and Careers Standards:

9.1.4.A.1 – Explain the difference between a career and a job, and identify various jobs in the community and the

related earnings

9.1.4.B.2 – Identify appropriate financial goals

9.1.4.B.5 – Identify ways to earn and save

9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason

CRP6. Demonstrate creativity and innovation

CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals

Technology Standards:

8.1.2.B.1 – Illustrate and communicate original ideas and stories using multiple digital tools and resources

8.1.2.D.1 – Develop an understanding of ownership of print and nonprint information

Additional Technology Resources:

*ShowMe Interactive Whiteboard

Inclusion of Interdisciplinary Standards: NJSL for Social Studies 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Assessments:

Reading Street Unit Assessment

High Frequency word assessment provided by <http://www.scsk12.org/scs/subject-areas/kindergarten-kove/welcome.html>

(on as needed basis)

DRA – of all students

Suggested strategies for English as a Second Language (ESL) student: *(See Teacher's Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

Suggested Strategies for Special Education/504 students

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Graphic Organizers
- Decodable Readers (Phonics)

Suggested Strategies for At Risk students*(See Teacher's Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered
- Extended time to complete class work

Suggested Strategies for Gifted and Talented students*(See Teacher's Resources for More Strategies)

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

*When possible apply standard RL.K.9:With Prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

Language you can use when applying this standard:

- I can identify characters in the story.
- I can tell how characters are different.
- I can tell how characters are the same.