

Mendham Township

Kindergarten ELA Curriculum

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Philosophy

The Mendham Township Elementary School is committed to delivering a comprehensive and structured English Language Arts literacy curriculum for grades K-4. Based on the New Jersey Learning Standards and best practices supported by decades of research on evidence-based practice, MTES strives to close the national reading gap and ensure equity for all students through a content rich curriculum. MTES's knowledge-based content-driven curriculum will promote critical thinking through explicit classroom instruction and innumerable hands-on learning experiences. MTES aims to provide a comprehensive and rigorous educational experience that prepares students for academic success, fosters a love of learning, and equips them with essential skills that will last a lifetime.

Goals

The MTES English Language Arts content-driven curriculum was developed to support evidence based research within the Science of Reading and Writing. With explicit instruction and promotion of foundational phonics acquisition, students will develop deeper understanding of skills that will promote scaffolding for future learning experiences. The rigorous curriculum is copiously aligned with grade-specific New Jersey State Standards to promote essential life skills, literacy and career readiness.

1. Multi-Discipline Approach to Learning: Content areas such as literature, social studies and science are embedded into a culture rich curriculum with cross-over throughout the disciplines.
2. Culturally Rich Text: Students will be introduced to diverse cultures throughout various historical periods. Students will be encouraged to explore and discuss important works of art, influential figures, and significant events within diverse cultures.
3. Scaffolding of Knowledge: Learning models are designed to comprehensively and continuously build upon each other. This is a knowledge-building approach that allows students to take a deep dive into knowledge learning, comprehension, and application of new skills
4. Language Arts Skills: The ELA curriculum is research-based and aligned with the New Jersey State Standards to promote strong reading comprehension, fluency, vocabulary acquisition and writing mastery.
5. Critical Thinking and Analytical Reasoning: Automic decision making, problem solving, critical thinking, and analytical reasoning are fostered and supported

- through this curriculum.
6. **Active Collaboration:** Students will be fully engaged and work collaboratively throughout all lessons. Continuous practice of sharing ideas, finding one's voice, and positive problem solving - conflict resolution are supported and encouraged. Kinesthetic learning through hands-on experience will create a genuine learning environment.
 7. **Formative and Summative Assessments:** Each lesson embedded throughout the curriculum offers multi-level formative assessments to ensure full comprehension for each learner. Additional supports, enrichments, supplements, and varied reteach approaches will be implemented as needed. In addition to formative evaluations, benchmarks and summative assessments are utilized throughout the year to ensure academic progress and full comprehension of learned experiences.

Mendham Township School District
ELA Curriculum
Kindergarten

Kindergarten Knowledge Unit 1: Nursery Rhymes and Fables

Unit Summary:

An introduction to nursery rhymes and fables, including Mother Goose poems and Aesop's fables. By listening to nursery rhymes and repeating or reciting them, students learn vocabulary and build phonemic awareness. Well-known fables introduce students to new vocabulary and prompt discussion of character, virtues, and behavior.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Identify rhyming words
- Identify literary elements such as character, main events, and moral lessons.
- Compare and contrast characters from different rhymes and fables
- Sequence events in a rhyme or story
- Retell a story by drawing and writing details about the characters and events
- Domain Assessment

Essential Questions:

- Can I identify characters, settings, and major events in nursery rhymes and fables?
- Can I identify the front cover, back cover, and title page of a book?
- Can I recognize and produce rhyming words?
- Can I recognize common types of texts (e.g., storybooks, poems, etc.)?
- Can I describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)?
- Can I compare and contrast the adventures and experiences of characters in familiar stories?

Enduring Understandings:

- Nursery rhymes and fables have been favorites with children for generations.
- Traditional rhymes help students learn vocabulary and build phonemic awareness.
- Listening to and learning to recite nursery rhymes help students develop language awareness, leading to better readers and writers.

NJSLS:

Knowledge Unit 1

Lesson 1:

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

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

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

Lesson 2:

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

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

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

Lesson 5:

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

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

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

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

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

Lesson 6:

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

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

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media

by asking and answering questions about key details and requesting clarification if something is not understood.

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

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

Lesson 7

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

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

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

Lesson 8

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

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

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

Lesson 9

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

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

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

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

Lesson 10

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

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

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

Lesson 11

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

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

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

Skills Unit 1

Lesson 1:

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

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

Lesson 2:

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

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

Lesson 3:

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

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

Lesson 4:

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

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

Lesson 5:

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

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

Lesson 6:

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

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

Lesson 7:

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

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

Lesson 8:

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

Lesson 9:

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

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

Lesson 10:

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

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

Unit 2

Lesson 1:

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

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

Lesson 2:

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

Lesson 3:

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

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1A: Roses Are Red

Primary Focus of the Lesson:

Speaking and Listening

Students will identify characteristics of nursery rhymes.

Students will use descriptive words to recall details of a nursery rhyme.

Language

Students will demonstrate an understanding of the Tier 2 word sweet.

Formative Assessment

Exit Pass: Written Students will answer a question about the nursery rhyme.

Core Vocabulary: sweet, violets

Read Aloud: “Roses are Red”

Lesson 1B: Ring Around the Rosie

Reading

Students will identify characteristics of nursery rhymes.

Students will use descriptive words to recall details of a nursery rhyme.

Language

Students will demonstrate understanding of the multiple meaning word ring.

Formative Assessment

Exit Pass: Written Students will answer a question about the nursery rhyme.

Core Vocabulary: ashes, ring

Read Aloud: “Ring Around the Rosie”

Lesson 2A: Rain, Rain, Go Away

Primary Focus of the Lesson:

Reading

Students will identify the features of a main character in a nursery rhyme.

Students will identify the main character in a nursery rhyme.

Foundational Skills

Students will identify and generate rhyming words.

Formative Assessment

Exit Pass: Written Students will draw the main character in two nursery rhymes.

Core Vocabulary: away

Read-Aloud: “Rain, Rain, Go Away”

Lesson 2B: It’s Raining, It’s Pouring

Primary Focus of the Lesson:

Reading

Students will identify the main character in a nursery rhyme.

Foundational Skills

Students will identify and generate rhyming words.

Writing

Students will draw the main characters in two nursery rhymes.

Formative Assessment

Drawing Activity: Drawing a Main Character Students will draw the main character in two nursery rhymes.
(to be completed at the end of 2B)

Core Vocabulary: pouring, snoring

Read-Aloud: “It’s Raining, It’s Pouring”

Lesson 3A: Jack Be Nimble

Primary Focus of the Lesson:

Reading

Students will identify the main character in a nursery rhyme.

Language

Students will demonstrate an understanding of the terms candlestick and candle jumping.

Reading

Students will identify the main events in a nursery rhyme.

Language

Students will demonstrate understanding of the Tier 2 word nimble.

Foundational Skills

Students will identify and generate rhyming words.

Formative Assessment

Exit Pass: Oral Students will generate a pair of rhyming words using “Jack Be Nimble.”

Core Vocabulary: candlestick, nimble

Read-Aloud: “Jack Be Nimble”

Lesson 3B: Little Jack Horner

Primary Focus of the Lesson:

Reading

Students will identify details in a nursery rhyme.

Speaking and Listening

Students will identify the main character in a nursery rhyme.

Students will identify the main events in a nursery rhyme.

Foundational Skills

Students will identify and generate rhyming words.

Formative Assessment

Exit Pass: Oral Students will generate a pair of rhyming words using “Little Jack Horner.”

Core Vocabulary: plum

Read-Aloud: “Little Jack Horner”

Lesson 4A: Jack and JillPrimary Focus of the Lesson:

Reading

Students will make predictions about the events in a nursery rhyme.

Students will identify the main events in a nursery rhyme.

Language

Students will demonstrate understanding of the Tier 2 word fetch.

Formative Assessment

Exit Pass: Written Students will draw the main events in “Jack and Jill.”

Core Vocabulary: fetch, pail, tumbling

Read-Aloud: “Jack and Jill”

Lesson 4B: Little Miss MuffetPrimary Focus of the Lesson:

Reading

Students will make predictions about the events in a nursery rhyme.

Students will identify the main events in a nursery rhyme.

Language

Students will demonstrate understanding of the Tier 2 word frightened.

Formative Assessment

Exit Pass: Written Students will draw the main events in “Little Miss Muffet.”

Core Vocabulary: beside, frightened

Read-Aloud: “Little Miss Muffet”

Lesson 5A: This Little Pig Went to MarketPrimary Focus of the Lesson:

Reading

Students will identify animals as typical characters in nursery rhymes.

Students will identify the main events in a nursery rhyme.

Language

Students will demonstrate an understanding of the Tier 1 word market.

Formative Assessment

Exit Pass: Oral Have students identify the main events in the nursery rhyme.

Core Vocabulary: market, roast beef

Read-Aloud: “This Little Pig Went to Market”

Lesson 5B: One, Two, Buckle My ShoePrimary Focus of the Lesson:

Foundational Skills

Students will identify and generate rhyming words.

Reading

Students will identify the main events in a nursery rhyme.

Writing

Students will draw the events in a nursery rhyme.

Formative Assessment

Drawing Activity: Drawing the Read-Aloud Students will identify the main events in the nursery rhyme in a drawing.

Core Vocabulary: buckle

Read-Aloud: “One, Two, Buckle My Shoe”

Lesson 6A: Star Light, Star BrightPrimary Focus of the Lesson:

Reading

Students will identify details in a nursery rhyme.

Speaking and Listening

Students will retell the events of a nursery rhyme.

Foundational Skills

Students will identify and generate rhyming words.

Formative Assessment

Exit Pass: Oral Students will generate a pair of rhyming words using both nursery rhymes.

Core Vocabulary: wish

Read-Aloud: “Star Light, Star Bright”

Lesson 6B: Twinkle, Twinkle, Little StarPrimary Focus of the Lesson:

Reading

Students ask and answer questions about text.

Speaking and Listening

Students will identify details in a nursery rhyme.

Language

Students will demonstrate an understanding of the Tier 3 word wonder.

Foundational Skills

Students will identify and generate rhyming words.

Formative Assessment

Exit Pass: Oral Students will generate a pair of rhyming words using both nursery rhymes.

Core Vocabulary: diamond, twinkle, wonder

Read-Aloud: “Twinkle, Twinkle, Little Star”

Lesson 7A: Hickory, Dickory, Dock

Primary Focus of the Lesson:

Language

Students will demonstrate an understanding of the word clock.

Reading

Students will identify the main character in a nursery rhyme.

Language

Students will identify repetition in a nursery rhyme.

Formative Assessment

Exit Pass: Oral Students will identify a repeated line from any of the nursery rhymes read so far.

Core Vocabulary: struck

Read-Aloud: “Hickory Dickory Dock”

Lesson 7B: Diddle, Diddle, Dumpling

Primary Focus of the Lesson:

Speaking and Listening

Students will share an experience orally.

Reading

Students will identify the main character in a nursery rhyme.

Students will identify repetition in a nursery rhyme.

Formative Assessment

Exit Pass: Oral Students will independently identify a repeated line from any of the nursery rhymes read so far.

Core Vocabulary: stockings

Read-Aloud: “Diddle, Diddle, Dumpling”

Lesson 8A: Little Bo PeepPrimary Focus of the Lesson:

Reading

Students will identify animals as typical characters in nursery rhymes.

Students will compare two characters in a nursery rhyme.

Foundational Skills

Students will identify and generate rhyming words.

Formative Assessment

Exit Pass: Oral Students will answer a question about the events in both nursery rhymes.

Core Vocabulary: sheep, wagging

Read-Aloud: “Little Bo Peep”

Lesson 8B: Little Boy BluePrimary Focus of the Lesson:

Reading

Students will retell a familiar nursery rhyme, including key details.

Students will describe the actions of characters in a nursery rhyme and will compare and contrast main characters in two nursery rhymes.

Foundational Skills

Students will identify and generate rhyming words.

Formative Assessment

Exit Pass: Oral Students will answer a question about the events in both nursery rhymes.

Core Vocabulary: haystack, meadow, under

Read-Aloud: “Little Boy Blue”

Lesson 9A: Baa, Baa, Black SheepPrimary Focus of the Lesson:

Reading

Students retell a familiar nursery rhyme.

Students will identify the main events in a nursery rhyme.

Students will identify details in a nursery rhyme.

Formative Assessment

Exit Pass: Written Students will draw the main events in the nursery rhyme.

Core Vocabulary: lane, wool

Read-Aloud: “Baa Baa Black Sheet”

Lesson 9B: Humpty DumptyPrimary Focus of the Lesson:

Reading

Students will identify the main events in a nursery rhyme.

Students will make predictions about the events in a nursery rhyme.

Foundational Skills

Students will identify and generate rhyming words.

Formative Assessment

Exit Pass: Written Students will draw the main events in the nursery rhyme.

Core Vocabulary: great, together

Read-Aloud: “Humpty Dumpty”

Lesson 10: The Lion and the Mouse

Primary Focus of the Lesson:

Reading

Students will identify the characteristics of a fable.

Students will identify main characters in a fable.

Students will identify the main events in a fable.

Language

Students will demonstrate an understanding of the Tier 2 word disturbed.

Formative Assessment

Exit Pass: Written Students will draw the main events in “The Lion and the Mouse.”

Core Vocabulary: disturbed, favor, gnawing, grateful

Read-Aloud: “The Lion and the Mouse”

Lesson 11: The Dog and His Reflection

Primary Focus of the Lesson:

Language

Students will demonstrate an understanding of the Tier 3 word reflection.

Reading

Students will identify the main lesson or moral in a fable.

Language

Students will demonstrate an understanding of the Tier 2 word feast.

Writing

Students will sequence the beginning, middle, and end of literary text.

Formative Assessment

Activity Page 11.1: Sequencing Events Students will sequence images illustrating the beginning, middle, and

end of “The Dog and His Reflection” in order to retell the plot of the fable.

Core Vocabulary: feast, greedy, reflection. stream

Read-Aloud: “The Dog and His Reflection”

Lesson 12: The Hare and the Tortoise

Primary Focus of the Lesson:

Speaking and Listening

Students will make predictions about the outcome of a fable.

Reading

Students will identify the main lesson or moral in a fable.

Language

Students will demonstrate an understanding of the Tier 2 word boasting. With assistance, students will combine ideas to form detailed sentences describing a fable.

Formative Assessment

Exit Pass: Oral Students will restate the moral of the fable.

Core Vocabulary: boasting, darted, steadily

Read-Aloud: “The Hare and the Tortoise”

Lesson 13: Knowledge 1 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in Nursery Rhymes and Fables. The results should guide review and remediation the following day.

Kindergarten Skills Unit 1 Lessons 1-10 and Unit 2 Lessons 1-3

Unit 1

Lesson 1 - Prerequisite Skills: Reading and Writing

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will identify environmental sounds by counting the number of environmental sounds heard and identify whether they are the same or different.

Students will segment spoken sentences into words.

Students will demonstrate understanding of directionality and establish bodily and spatial awareness.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons.

Formative Assessment

Observation: Anecdotal Skills Record Listening to Environmental Noises

Observation: Anecdotal Skills Record Spatial and Bodily Awareness

Observation: Anecdotal Skills Record Draw on a Vertical Surface

Lesson 2: Prerequisite Skills: Reading and Writing

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will identify environmental sounds by counting the number of environmental sounds heard and identify whether they are the same or different.

Students will segment spoken sentences into words.

Students will demonstrate understanding of directionality and establish bodily and spatial awareness.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons.

Students will use spatial words while practicing writing strokes in the air and on paper.

Formative Assessment

Observation: Anecdotal Skills Record Listening to Environmental Noises

Observation: Anecdotal Skills Record Spatial and Bodily Awareness

Observation: Anecdotal Skills Record Draw on a Vertical Surface

Lesson 3: Prerequisite Skills: Reading and Writing

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will segment spoken sentences into words by counting fingers and moving cubes.

Students will identify and count environmental sounds using a variety of classroom objects.

Students will demonstrate understanding of directionality by placing cubes on a mat from left to right and by extending the right hand to greet others.

Students will establish bodily and spatial awareness by moving an object to various positions around the body.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and make vertical marks on paper using small crayons.

Formative Assessment

Observation: Anecdotal Skills Record Listening to Environmental Noises

Observation: Anecdotal Skills Record Spatial and Bodily Awareness

Activity Page 3.1: Trace Vertical Lines

Lesson 4: Prerequisite Skills: Reading and Writing

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will segment spoken sentences into words by counting fingers and moving cubes for each word spoken.

Students will identify and count environmental sounds using a variety of classroom objects.

Students will demonstrate understanding of directionality by placing cubes on a mat from left to right and by extending the right hand to greet others.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and make horizontal marks on paper using small crayons.

Formative Assessment

Observation: Anecdotal Skills Record Listening to Environmental Noises

Observation: Anecdotal Skills Record Left/Right Discrimination

Activity Page 4.2: Horizontal Line Practice

Activity Page 4.1: Blending Pretest

Lesson 5: Prerequisite Skills: Reading and Writing

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will segment spoken sentences into words by counting fingers and moving cubes for each word spoken.

Students will count environmental sounds using a variety of classroom objects.

Students will demonstrate understanding of directionality by placing cubes on a mat from left to right and by extending the right hand to greet others.

Prerequisite Writing Skills

Students will demonstrate understanding of directionality by manipulating modeling clay and tracking pictures from left to right.

Students will hold a writing utensil with a tripod (or pincer) grip and make circular marks on paper using small crayons.

Formative Assessment
Observation: Anecdotal Skills Record Listening to Words
Activity Page 5.1: Tracking Practice

Lesson 6: Prerequisite Skills: Student Performance Assessment

Primary Focus of Lesson
Prerequisite Foundational Skills

Students will segment spoken sentences into words by counting fingers and moving cubes for each word spoken.

Students will count the number of environmental sounds heard using a variety of classroom objects.

Students will demonstrate understanding of directionality by placing cubes on a mat from left to right.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons.

Formative Assessment
Observation: Anecdotal Skills Record Listening to Environmental Noises
Activity Pages 6.1, 6.2: Writing Strokes Pretest

Lesson 7: Prerequisite Skills: Reading and Writing

Primary Focus of Lesson
Prerequisite Foundational Skills

Students will segment spoken sentences into words by counting fingers and clapping hands for each word spoken.

Students will count the number of environmental sounds heard, stepping forward each time a sound is produced.

Students will demonstrate understanding of directionality by tracking pictures from left to right.

Prerequisite Writing Skills

Students will use spatial words while practicing writing strokes in the air and on paper.

Students will hold a writing utensil with a tripod (or pincer) grip and make diagonal marks on paper using small crayons.

Formative Assessment
Observation: Anecdotal Skills Record Listening to Environmental Noises
Activity Page 7.1: Diagonal Line Practice

Lesson 8: Prerequisite Skills: Reading and Writing

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will segment spoken sentences into words by counting fingers and clapping hands for each word spoken.

Students will count the number of environmental sounds heard, stepping forward each time a sound is produced.

Prerequisite Writing Skills

Students will use spatial words while practicing writing strokes in the air and on paper.

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons.

Formative Assessment

Observation: Anecdotal Skills Record Listening to Environmental Noises

Activity Page 8.1: Review Vertical and Horizontal Lines

Lesson 9: Prerequisite Skills: Reading and Writing

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will segment spoken sentences into words by counting fingers and stepping forward for each word spoken.

Students will count the number of environmental sounds heard, stepping forward each time a sound is produced.

Students will demonstrate understanding of directionality by stepping forward from left to right and by manipulating modeling clay.

Prerequisite Writing Skills

Students will use spatial words while practicing writing strokes in the air and on paper.

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons.

Formative Assessment

Observation: Anecdotal Skills Record Fine Motor Skills

Activity Page 9.2: Review Circles and Diagonal Lines

Lesson 10: Unit Assessment: Student Performance Assessment

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will segment spoken sentences into words by counting fingers and by moving cubes for each word spoken.

Students will demonstrate understanding of directionality by stepping forward from left to right.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons.

Formative Assessment

Observation: Anecdotal Skills Record Listening to Words

Activity Page 10.1: Student Performance Assessment: Part 1 (Writing Strokes) and Part 2 (Position Words)

Activity Page 10.2: Student Performance Assessment: Part 3 (Word Discrimination)

Unit 2

Lesson 1: Prerequisite Skills: Blending and Prewriting

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will blend syllables to form words by using hand gestures and by playing a game involving large motor skills.

Students will demonstrate understanding of directionality by tracking pictures on a page.

Prerequisite Writing Skills

Students will strengthen fine motor muscles by shaping modeling clay into cups and by holding a writing utensil with a tripod (or pincer) grip and drawing cups.

Students will use spatial words, such as top and bottom, while practicing handwriting.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 1.2: Cup Practice

Lesson 2: Prerequisite Skills: Blending and Prewriting

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will blend syllables and sounds to form words by using hand gestures and by playing a game involving large motor skills.

Prerequisite Writing Skills

Students will strengthen fine motor muscles by shaping modeling clay into humps and by holding a writing utensil with a tripod (or pincer) grip and drawing humps.

Students will use spatial words, such as top and bottom, while practicing handwriting.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 2.1: Hump Practice

Lesson 3: Prerequisite Skills: Blending and Prewriting

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will blend syllables and sounds to form words by using hand gestures and by using large motor gestures and visual supports.

Prerequisite Writing Skills

Students will identify items as same or different by discriminating shapes.

Students will hold a writing utensil with a tripod (or pincer) grip and draw zigzags.

Students will use spatial words, such as top, bottom, left, right, and middle, while practicing handwriting.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 3.2: Differentiating Shapes

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Knowledge Unit 1, Skills Unit 1 Lessons 1-10 and Skills Unit 2 Lessons 1-3*

Learners Reading and Writing Below Grade Level

- Provide students with ability to respond orally
- Prepare short answer questions
- Draw pictures

Special Education - in addition to specific items outlined in individual student's IEP plan

- Allow students to answer orally
- Prepare short answer questions
- Draw pictures
- Additional time
- Visually modified materials
- Peer buddy
- Small group instruction

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Picture Readers
- Chaining Folders
- Knowledge/Skills Student Books

Supplemental Materials

- EPIC Reading

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Kindergarten Knowledge Unit 2: The Five Senses

Unit Summary: (Amistad)

Students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Use graphic organizers to categorize and sort information about the senses
- Create timelines recording important events in the lives of Helen Keller and Ray Charles
- Write and draw information detailing each of the five senses
- Doman Assessment

Essential Questions:

- Can you identify the characters and setting of a text?
- Do you know the meaning of the introduced vocabulary?
- What are some ways in which we can experience senses differently, and how can those experiences affect our lives?

Enduring Understandings:

- Everything we know about the world comes through our five senses.
- Each sense uses a unique body part to take in information.
- Conducting observations and using language to describe those observations are key skills in the scientific process.

NJSLS:

Knowledge Unit 2

Lesson 1:

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

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

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

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

Lesson 2:

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

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

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Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

Skills Unit 2

Lesson 4:

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

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

Lesson 5:

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

Lesson 6:

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

Lesson 7:

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

Lesson 8:

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

Lesson 9:

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

Lesson 10:

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

Unit 3

Lesson 1:

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

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

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

Lesson 2:

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

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

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

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1: My Senses Are Amazing

Primary Focus of the Lesson:

Speaking and Listening

Students will describe the senses as all working together to help us understand the world around us.

Reading

Students will identify the five senses and associated parts of the body and describe how the five senses help people.

Language

Students will demonstrate understanding of the Tier 2 word harm.

Writing

Students will create drawings demonstrating their knowledge of the five senses and associated parts of the body.

Formative Assessment

Drawing Activity: The Five Senses Drawing Students will demonstrate their knowledge of the five senses and associated parts of the body.

Core Vocabulary: amazing, harm, sight, touch

Read Aloud: “My Senses are Amazing”

Lesson 2: The Sense of Sight

Primary Focus of the Lesson:

Speaking and Listening

Students will review the five senses.

Reading

Students will describe the sense of sight and recall facts about the eye and its different parts.

Language

Students will demonstrate understanding of the Tier 2 word protect.

Students will demonstrate understanding of the saying “look before you leap.”

Writing

Students will create a drawing and will provide an oral statement describing the sense of sight and how it helps people.

Formative Assessment

Exit Pass: Oral Students will provide a statement describing the sense of sight.

Core Vocabulary: iris, leap, protect, pupil

Read Aloud: “The Sense of Sight”

Lesson 3: The Sense of Hearing

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about the sense of sight and the eye.

Reading

Students will describe the sense of hearing and recall facts about the ear and its different parts.

Language

Students will demonstrate understanding of the Tier 2 word invisible.

Writing

Students will create drawings illustrating noises and will organize them based on volume.

Formative Assessment

Activity Page 3.1: Loud and Quiet Drawing Students will create drawings illustrating noises.

Core Vocabulary: echo, invisible, sound waves, vibrate, volume

Read Aloud: “The Sense of Hearing”

Lesson 4: The Sense of Smell

Primary Focus of the Lesson:

Speaking and Listening

Students will review key information about the senses of sight and hearing.

Reading

Students will describe the sense of smell and recall facts about the nose.

Language

Students will demonstrate understanding of the Tier 2 word scents.

Students will demonstrate understanding of the phrase “better safe than sorry.”

Reading

With assistance, students will complete a T-chart to identify pleasant and unpleasant odors.

Formative Assessment

Exit Pass: Oral Students will provide a statement describing the sense of smell.

Core Vocabulary: mucus, nostrils, scents

Read Aloud: “The Sense of Smell”

Lesson 5: The Sense of Taste

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about the senses of sight, hearing, and smell.

Reading

Students will describe the sense of taste and recall facts about the mouth.

Language

Students will demonstrate understanding of the Tier 2 word flavorful.

Writing

Students will create illustrations of different foods, categorizing them by taste.

Formative Assessment

Exit Pass: Drawing Students will create illustrations of various foods.

Core Vocabulary: congested, flavorful, pucker, saliva, taste buds

Read Aloud: “The Sense of Taste”

Lesson 6: The Sense of Touch

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about the senses of sight, hearing, smell, and taste.

Reading

Students will describe the sense of touch and recall facts about skin.

Language

Students will demonstrate understanding of the Tier 3 word texture.

Students will demonstrate understanding of the Tier 3 word skin.

Writing

Students will create a drawing to show texture.

Formative Assessment

Exit Pass: Drawing Students will create a drawing to show texture.

Core Vocabulary: nerves, sensitive, skin, texture

Read Aloud: “The Sense of Touch”

Lesson 7: Ray Charles

Primary Focus of the Lesson:

Speaking and Listening

Students will review facts about the five senses and will identify the meaning of biographies.

Reading

Students will describe the experiences and challenges of someone who is blind.

Language

Students will demonstrate understanding of the Tier 2 word remarkable.

Reading

With assistance, students will sequence facts and events to retell the story of Ray Charles's life.

Formative Assessment

Drawing Activity: Drawing Scenes from Ray Charles's Life Students will draw a scene and provide a statement about an important event in Ray Charles's life.

Core Vocabulary: blind, disability, disease, opportunity, remarkable

Read Aloud: "Ray Charles"

Lesson 8: Helen Keller

Primary Focus of the Lesson:

Speaking and Listening

Students will review the meaning of biography and will learn what deaf means.

Reading

Students will describe the experiences and challenges of someone who is blind and deaf.

Language

Students will demonstrate understanding of the Tier 2 word sensations.

Reading

With assistance, students will sequence facts and events to retell the story of Helen Keller's life.

Formative Assessment

Drawing Activity: Drawing Scenes from Helen Keller's Life Students will draw a scene and provide a statement about an important event in Helen Keller's life.

Core Vocabulary: deaf, disobedient, frustrated, sensations

Read Aloud: "Helen Keller"

Lesson 9: Knowledge 2 Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in The Five Senses. The results should guide review and remediation the following day.

Kindergarten Skills Unit 2 Lessons 4-10 and Unit 3 Lessons 1-2

Lesson 4: Prerequisite Skills: Blending and Prewriting

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will blend syllables and sounds to form words by using large motor gestures and/or visual supports. Students will listen to one-syllable words and begin to discern initial sounds.

Students will demonstrate understanding of directionality by recognizing the beginning and end of a row.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and draw wavy lines.

Students will use spatial words, such as top, bottom, left, right, and middle, while practicing handwriting.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 4.1: Wavy Line Practice

Lesson 5: Prerequisite Skills: Blending and Prewriting

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will blend sounds to form words by using large motor gestures and/or visual supports.

Students will recognize and isolate the initial sounds in classmates' names.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and draw spirals.

Students will recognize and trace their own names.

Students will use spatial words, such as top, bottom, left, right, and middle, while practicing handwriting.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 5.1: Spiral Practice

Lesson 6: Prerequisite Skills: Blending and Prewriting

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will blend sounds to form words by using large motor gestures and/or visual supports.

Students will recognize and isolate the initial sounds in classmates' names.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and draw + and x.

Students will recognize and trace their own names.

Students will use spatial words, such as top, bottom, left, right, and middle, while practicing handwriting.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 6.1: + and x Practice

Lesson 7: Prerequisite Skills: Blending and Prewriting

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will blend sounds to form words by using large motor gestures and/or visual supports.

Students will isolate the initial sounds of common objects by identifying pictures.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and draw loops.
Students will recognize and trace their own names.
Students will use spatial words, such as top, bottom, left, right, and middle, while practicing handwriting.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 7.1: Loop Practice

Lesson 8: Prerequisite Skills: Blending and Prewriting

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will blend sounds to form words by using large motor gestures and/or visual supports.

Students will isolate the initial sounds of common objects by identifying pictures.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and draw canes.

Students will recognize and trace their own names.

Students will use spatial words, such as top, bottom, left, right, and middle, while practicing handwriting.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 8.1: Cane Practice

Lesson 9: Prerequisite Skills: Blending and Prewriting

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will blend sounds to form words by using large motor gestures and will blend sounds to form words that represent hidden pictures.

Students will add a phoneme to the end of each one-syllable word spoken and will blend to create a new word.

Prerequisite Writing Skills

Students will hold a writing utensil with a tripod (or pincer) grip and draw hooks.

Students will recognize and trace their own names.

Students will use spatial words, such as top, bottom, left, right, and middle, while practicing handwriting.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 9.1: Hook Practice

Lesson 10: Unit Assessment: Student Performance Assessment

Primary Focus of Lesson

Prerequisite Foundational Skills

Students will isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

Students will add initial or final phonemes to spoken one-syllable words and will blend to create new words.

Prerequisite Writing Skills

Students will recognize and trace their own names.
Students will use spatial words, such as below, while practicing handwriting.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Pages 10.1, 10.2: Student Performance Assessment Part 1 (Writing Strokes)

Activity Page 10.3: Student Performance Assessment Part 2 (Blending)

Unit 3

Lesson 1: Basic Code: Introduce /m/ > 'm'

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will identify spoken words with the initial /m/ sound.

Students will write the spelling 'm' to represent /m/ and read and write simple CVC words that include the spelling 'm' to match a picture.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 1.1: Spell the Sound

Lesson 2: Basic Code: Introduce /a/ > 'a'

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the lowercase letter 'm'.

Students will identify spoken words with the initial /a/ sound.

Students will write the spelling 'a' to represent /a/ and read and write simple CVC words that include the spelling 'a' to match a picture.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Activity Page 2.1: Spell the Sound

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

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ELL

- Support language needs using visuals
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- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

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Supplemental Materials

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Mandates

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Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Kindergarten Knowledge Unit 3: Stories

Unit Summary:

Students are introduced to classic stories as well as trickster tales and fiction from other cultures. Students develop an awareness of language and recurring themes in children’s literature.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Sequence the beginning, middle and end of stories
- Compare and contrast characters from different stories
- Orally create and expand sentences
- Describe characters, setting, and plot from different stories
- Write and draw events and details to retell a story
- Domain Assessment

Essential Questions:

- Can you tell me what the term character means?
- Who are the characters in the story?
- Can you tell me what the term “setting” means? What is the setting of the story?
- Can you identify a major event in a story?
- Can you recognize examples of story books and poems?
- How can I describe similarities and differences in characters?
- What is the same about the characters in two stories and what is different?
- How do the characters solve the problem in the two stories? Did they solve it the same way?
- Can you draw, dictate, or write about your favorite book?
- Can you draw, dictate, or write about an event in a story?

Enduring Understandings:

- Memorable characters in classic stories and trickster tales have delighted children for generations.
- Students gain an appreciation for fiction from other cultures.
- Students acquire an understanding of the elements of story including characters, plot, and setting.
- Recurring themes appear in classic and popular children’s literature.

NJSLS:

Knowledge Unit 3

Lesson 1:

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

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

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

Lesson 2:

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

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

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

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

Lesson 5:

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

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

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

Lesson 6:

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

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

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

Lesson 7:

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

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

Lesson 8:

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

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

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

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

Lesson 9:

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

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

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

Lesson 10:

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

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

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

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

Skills Unit 3

Lesson 3:

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

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

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

Lesson 4:

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

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

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

Lesson 5:

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

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

Lesson 6:

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

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

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

Lesson 7:

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

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

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

Lesson 8:

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

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

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

Lesson 9:

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

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

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

Lesson 10:

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

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

Lesson 11:

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

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

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

Lesson 12:

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

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

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

Lesson 13:

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

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

Lesson 14:

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

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

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

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1: Chicken Little

Primary Focus of the Lesson:

Reading

Students will identify character, plot, and setting in familiar stories.

Students will describe the actions of the main character in a literary text.

Language

Students will demonstrate an understanding of the Tier 3 word sly.

Writing

Students will sequence the beginning, middle, and end of literary text.

Formative Assessment

Activity Page 1.1: Sequencing Beginning, Middle, and End Students will sequence images illustrating the beginning, middle, and end of “Chicken Little” in order to retell the plot of the story.

Core Vocabulary: acorn, den, sly

Read Aloud: “Chicken Little”

Lesson 2: The Three Little Pigs

Primary Focus of the Lesson:

Speaking and Listening

Students will recall the meaning of character and plot and will identify straw, sticks, and bricks.

Reading

Students will describe the plot of a literary text.

Language

Students will demonstrate an understanding of the Tier 2 word blazing.

Writing

Students will sequence the events of a literary text.

Formative Assessment

Activity Page 2.1: Sequencing Events in the Story Students will sequence images illustrating the plot of “The Three Little Pigs.”

Core Vocabulary: blazing, chimney, huff, puff

Read Aloud: “The Three Little Pigs”

Lesson 3: The Three Billy Goats Gruff

Primary Focus of the Lesson:

Reading

Students will recall examples of character and plot and will identify the meaning of setting.

Students will identify the problem in a literary text.

Language

Students will demonstrate an understanding of the Tier 2 word longed.

Writing

With assistance, students will participate in a shared writing activity using technology to narrate events in a literary text.

Formative Assessment

Exit Pass: Drawing Students will draw two events from “The Three Billy Goats Gruff.”

Core Vocabulary: creaked, gobble, longed, scarcely

Read Aloud: “The Three Billy Goats Gruff”

Lesson 4: The Wolf and the Seven Little Kids

Primary Focus of the Lesson:

Reading

Students will recall the meaning of fiction and will identify the folktale as a type of fiction.

Students will identify elements of a folktale.

Language

Students will demonstrate an understanding of the Tier 2 word terrified.

Writing

Students will sequence the events of a folktale.

Formative Assessment

Activity Page 4.1: Sequencing Events in the Story Students will sequence images illustrating the plot of “The Wolf and the Seven Little Kids.”

Core Vocabulary: bleated, disguise, kids, miller, terrified

Read Aloud: “The Wolf and the Seven Little Kids”

Lesson 5: The Bremen Town Musicians

Primary Focus of the Lesson:

Reading

Students will recall elements of a folktale.

With assistance, students will examine the interactions between characters in a folktale.

Language

Students will demonstrate an understanding of the Tier 3 word musician.

Writing

With assistance, students will use a graphic organizer to analyze actions of characters from a folktale.

Formative Assessment

Exit Pass: Drawing Students will draw and label a picture of a main character from the folktale.

Core Vocabulary: musician, panting, perched

Read Aloud: “The Bremen Town Musicians”

Lesson 6: Momotaro, Peach Boy

Primary Focus of the Lesson:

Reading

Students will recall elements of a folktale and will locate Japan on a map.

Students will evaluate the actions of the main character from a folktale.

Language

Students will demonstrate an understanding of the Tier 2 word swooped.

Writing

With assistance, students will write their opinion about a hero and give a reason for their opinion.

Formative Assessment

Exit Pass: Writing Students will write their opinion about a hero.

Core Vocabulary: pheasant, swooped

Read Aloud: “Momotaro, Peach Boy”

Lesson 7: The Story of Jumping Mouse, Part 1

Primary Focus of the Lesson:

Reading

Students will compare and contrast characters from different stories and folktales.

Students will compare actions of characters from two different folktales.

Language

Students will demonstrate an understanding of the Tier 3 word perilous.

Writing

With assistance, students will use a graphic organizer to analyze the actions of characters in a folktale.

Formative Assessment

Exit Pass: Drawing Students will draw pictures illustrating the similarities and differences of two characters from different stories.

Core Vocabulary: brush, journey, perilous, swayed

Read Aloud: “The Story of Jumping Mouse, Part 1”

Lesson 8: The Story of Jumping Mouse, Part 2

Primary Focus of the Lesson:

Reading

Students will review the characters, setting, and plot of a folktale.

Students will describe the main character of a folktale, and will identify and explain the lesson of a folktale.

Language

Students will demonstrate an understanding of the Tier 2 word misused.

Writing

Students will state an opinion about and describe the main character of a literary text.

Formative Assessment

Exit Pass: Drawing Students will form an opinion about characters and demonstrate it with a detailed picture.

Core Vocabulary: compassion, enormous, fragrances, misused

Read Aloud: “The Story of Jumping Mouse, Part 2”

Lesson 9: Goldilocks and the Three Bears

Primary Focus of the Lesson:

Reading

Students will identify a story as fiction and bears as characters in a story.

Students will describe the main events in a literary text.

Language

Students will demonstrate an understanding of the Tier 2 word suddenly.

Writing

With assistance, students will use a graphic organizer to identify the characters, setting, and plot of a literary text.

Formative Assessment

Activity Page 9.1: Character, Setting, and Plot Students will draw pictures to represent the characters, setting, and plot of “Goldilocks and the Three Bears.”

Core Vocabulary: startled, suddenly

Read Aloud: “Goldilocks and the Three Bears”

Lesson 10: Tug-of-War

Primary Focus of the Lesson:

Reading

Students will identify a trickster tale as a type of fiction.

Students will explain the actions of the main character in a trickster tale.

Language

Students will demonstrate an understanding of the Tier 2 word foolishness.

Writing

With assistance, students will use a graphic organizer to compare and contrast characters in a trickster tale.

Formative Assessment

Exit Pass: Drawing Students will draw a picture illustrating how two characters are different from one another.

Core Vocabulary: boast, bold, foolishness, might

Read Aloud: “Tug-of-War”

Lesson 11: Knowledge 3 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in *Stories*. The results should guide review and remediation the following day.

Kindergarten Skills Unit 3 Lessons 3-14

Lesson 3: Basic Code: Introduce /t/ > ‘t’

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the lowercase letters ‘m’ and ‘a.’

Students will orally provide a word with the initial /t/ sound, when provided with simple riddles.

Students will write the spelling ‘t’ to represent /t/ and read and write simple CVC words that include the spelling ‘t’ to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /t/ > ‘t.’

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Activity Page 3.1: Spell the Sound

Lesson 4: Basic Code: Introduce /d/ > ‘d’

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘t,’ ‘a.’

Students will orally provide a word with the initial /d/ sound to complete sentences provided.

Students will identify spoken words with the initial /d/ sound.

Students will write the spelling ‘d’ to represent /d/ and read and write simple CVC words that include the spelling ‘d’ to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /d/ > ‘d.’

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Activity Page 4.1: Spell the Sound

Lesson 5: Basic Code: Review

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'a.'

Students will read simple CVC words with previously taught sound spellings and will choose the word that correctly matches a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Activity Page 5.1: Spell the Sounds

Lesson 6: Basic Code: Introduce /o/ > 'o'

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'a.'

Students will listen to spoken words with the /o/ sound and identify whether the sound is heard in the initial or final position.

Students will write the spelling 'o' to represent /o/ and read and write simple CVC words that include the spelling 'o' to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /o/ > 'o.'

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Activity Page 6.1: Spell the Sound

Lesson 7: Basic Code: Introduce /k/ > 'c'

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'a,' 'o.'

Students will orally provide a word with the initial /k/ sound, when provided with simple riddles.

Students will write the spelling 'c' to represent /k/ and read and write simple CVC words that include the spelling 'c' to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /k/ > 'c.'

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Activity Page 7.1: Spell the Sound

Lesson 8: Basic Code: Introduce /g/ > 'g'

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'a,' 'o.'

Students will orally provide a word with the initial /g/ sound, when provided with simple riddles.

Students will distinguish between spoken minimal pair words with initial /k/ and /g/ sounds by indicating which word includes the /g/ sound.

Students will write the spelling 'g' to represent /g/ and read and write simple CVC words that include the spelling 'g' to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /g/ > 'g.'

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Activity Page 8.1: Spell the Sound

Lesson 9: Basic Code: Introduce /i/ > 'i'

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o.'

Students will distinguish between spoken minimal pair words with initial or medial /i/ and /a/ sounds by indicating which word includes the /i/ sound.

Students will write the spelling 'i' to represent the /i/ sound and read and write simple CVC words that include the spelling 'i' to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /i/ > 'i.'

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Activity Page 9.1: Spell the Sound

Lesson 10: Basic Code: Short Vowel Discrimination

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' 'i.'

Students will substitute individual sound/spellings in simple CVC words to make and read new words.

Students will distinguish between spoken minimal pair words with medial /i/ and /a/ sounds by indicating which sound each word includes.

Students will read and spell simple CVC words.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Lesson 11: Basic Code: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' 'i.'

Students will substitute individual sound/spellings in simple CVC words to make and read new words.

Students will accurately write the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' 'o.'

Students will read phrases with simple CVC words and will match them to the appropriate picture.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Lesson 12: Basic Code: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' 'i.'

Students will substitute individual sound/spellings in simple CVC words to make and read new words.

Students will read, spell, and write simple CVC words, as well match the correct CVC word to the picture.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Lesson 13: Assessment and Tricky Words: Introduce One and Two

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' 'i.'

Students will read and spell simple CVC words.

Students will read the Tricky Words one and two.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Lesson 14: Assessment and Tricky Words: Introduce Three

Primary Focus of Lesson

Foundational Skills

Students will orally blend words of two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' 'i.'

Students will read, spell, and write simple CVC words, as well match the correct CVC word to the picture.

Students will read the Tricky Word three.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Sounds Observation Record

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Knowledge Unit 3, Skills Unit 3 Lessons 3-14*

Learners Reading and Writing Below Grade Level

- Provide students with ability to respond orally
- Prepare short answer questions
- Draw pictures

Special Education - in addition to specific items outlined in individual student's IEP plan

- Allow students to answer orally
- Prepare short answer questions
- Draw pictures
- Additional time
- Visually modified materials
- Peer buddy
- Small group instruction

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Picture Readers
- Chaining Folders
- Knowledge/Skills Student Books

Supplemental Materials

- EPIC Reading

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Kindergarten Knowledge Unit 4: Plants

Unit Summary:

Read-Aloud texts introduce students to the parts of plants and how they grow. Students gain a basic knowledge of ecology and the interdependence of all living things.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Compare and contrast characters plants and plant parts using a graphic organizer
- Orally describe plants, plant parts, and life cycles
- Describe characters, setting, and plot from different stories
- Write and draw information from the text
- Domain Assessment

Essential Questions:

- Can I retell familiar stories?
- Can I recall details from a story?
- Can I state the main idea?
- Can I determine the meaning of words using clues?

Enduring Understandings:

- Plants make up one kingdom in the scientific system that classifies different living things.
- There are over 350,000 species of plants on earth.
- Plants need basic things to stay alive and grow.
- Plants have life cycles, like other living things.
- All living things are interconnected.

NJSLS:

Knowledge Unit 4

Lesson 1:

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

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

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

Lesson 2:

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

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

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

Lesson 9:

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

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

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

Lesson 10:

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

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

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

Lesson 11:

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

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

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

Skills Unit 4

Lesson 1

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

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

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

Lesson 2:

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

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

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

Lesson 5:

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

Lesson 8:

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

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

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

Lesson 9:

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

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

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

Lesson 10:

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

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

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

Lesson 11:

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

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

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

Lesson 12:

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

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

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

Lesson 13:

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

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

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

Lesson 14:

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

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

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

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

Lesson 15:

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

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

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

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1: Introduction to Plants

Primary Focus of the Lesson:

Speaking and Listening

Using images, students will differentiate between living and nonliving things.

Reading

Students will identify basic needs of plants.

Language

Students will demonstrate an understanding of the Tier 2 word soil.

Students will demonstrate an understanding of the multiple meaning word plant.

Formative Assessment

Drawing Activity: What Do Plants Need? Students will draw one of the things plants need to survive (food, water, or light).

Core Vocabulary: plants, soil

Read Aloud: “Introduction to Plants”

Lesson 2: Plant Parts

Primary Focus of the Lesson:

Speaking and Listening

Students will recall characteristics of living things.

Reading

Students will explain the purposes of the different parts of a plant.

Language

Students will demonstrate an understanding of the Tier 2 word survival.

Reading

Students will identify different parts of a plant and the function of each.

Formative Assessment

Activity Page 2.1: Plant Parts Students will demonstrate understanding of plants and their different parts.

Core Vocabulary: leaves, roots, seeds, stems, survival

Read Aloud: “Plant Parts”

Lesson 3: The Life Cycle of a Plant

Primary Focus of the Lesson:

Speaking and Listening

Students will review the different parts of the plant and why each is important.

Reading

Students will explain the basic life cycle of a plant.

Language

Students will demonstrate an understanding of the Tier 2 word mature.

Reading

Using illustrations, students will explain the life cycle of a plant.

Formative Assessment

Drawing Activity: Life Cycle of a Plant Students will draw the life cycle of a plant.

Core Vocabulary: germinate, mature, sapling, seedlings

Read Aloud: “The Life Cycle of a Plant”

Lesson 4: The Gigantic Turnip

Primary Focus of the Lesson:

Speaking and Listening

Students will describe and discuss gardens.

Reading

Students will describe the life cycle of a make-believe turnip.

Language

Students will demonstrate an understanding of the Tier 2 word gigantic.

Reading

Students will sequence the life cycle of a turnip.

Formative Assessment

Activity Page 4.1: A Turnip’s Life Cycle Students will sequence images illustrating the life cycle of a turnip and will orally describe the life cycle.

Core Vocabulary: budge, gigantic, stew

Read Aloud: “The Gigantic Turnip”

Lesson 5: Polly the Honeybee's Flower Tour

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about different plant parts.

Reading

Students will describe the basic process of pollination.

Language

Students will demonstrate an understanding of the Tier 3 word pollination.

Reading

Students will act out the basic process of pollination.

Formative Assessment

Exit Pass: Oral Students will provide one fact they learned about the process of pollination.

Core Vocabulary: honey, nectar, petals, pollen, pollination

Read Aloud: "Polly the Honeybee's Flower Tour"

Lesson 6: The Fruits of Polly's Labor

Primary Focus of the Lesson:

Speaking and Listening

Students will review plant parts and the pollination process.

Reading

Students will explain the importance of seeds.

Language

Students will demonstrate an understanding of the Tier 2 word produce.

Students will demonstrate an understanding of the multiple meaning word pit.

Speaking and Listening

Students will compare and contrast seeds from various fruits.

Formative Assessment

Exit Pass: Oral Students will provide a statement explaining why seeds are important.

Core Vocabulary: core, produce, scrumptious

Read Aloud: "The Fruits of Polly's Labor"

Lesson 7: Johnny AppleseedPrimary Focus of the Lesson:

Speaking and Listening

Students will identify a tall tale.

Reading

Students will identify the main idea of Johnny Appleseed's story.

Language

Students will demonstrate an understanding of the Tier 2 word eventually.

Reading

Students will retell the story of Johnny Appleseed.

Formative Assessment

Exit Pass: Drawing Students will draw pictures illustrating the events of Johnny Appleseed's story.

Core Vocabulary: eventually, hero, orchards

Read Aloud: "Johnny Appleseed"

Lesson 8: Deciduous TreesPrimary Focus of the Lesson:

Reading

Students will identify deciduous trees and evergreen trees.

Students will describe seasonal (yearly) changes to deciduous trees.

Language

Students will demonstrate an understanding of the Tier 2 word bare.

Writing

Students will illustrate the seasonal (yearly) changes to deciduous trees.

Formative Assessment

Activity Page 8.1: Drawing the Read-Aloud Students will illustrate the seasonal (yearly) changes to deciduous trees.

Core Vocabulary: bare, deciduous, dormant, habitat, sheds

Read Aloud: "Deciduous Trees"

Lesson 9: Evergreen TreesPrimary Focus of the Lesson:

Speaking and Listening

Students will recall facts about deciduous trees.

Reading

Students will compare and contrast deciduous and evergreen trees.

Language

Students will demonstrate an understanding of the Tier 3 words deciduous and evergreen.

Writing

Students will illustrate an evergreen tree using details from an informational text.

Formative Assessment

Drawing Activity: Drawing the Read-Aloud Students will draw an evergreen tree, illustrating understanding of its characteristics.

Core Vocabulary: cones, conifers, evergreen, needles

Read Aloud: “Evergreen Trees”

Lesson 10: Plants and People

Primary Focus of the Lesson:

Speaking and Listening

Students will review key information about plants.

Reading

Students will describe ways that plants are helpful to people.

Language

Students will demonstrate an understanding of the Tier 2 word bouquet.

Reading

With assistance, students will match plant parts to the everyday items people can make from themselves.

Formative Assessment

Activity Page 10.1: Plant Parts We Use Students will demonstrate an understanding of how people use plant parts to help themselves.

Core Vocabulary: bouquet, medicines, oxygen, provide

Read Aloud: “Plants and People”

Lesson 11: George Washington Carver

Primary Focus of the Lesson:

Speaking and Listening

Students will discuss the story of Johnny Appleseed.

Reading

Students will explain the achievements of George Washington Carver.

Language

Students will demonstrate an understanding of the Tier 3 word crops.

Students will demonstrate an understanding of the saying great oaks from little acorns grow.

Formative Assessment

Exit Pass: Drawing Students will draw a picture illustrating the saying “great oaks from little acorns grow.”

Core Vocabulary: botanist, botany, crops

Read Aloud: “George Washington Carver”

Lesson 12: Knowledge 4 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in *Plants*. The results should guide review and remediation the following day.

Kindergarten Skills Unit 4 Lessons 1-15

Lesson 1: Basic Code: Introduce /n/ > ‘n’

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘t,’ ‘d,’ ‘c,’ ‘g,’ ‘i,’ ‘a,’ ‘o.’

Students will identify spoken words with the initial /n/ sound.

Students will write the spelling ‘n’ to represent /n/, and will read and write simple CVC words that include the spelling ‘n’ to match a picture.

Students will distinguish between spoken minimal pair words with /n/ and /m/ in either the initial or final position by indicating which spelling, ‘n’ or ‘m,’ is heard in each word.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /n/ > ‘n.’

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds

Activity Page 1.1: Spelling the Sound

Lesson 2: Basic Code: Introduce /h/ > ‘h’

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘n,’ ‘t,’ ‘d,’ ‘c,’ ‘g,’ ‘i,’ ‘a,’ ‘o.’

Students will orally provide a word with the initial /h/ sound when provided with simple riddles.

Students will write the spelling ‘h’ to represent /h/, and read and write simple CVC words that include the spelling ‘h’ to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /h/ > ‘h.’

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 2.1: Spelling Activity Page

Lesson 3: Basic Code: Introduce /s/ > ‘s’

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘n,’ ‘t,’ ‘d,’ ‘c,’ ‘g,’ ‘h,’ ‘i,’ ‘a,’ ‘o.’

Students will orally provide a word with the initial /s/ sound when provided with simple riddles.

Students will write the spelling ‘s’ to represent /s/, and read and write simple CVC words that include the spelling ‘s’ to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /s/ > ‘s.’

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 3.1: Spelling the Sound

Lesson 4: Basic Code: Introduce /f/ > ‘f’

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘n,’ ‘t,’ ‘d,’ ‘c,’ ‘g,’ ‘s,’ ‘h,’ ‘i,’ ‘a,’ ‘o.’

Students will identify spoken words with the initial /f/ sound.

Students will write the spelling ‘f’ to represent /f/, and read and write simple CVC words that include the spelling ‘f’ to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /f/ > ‘f.’

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 4.1: Spelling the Sound

Lesson 5: Basic Code: Review

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 's,' 'h,' 'i,' 'a,' 'o.'

Students will read simple CVC words with previously taught sound spellings and will choose the word that correctly matches a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 5.1: Connect It

Lesson 6: Basic Code: Introduce /v/ > 'v'

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 's,' 'h,' 'i,' 'a,' 'o.'

Students will listen to spoken words with the /v/ sound, identifying whether the sound is heard in the initial or final position.

Students will write the spelling 'v' to represent /v/, and read and write simple CVC words that include the spelling 'v' to match a picture.

Students will distinguish between spoken minimal pair words with /f/ and /v/ in either the initial or final position by indicating which spelling, 'f' or 'v,' is heard in each word.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /v/ > 'v.'

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 6.1: Spelling the Sound

Lesson 7: Basic Code: Introduce /z/ > 'z'

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'h,' 'i,' 'a,' 'o.'

Students will listen to spoken words with the /z/ sound and identify whether the sound is heard in the initial or final position.

Students will write the spelling 'z' to represent /z/.

Students will distinguish between spoken minimal pair words with /z/ and /s/ in either the initial or final position by indicating which spelling, 'z' or 's,' is heard in each word.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /z/ > 'z' and /s/ > 's.'

Students will accurately write the following lowercase letters: ‘a,’ ‘o,’ ‘m,’ ‘t,’ ‘s,’ ‘c.’

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 7.1: Spelling the Sound

Lesson 8: Basic Code: Introduce /p/ > ‘p’

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘n,’ ‘t,’ ‘d,’ ‘f,’ ‘v,’ ‘c,’ ‘g,’ ‘s,’ ‘z,’ ‘h,’ ‘i,’ ‘a,’ ‘o.’

Students will orally provide a word with the initial /p/ sound, when provided with simple riddles.

Students will write the spelling ‘p’ to represent /p/, and read and write simple CVC words that include the spelling ‘p’ to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /p/ > ‘p.’

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 8.1: Spelling the Sound

Lesson 9: Basic Code: Introduce /e/ > ‘e’

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘n,’ ‘p,’ ‘t,’ ‘d,’ ‘f,’ ‘v,’ ‘c,’ ‘g,’ ‘s,’ ‘z,’ ‘h,’ ‘i,’ ‘a,’ ‘o.’

Students will distinguish between spoken minimal pair words with medial /e/ and /i/ sounds or /e/ and /a/ sounds by indicating which word includes the /e/ sound.

Students will write the spelling ‘e’ to represent /e/, and read and write simple CVC words that include the spelling ‘e’ to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /e/ > ‘e.’

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 9.1: Spelling the Sound

Lesson 10: Basic Code: Review

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘n,’ ‘p,’ ‘t,’ ‘d,’ ‘f,’ ‘v,’ ‘c,’ ‘g,’ ‘s,’ ‘z,’ ‘h,’ ‘i,’ ‘a,’ ‘o.’

Students will distinguish between spoken minimal pair words with medial /e/ and /i/ sounds or /e/ and /a/ sounds by indicating which word includes the /e/ sound.
Students will write the spelling 'e' to represent /e/, and read and write simple CVC words that include the spelling 'e' to match a picture.
Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /e/ > 'e.'

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 9.1: Spelling the Sound

Lesson 11: Basic Code: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' 'o.'

Students will substitute individual sound/spellings in simple CVC words to make and read new words.

Students will accurately write the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' 'o,' 'e.'

Students will read phrases with simple CVC words and will match them to the appropriate picture.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 11.1: Reading Assessment (Part 1)

Lesson 12: Basic Code: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' 'o.'

As the teacher reads Pet Fun aloud, students will track print from top to bottom, left to right, and will read some phrases aloud.

Students will read and spell simple CVC words.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 12.2: Reading Assessment (Part 2)

Lesson 13: Basic Code: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will orally segment words with two or three phonemes.

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,'

'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' 'o.'

As the teacher reads Pet Fun aloud, students will track print from top to bottom, left to right, and will read some of the phrases aloud.

Students will accurately write the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' 'o,' 'e.'

Students will read, spell, and write simple CVC words, and will match them to the appropriate picture.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Sounds Observation Record

Activity Page 12.2: Reading Assessment (Part 2)

Lesson 14: Tricky Word: Introduce The

Primary Focus of Lesson

Foundational Skills

Students will read the Tricky Word the.

Students will read simple CVC words and act them out, and will choose the correct CVC word to match a picture.

Students will read phrases with simple CVC words and will match them to the appropriate picture.

Formative Assessment

Activity Page 12.2 Reading Assessment (Part 2)

Lesson 15: Tricky Word: Introduce A

Primary Focus of Lesson

Foundational Skills

Students will read the Tricky Word a.

Students will read and spell simple CVC words and will match them to the appropriate picture.

Formative Assessment

Activity Page 12.2: Reading Assessment (Part 2)

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Knowledge Unit 4, Skills Unit 4 Lessons 1-15*

Learners Reading and Writing Below Grade Level

- Provide students with ability to respond orally
- Prepare short answer questions
- Draw pictures

Special Education - in addition to specific items outlined in individual student's IEP plan

- Allow students to answer orally
- Prepare short answer questions
- Draw pictures
- Additional time
- Visually modified materials
- Peer buddy
- Small group instruction

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Picture Readers
- Chaining Folders
- Knowledge/Skills Student Books

Supplemental Materials

- EPIC Reading

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Kindergarten Knowledge Unit 5: Farms

Unit Summary:

Students learn about the importance of farms as a source of food and other products. They identify several farm animals and crops, and contrast how plants make their own food with how animals get their food by eating plants and other living things.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Choose the best word to describe what is happening in images
- Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets
- Sequence events in an informational and literary text
- Write and draw information from the text about animals, farm jobs, and seasons.
- Domain Assessment

Essential Questions:

- Can I retell familiar stories?
- Can I recall details from a story?
- Can I relay information about a topic through drawings and/or writing?
- Can I put events in proper sequence?
- Can I participate in active conversations with my peers using appropriate conversational skills?

Enduring Understandings:

- Students draw on information gained in the Plants domain to understand what plants and animals need to grow.
- Farms are an important source of food and other products people use.
- The classic story “The Little Red Hen” describes the seasonal rhythm of planting, growing, and harvesting.

NJSLS:

Knowledge Unit 5

Lesson 1:

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

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

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

Lesson 2:

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

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text

(e.g., who, what, where, when, why, how).

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

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

Lesson 9:

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

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

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

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

Skills Unit 5

Lesson 1:

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

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

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

Lesson 2:

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

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

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

Lesson 6:

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

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

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

Lesson 9:

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

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

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

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

Lesson 10:

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

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

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

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

Lesson 11:

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

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

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

Lesson 12:

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

Lesson 13:

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

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

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

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

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1: Old MacDonald Has a Farm

Primary Focus of the Lesson:

Speaking and Listening

Students will use details to describe a farm.

Reading

Students will explain why a farm is important.

Language

Students will demonstrate an understanding of the Tier 2 word tools.

Reading

Students will participate in a class recitation of “Old MacDonald Has a Farm.”

Formative Assessment

Exit Pass: Oral Students will produce an oral statement about why farms are important.

Core Vocabulary: harvest, pastures, shelter, tools

Read Aloud: “Old MacDonald Has a Farm”

Lesson 2: With a Moo, Moo Here

Primary Focus of the Lesson:

Speaking and Listening

Students will use details to describe cows.

Reading

Students will identify the main idea and key details of an informational text about cows.

Language

Students will demonstrate an understanding of the Tier 3 word grazing.

Writing

Students will create an illustration to show details about cows.

Formative Assessment

Exit Pass: Drawing Students will draw a cow using key details from the read-aloud.

Core Vocabulary: grazing, herd

Read Aloud: “With a Moo, Moo Here”

Lesson 3: And a Cluck, Cluck There

Primary Focus of the Lesson:

Speaking and Listening

Students will use details to describe chickens.

Reading

Students will identify the main idea and key details of an informational text about chickens.

Language

Students will demonstrate an understanding of the Tier 2 word collects.

Students will demonstrate an understanding of the phrase “the early bird gets the worm.”

Students will demonstrate an understanding of the multiple meaning word feed.

Formative Assessment

Exit Pass: Oral Students will produce an oral statement about chickens.

Core Vocabulary: collects, hatch, peck

Read Aloud: “And A Cluck, Cluck There”

Lesson 4: Here an Oink, There an Oink

Primary Focus of the Lesson:

Primary Focus of Lesson

Speaking and Listening

Students will use details to describe pigs.

Reading

Students will identify the main idea and key details of an informational text about pigs.

Language

Students will demonstrate an understanding of the Tier 2 word valuable.

Writing

Students will illustrate key details about pigs.

Formative Assessment

Drawing Activity: A Pig’s Life Students will draw a pig, using details from the text.

Core Vocabulary: litter, raise, valuable, wallow

Read Aloud: “Here an Oink, There an Oink”

Lesson 5: Everywhere a Baa, Baa

Primary Focus of the Lesson:

Speaking and Listening

Students will use details to describe sheep.

Reading

Students will identify the main idea and key details of an informational text about sheep.

Language

Students will demonstrate an understanding of the Tier 2 word responsibilities.

Students will demonstrate an understanding of the multiple meaning word pen.

Formative Assessment

Exit Pass: Oral Students will produce an oral statement about sheep using key details from the read-aloud.

Core Vocabulary: fleece, flock, responsibilities, shepherd, stray

Read Aloud: “Everywhere a Baa, Baa”

Lesson 6: All Kinds of Crops

Primary Focus of the Lesson:

Speaking and Listening

Students will review and discuss ideas about where food comes from.

Reading

Students will explain the importance of crops.

Language

Students will demonstrate an understanding of the Tier 2 word produce.

Writing

Students will illustrate different kinds of crops.

Formative Assessment

Exit Pass: Written Students will draw a picture of a type of food that comes from an animal and one that comes from a crop.

Core Vocabulary: edible, grains, produce

Read Aloud: “All Kinds of Crops”

Lesson 7: The Little Red Hen

Primary Focus of the Lesson:

Speaking and Listening

Students will discuss details about chickens and hens.

Reading

Students will describe the actions of a main character from a folktale.

Language

Students will demonstrate an understanding of the Tier 2 word ripe.

Reading

Students will sequence the events in a folktale.

Formative Assessment

Activity Page 7.1: Sequencing Story Events Students will sequence images illustrating the events in “The Little Red Hen” in order to retell the plot of the folktale.

Core Vocabulary: dough, ripe, weeds

Read Aloud: “The Little Red Hen”

Lesson 8: The Seasons of Farming

Primary Focus of the Lesson:

Speaking and Listening

Students will discuss details about the four seasons.

Reading

Students will describe events in the farming seasons.

Language

Students will demonstrate an understanding of the Tier 3 word pests.

Writing

Students will illustrate and sequence the events in The Seasons of Farming.

Formative Assessment

Drawing Activity: Farm Jobs Students will illustrate the farming jobs associated with each season.

Core Vocabulary: drought, fertilizer, irrigate, pesticides, pests

Read Aloud: “The Seasons of Farming”

Lesson 9: From Farm to Market

Primary Focus of the Lesson:

Speaking and Listening

Students will discuss the seasons of farming and why farmers grow crops.

Reading

Students will explain how crops from the farm become food people eat.

Language

Students will demonstrate an understanding of the Tier 2 word spoil.

Writing

Students will sequence the events of getting food from the farm to the market.

Formative Assessment

Activity Page 9.1: Sequencing Events Students will sequence images illustrating the process of getting food from the farm to the market.

Core Vocabulary: canning, earn, livestock, processed, spoil

Read Aloud: “From Farm to Market”

Lesson 10: Knowledge 5 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in *Farms*. The results should guide review and remediation the following day.

Kindergarten Skills Unit 5 Lessons 1-13

Lesson 1: Basic Code: Introduce /b/ > ‘b’

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: ‘a,’ ‘o,’ ‘i,’ ‘e,’ ‘m,’ ‘n,’ ‘t,’ ‘d,’ ‘c,’ ‘g,’ ‘f,’ ‘v,’ ‘s,’ ‘z,’ ‘p,’ ‘h.’

Students will orally provide a word with the initial /b/ sound, when provided with simple riddles.

Students will distinguish between spoken minimal pair words with /b/ and /p/ in either the initial or final position by indicating which sound, /b/ or /p/, is heard in each word.

Students will write the spelling ‘b’ to represent /b/ and spell and write CVC words that include the spelling ‘b’ to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /b/ > ‘b.’

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 1.1: Spell the Sound

Lesson 2: Basic Code: Introduce /l/ > ‘l’

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: ‘a,’ ‘o,’ ‘i,’ ‘e,’ ‘m,’ ‘n,’ ‘t,’ ‘d,’ ‘c,’ ‘g,’ ‘f,’ ‘v,’ ‘s,’ ‘z,’ ‘p,’ ‘b,’ ‘h.’

Students will identify spoken words with the initial /l/ sound.

Students will write the spelling ‘l’ to represent /l/ and read and write simple CVC words that include the spelling ‘l’ to match a picture.

Students will read and copy similarly spelled CVC words that differ by a single sound/spelling. (Group 1)

Students will read, copy, and illustrate phrases with simple CVC words. (Group 2)

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 2.1: Spell the Sound

Exit Pass: Read, Copy, and Illustrate Phrases (Group 2)

Lesson 3: Basic Code: Introduce /r/ > ‘r’

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: ‘a,’ ‘o,’

'i,' 'e,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'b,' 'h.'

Students will identify spoken words with the initial /r/ sound.

Students will write the spelling 'r' to represent /r/ and read and write simple CVC words that include the spelling 'r' to match a picture.

Students will read similarly spelled CVC words that differ by a single sound/spelling. (Group 2)

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 3.1: Spell the Sound

Activity Page 3.2: Circle the Word

Lesson 4: Basic Code: Introduce /u/ > 'u'

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h.'

Students will orally provide a word with the initial /u/ sound, when provided with simple riddles.

Students will distinguish between spoken minimal pair words with /u/ and /o/ in the medial position by indicating which sound, 'u' or 'o,' is heard in each word.

Students will write the spelling 'u' to represent /u/ and read and write simple CVC words that include the spelling 'u' to match a picture.

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 4.1: Spell the Sound

Lesson 5: Tricky Word: Blue

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h.'

Students will read the Tricky Word blue.

Students will substitute individual sound/spellings in simple CVC words to make and read new words.

Students will read simple CVC words and will choose (and write) the word that correctly matches a picture.

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 5.1: Red and Blue

Activity Page 5.2, 5.3: Label the Picture; Connect It

Lesson 6: Basic Code: Introduce /w/ > 'w'

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h.'

Students will identify spoken words with the initial /w/ sound.

Students will write the spelling 'w' to represent /w/ and read and write simple CVC words that include the spelling 'w' to match a picture.

Students will spell and write simple CVC words; focus on /w/ > 'w.' (Group 1)

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 6.1: Spell the Sound

Lesson 7: Basic Code: Introduce /j/ > 'j'

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'w,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h.'

Students will identify spoken words with the initial /j/ sound and will complete oral sentences with words with the initial /j/ sound.

Students will write the spelling 'j' to represent /j/ and read and write simple CVC words that include the spelling 'j' to match a picture.

As the teacher reads Pet Fun aloud, students will track print from top to bottom, left to right, and will read some of the phrases aloud. (Group 1)

Students will read, copy, and illustrate phrases with simple CVC words. (Group 2)

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 7.1: Spell the Sound

Exit Pass: Read, Copy, and Illustrate Phrases (Group 2)

Lesson 8: Basic Code: Tricky Word: Introduce Yellow and /y/ > 'y'

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'w,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h,' 'j.'

Students will orally provide a word with the initial /y/ sound, when provided with simple riddles.

Students will write the spelling 'y' to represent /y/ and read and write simple CVC words that include the spelling 'y' to match a picture.

Students will read the Tricky Word yellow.

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 8.1: Spell the Sound

Activity Page 8.2: Tricky Word Yellow

Lesson 9: Basic Code: Introduce /x/ > 'x'

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'w,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h,' 'j,' 'y.'

Students will identify spoken words with the /x/ sound and will complete oral sentences with words ending with the /x/ sound.

Students will write the spelling 'x' to represent /x/ and read and write simple CVC phrases that include the spelling 'x' to match a picture.

Students will substitute individual sounds/spellings in simple CVC words to make, read and spell new words; focus on /x/ > 'x.'

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 9.1: Spell the Sound

Lesson 10: Spelling Alternative: Introduce /k/ > 'k'

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'w,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h,' 'j,' 'x,' 'y.'

Students will identify spoken words with the /k/ sound.

Students will write the spelling 'k' to represent /k/ and read and write simple CVC phrases that include the spelling 'k' to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make, read, and spell new words.

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 10.1: Spell the Sound

Lesson 11: Tricky Word: Introduce Look

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'w,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h,' 'j,' 'k,' 'g,' 'x,' 'y.'

Students will read and spell and write simple CVC words.

Students will accurately write the following lowercase letters: 'b,' 'l,' 'r,' 'u,' 'w,' 'j,' 'y,' 'x,' 'k.'

Students will read the Tricky Word look.

Formative Assessment

Observation: Letter Sounds Observation Record

Exit Pass: Sound Dictation

Activity Page 11.1: Tricky Word Look

Lesson 12: Basic Code: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'w,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h,' 'j,' 'k,' 'g,' 'x,' 'y.'

Students will substitute individual sound/spellings in simple CVC words to make and read new words.

Students will read simple CVC phrases and will choose the phrase that correctly matches a picture.

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 12.2: Mark the Phrase

Lesson 13: Basic Code: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'w,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h,' 'j,' 'k,' 'g,' 'x,' 'y.'

As the teacher reads Ox and Man aloud, students will track print from top to bottom, left to right; will attend to capital letters and punctuation as sentence indicators; and will read some of the sentences aloud.

Students will substitute individual sound/spellings in simple CVC words to make, read, and spell new words.

Formative Assessment

Observation: Letter Sounds Observation Record

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Knowledge Unit 5, Skills Unit 5 Lessons 1-13*

Learners Reading and Writing Below Grade Level

- Provide students with ability to respond orally
- Prepare short answer questions
- Draw pictures

Special Education - in addition to specific items outlined in individual student's IEP plan

- Allow students to answer orally
- Prepare short answer questions
- Draw pictures
- Additional time
- Visually modified materials
- Peer buddy
- Small group instruction

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.EconET.1 Explain the difference between needs and wants.
- 6.1.2.EconET.3 Describe how supply and demand influence price and output of products

Science

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Picture Readers
- Chaining Folders
- Knowledge/Skills Student Books

Supplemental Materials

- EPIC Reading

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Kindergarten Knowledge Unit 6: Native Americans

Unit Summary:

Students are introduced to the broad concept that indigenous peoples lived on the continents of North and South America long before European explorers arrived. Students explore the distinctive cultures of three Native American groups, as well as how conditions in different geographical regions influence their ways of life.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Distinguish the meaning of the words to and from in context.
- Use details from the text to orally describe food, clothing, and shelter of each of the Native American tribes discussed
- Compare and contrast three Native American tribes using a graphic organizer
- Write and draw information from the text describe characteristics of different tribes and items used in Native American life
- Domain Assessment

Essential Questions:

- How are these two books showing the same topic in different ways?
- Can I supply information about a topic using words and/or pictures?
- Can I place events in order to help inform my comprehension of a topic and/or story?
- Did I add details to my writing and/or illustration?
- Can I use known information to gather better understanding of a topic?

Enduring Understandings:

- Indigenous people lived on the North and South American continents long before European explorers visited and settled this area.
- There were many different tribes and each had their own way of life.
- Geographical locations influenced lifestyles and individual cultures of different tribes.
- Three tribes are the focus of the unit: Lakota Sioux, Wampanoag, and Lenape

NJSLS:

Knowledge Unit 6

Lesson 1:

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

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

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

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

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

Lesson 2:

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

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

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of

unknown and multiple-meaning words and phrases based on kindergarten reading and content.

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

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

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

Skills Unit 5

Lesson 14:

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular,

single-syllable words

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

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

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

Lesson 15:

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

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

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

Lesson 16:

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

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

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

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

Unit 6

Lesson 1:

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

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

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

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

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

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

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

Lesson 2:

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

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

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

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

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

Lesson 3:

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

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

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

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

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

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

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

Lesson 4:

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

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

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

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

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

Lesson 5:

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

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

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

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

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

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

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

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

Lesson 8:

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

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

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

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

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

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

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

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1: Introduction to Native Americans

Primary Focus of the Lesson:

Speaking and Listening

Students will identify important background information about Native Americans.

Reading

Students will compare and contrast the experiences of Native Americans.

Language

Students will demonstrate an understanding of the Tier 2 word roamed.

Writing

With assistance, students will use a graphic organizer to describe their basic needs.

Formative Assessment

Activity Page 1.1: Native Americans Chart Using a graphic organizer, students will describe their own environment, food, clothing, and shelter.

Core Vocabulary: borrow, coast, deserts, roamed, tribes

Read Aloud: “Introduction to Native Americans”

Lesson 2: The Lakota Sioux and the Buffalo

Primary Focus of the Lesson:

Speaking and Listening

Students will identify characteristics of the Great Plains and buffalo.

Reading

Students will describe the importance of the buffalo to the Lakota Sioux.

Language

Students will demonstrate an understanding of the Tier 2 word agile.

Writing

With assistance, students will describe the environment of the Lakota Sioux and record their answers on a graphic organizer.

Formative Assessment

Activity Page 2.1: Made from a Buffalo Students will identify items made from a buffalo.

Core Vocabulary: agile, galloping, sacred, warriors

Read Aloud: “The Lakota Sioux and the Buffalo”

Lesson 3: Where’s Winona?

Primary Focus of the Lesson:

Speaking and Listening

Students will review important information about the Lakota Sioux.

Reading

Students will describe the daily life of the main character from a literary text.

Language

Students will demonstrate an understanding of the Tier 2 word mischief.

Writing

Students will use a drawing activity to describe the clothing and shelter of the Lakota Sioux and will record their answers on a graphic organizer.

Formative Assessment

Activity Page 3.1: The Lakota Sioux Culture Students will draw the shelter, food, and clothing of the Lakota Sioux.

Core Vocabulary: chief, mischief, parfleche, travois

Read Aloud: “Where’s Winona?”

Lesson 4: Little Bear Goes Hunting

Primary Focus of the Lesson:

Speaking and Listening

Students will review key information about the Lakota Sioux.

Reading

Students will describe the daily life of a main character in a literary text.

Language

Students will demonstrate an understanding of the Tier 2 word succulent.

Speaking and Listening

Students will respond to questions about several images and generate questions for clarification.

Formative Assessment

Exit Pass: Oral Students will independently generate and answer a question about the main character in a literary text.

Core Vocabulary: finally, horizon, hunting party, succulent

Read Aloud: “Little Bear Goes Hunting”

Lesson 5: Bear, Gull, and Crow

Primary Focus of the Lesson:

Speaking and Listening

Students will identify important cultural and geographic characteristics of New England.

Reading

Students will identify types of food eaten by the Wampanoag.

Language

Students will demonstrate an understanding of the Tier 2 word feast.

Writing

With assistance, students will use a graphic organizer to describe the basic needs of the Wampanoag.

Formative Assessment

Activity Page 1.1: Native Americans Chart Students will describe the clothing, food, shelter, and environment

of the Wampanoag.

Core Vocabulary: bay, feast, rockweed, wading

Read Aloud: “Bear, Gull, and Crow”

Lesson 6: The Lenape: The People of the Seasons

Primary Focus of the Lesson:

Speaking and Listening

Students will recall information about the Wampanoag lifestyle.

Reading

Students will compare the activities of the Lenape during different seasons.

Language

Students will demonstrate an understanding of the Tier 2 word cozy.

Reading

With assistance, students will use a graphic organizer to describe the basic needs of the Lenape.

Formative Assessment

Exit Pass: Drawing Activity Students will use a drawing activity to compare and contrast the basic needs of the Lakota Sioux, Wampanoag, and Lenape.

Core Vocabulary: burrows, cozy, trekked, wigwam

Read Aloud: “The Lenape: The People of the Seasons”

Lesson 7: A Native American Alphabet

Primary Focus of the Lesson:

Speaking and Listening

Students will identify and describe the geographic locations of several Native American tribes.

Reading

Students will identify various items, homes, and foods from different Native American tribes.

Language

Students will demonstrate an understanding of the Tier 3 word moccasins.

Writing

Students will write about and illustrate three details from the read-aloud text, “A Native American Alphabet.”

Formative Assessment

Exit Pass: Writing About Information in the Read-Aloud Students write brief sentences to go with their drawings about Native Americans.

Core Vocabulary: canoes, moccasins, tipis, totem poles

Read Aloud: “A Native American Alphabet”

Lesson 8: Native Americans Today

Primary Focus of the Lesson:

Speaking and Listening

Students will compare and contrast characteristics of Native American tribes.

Reading

Students will explain how Native Americans live today.

Language

Students will demonstrate an understanding of the Tier 2 word traditions.

Writing

Students will write a story using words and illustrations.

Formative Assessment

Drawing Activity: Traditions Students will write and draw a family story.

Core Vocabulary: harmony, powwows, traditions

Read Aloud: “Native Americans Today”

Lesson 9: Domain 6 Assessment

This Domain Assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in *Native Americans*. The results should guide review and remediation the following day.

Kindergarten Skills Unit 5 Lessons 14-16 and Unit 6 Lessons 1-8

Unit 5

Lesson 14: Basic Code: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: ‘a,’ ‘o,’ ‘i,’ ‘e,’ ‘u,’ ‘m,’ ‘n,’ ‘t,’ ‘d,’ ‘c,’ ‘g,’ ‘f,’ ‘v,’ ‘s,’ ‘w,’ ‘z,’ ‘p,’ ‘b,’ ‘l,’ ‘r,’ ‘h,’ ‘j,’ ‘k,’ ‘g,’ ‘x,’ ‘y.’

As the teacher reads Ox and Man aloud, students will track print from top to bottom, left to right; will attend to capital letters and punctuation as sentence indicators; and will read some of the sentences aloud.

Students will mark and copy the correct written CVC word to match the spoken word.

Students will read simple CVC phrases and will choose the phrase that correctly matches a picture.
Students will read and sort CVC words by short vowel spellings.

Formative Assessment

Observation: Letter Sounds Observation Record

Activity Page 14.1: Dictation Identification

Activity Page 14.2: Connect It

Activity Page 14.3: Sort by Vowel Sound

Lesson 15: Basic Code: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'w,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h,' 'j,' 'k,' 'g,' 'x,' 'y.'

As the teacher reads Ox and Man aloud, students will track print from top to bottom, left to right; will attend to capital letters and punctuation as sentence indicators; and will read some of the sentences aloud.

Students will read and spell and write simple CVC words.

Students will match the corresponding spelling when presented with the following sounds: /a/, /o/, /i/, /e/, /u/, /m/, /n/, /t/, /d/, /g/, /f/, /v/, /s/, /w/, /z/, /p/, /b/, /l/, /r/, /h/, /j/, /k/, /g/, /x/, /y/.

Formative Assessment

Observation: Letter Sounds Observation Record

Lesson 16: Basic Code: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'w,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h,' 'j,' 'k,' 'g,' 'x,' 'y.'

As the teacher reads Ox and Man aloud, students will track print from top to bottom, left to right; will attend to capital letters and punctuation as sentence indicators; and will read some of the sentences aloud.

Students will accurately write the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'u,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'w,' 'z,' 'p,' 'b,' 'l,' 'r,' 'h,' 'j,' 'k,' 'g,' 'x,' 'y.'

Students will match the corresponding spelling when presented with the following sounds: /a/, /o/, /i/, /e/, /u/, /m/, /n/, /t/, /d/, /g/, /f/, /v/, /s/, /w/, /z/, /p/, /b/, /l/, /r/, /h/, /j/, /k/, /g/, /x/, /y/.

Students will read and spell and write simple CVC words.

Formative Assessment

Observation: Letter Sounds Observation Record

Exit Pass: Sound Dictation

Activity Page 16.1: Mark the Phrase

Unit 6

Lesson 1: Tricky Words: Introduce I

Primary Focus of Lesson

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

Students will recognize and name the lowercase letters of the alphabet.

Students will read the Tricky Word I.

Reading

As the teacher reads “Kit” aloud, students will track print from top to bottom, left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Discussion Questions Observation Record

Lesson 2: Basic Code: Consonant Clusters

Primary Focus of Lesson

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

Students will recognize and name the lowercase letters of the alphabet.

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters.

Reading

As the teacher reads “Kit and Stan” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Discussion Questions Observation Record

Activity Page 2.1: Reading Consonant Clusters (Group 2 only)

Lesson 3: Tricky Spelling: Introduce ‘s’ > /z/

Primary Focus Objectives

Primary Focus of Lesson

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters.

Students will read and write words in which ‘s’ > /s/ as in cats or /z/ as in his.

Reading

As the teacher reads “Kit’s Hats” aloud, students will track print from top to bottom, left to right; identify apostrophes and periods at the end of sentences; and answer questions about characters, setting, and main events.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Discussion Questions Observation Record

Lesson 4: Tricky Spelling: Review ‘s’ > /z/

Primary Focus of Lesson

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

Students will read and write words in which ‘s’ > /s/ as in cats or /z/ as in his.

Reading

Students will read “Kit’s Hats” with purpose and understanding.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 4.1: Word Sort (‘s’ > /s/ or /z/)

Observation: “Kit’s Hats” Anecdotal Reading Record

Observation: Discussion Questions Observation Record

Lesson 5: Letter Names: Review Letter Names

Primary Focus of Lesson

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

Students will recognize and name the lowercase letters of the alphabet.

Reading

As the teacher reads “Kit’s Cats” aloud, students will track print from top to bottom and left to right; identify periods and apostrophes; and answer questions about characters, setting, and main events.

Students will read “Kit’s Cats” with purpose and understanding.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Discussion Questions Observation Record

Observation: “Kit’s Cats” Anecdotal Reading Record

Lesson 6: Tricky Word: Introduce Are

Primary Focus of Lesson

Foundational Skills

Students will orally blend sounds to form single-syllable words.

Students will recognize and name the lowercase letters of the alphabet.

Students will read the Tricky Word are.

Language (Spelling)

Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC).

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 6.2: Chaining Dictation (CVC and CCVC words)

Lesson 7: Basic Code: Consonant Clusters

Primary Focus of Lesson

Foundational Skills

Students will orally blend sounds to form single-syllable words.

Students will recognize and name the lowercase letters of the alphabet.

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

Reading

Students will track print from top to bottom and left to right, and will read “Kit’s Cats” with purpose and understanding.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Anecdotal Reading Record “Kit’s Cats”

Observation: Discussion Questions Observation Record

Lesson 8: Basic Code: Spelling

Primary Focus of Lesson

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

Students will recognize and name the lowercase letters of the alphabet.

Language (Spelling)

Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

Reading

As the teacher reads “Kit’s Mom” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events.

Students will read “Kit’s Mom” with purpose and understanding.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 8.1: Dictation with Words (CVC, CCVC, CVCC)

Observation: Discussion Questions Observation Record

Observation: Anecdotal Reading Record “Kit’s Mom”

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Knowledge Unit 5, Skills Unit 5 Lessons 1-13*

Learners Reading and Writing Below Grade Level

- Provide students with ability to respond orally
- Prepare short answer questions
- Draw pictures

Special Education - in addition to specific items outlined in individual student's IEP plan

- Allow students to answer orally
- Prepare short answer questions
- Draw pictures
- Additional time
- Visually modified materials
- Peer buddy
- Small group instruction

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

Science:

- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive..

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Picture Readers
- Chaining Folders
- Knowledge/Skills Student Books

Supplemental Materials

- EPIC Reading

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Kindergarten Knowledge Unit 7: Kings and Queens

Unit Summary:

Students listen to Read-Aloud texts, both fiction and nonfiction, about kings, queens, and royal families. The selections build students' understanding of responsibilities and customs associated with royalty throughout history.

Unit Goals

- Demonstrate understanding of key vocabulary
- Distinguish the meaning of the words to and from in context.
- Describe the characters, setting, and plot of a story
- Sequence story events
- Compare and contrast royal families with non-royal families using a graphic organizer
- Draw and write events from stories
- Domain Assessment

Essential Questions:

- Can I retell familiar stories, including key details (e.g., who, what, where, when, why, how)?
- Can I identify characters, settings, and major events in a story?
- Can I describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)?
- Can I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Can I 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?
- Did I add details to strengthen my writing through response and self-reflection using questions and suggestions from peers?

Enduring Understandings:

- Throughout history, royalty has played a major role in the governance of countries in the world.
- The responsibilities, lifestyles, and customs associated with royalty provide context for many classic and well-loved stories and rhymes.
- This unit provides background knowledge for later
- domains and builds knowledge for understanding different forms of government.

NJSLS:

Knowledge Unit 7

Lesson 1:

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

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

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

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

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

Lesson 2:

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

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

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

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

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

Lesson 5:

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

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

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

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

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

Lesson 6:

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

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

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

Lesson 7:

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

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

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

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

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

Lesson 8:

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

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

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

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

Skills Unit 6

Lesson 9:

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

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

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

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

Lesson 10:

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

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

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

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

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

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

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

Lesson 11:

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

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

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

Lesson 12:

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

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

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

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

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

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

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

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

Lesson 13:

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

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

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

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

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

Lesson 14:

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

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

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

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

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

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

Lesson 15:

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

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

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

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

Lesson 16:

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

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

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

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

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

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

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

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

Lesson 17:

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

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

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

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

Unit 7

Lesson 1:

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

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

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

Lesson 2:

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

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

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

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

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1: What Are Kings and Queens?

Primary Focus of the Lesson:

Speaking and Listening

Students will identify basic facts about kings and queens.

Reading

Students will identify details about kings and queens from text and images.

Language

Students will demonstrate an understanding of the Tier 3 word royal.

Students will demonstrate an understanding of the multiple meaning word rules.

Reading

Students will draw and discuss an illustration about kings and queens.

Formative Assessment

Drawing Activity: Drawing the Read-Aloud Students will draw a picture, illustrating an understanding of what a king or queen is.

Core Vocabulary: kingdom, royal, rules, servants

Read Aloud: “What Are Kings and Queens?”

Lesson 2: The Royal Family

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about kings and queens and will discuss characteristics of families.

Reading

Students will describe what life was like for a royal family.

Language

Students will demonstrate an understanding of the Tier 2 word advantages.

Students will demonstrate an understanding of the Tier 3 word reign.

Reading

Students will compare their experiences with experiences of royal families using a T-chart.

Formative Assessment

Drawing Activity: Draw a Royal Family Students will draw a picture of a royal family, demonstrating an understanding of what a royal family is.

Core Vocabulary: advantages, disadvantages, prosperity, reign

Read Aloud: “The Royal Family”

Lesson 3: King Midas and the Golden Touch

Primary Focus of the Lesson:

Speaking and Listening

Students will locate Greece on a map and will identify gold as a valuable precious metal.

Reading

Students will analyze the actions of King Midas.

Language

Students will demonstrate an understanding of the Tier 3 word treasures.

Reading

Students will sequence and retell the events of a story.

Formative Assessment

Activity Page 3.1: Sequencing Events in the Story Students will sequence pictures in the correct order in which they occur in “King Midas and the Golden Touch.”

Core Vocabulary: fond, gazed, satisfied, treasures

Read Aloud: “King Midas and the Golden Touch”

Lesson 4: Old King Cole

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about kings and queens and will review rhyme.

Reading

Students will describe the actions of Old King Cole.

Language

Students will demonstrate an understanding of the Tier 2 word merry.
With partners, students will combine ideas to create compound sentences.

Writing

Students will draft a narrative story about Old King Cole.

Formative Assessment

Writing Activity: Old King Cole Story Students will create a draft of a story about Old King Cole.

Core Vocabulary: fiddlers, merry, soul

Read Aloud: “Old King Cole”

Lesson 5: Sing a Song of Sixpence

Primary Focus of the Lesson:

Speaking and Listening

Students will locate England on a map and will review rhyme.

Reading

Students will compare and contrast the experiences of the main characters.

Language

Students will demonstrate an understanding of the Tier 2 word dainty.

Writing

Students will revise their narrative stories based on peer feedback.

Formative Assessment

Old King Cole Story Students will revise their stories based on peer feedback and illustrate their finished stories.

Core Vocabulary: dainty, maid, parlour

Read Aloud: “Sing a Song of Sixpence”

Lesson 6: The Princess and the Pea

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about royal families and will locate Denmark on a map.

Reading

Students will use text and images to identify the main idea of a story.

Language

Students will demonstrate an understanding of the Tier 2 word graceful.

Reading

With support, students will describe the character, setting, and plot of a story.

Formative Assessment

Activity Page 6.1: Character, Setting, Plot Students will draw pictures to represent the characters, setting, and plot of “The Princess and the Pea.”

Core Vocabulary: delicate, graceful, howled

Read Aloud: “The Princess and the Pea”

Lesson 7: Cinderella

Primary Focus of the Lesson:

Speaking and Listening

Students will locate France on a map and will describe the concept of fairness.

Reading

Students will describe the events of a story.

Language

Students will demonstrate an understanding of the Tier 2 word tattered.

Students will demonstrate an understanding of the multiple meaning word ball.

Reading

Students will sequence the events of a story.

Formative Assessment

Activity Page 7.1: Sequencing Events in the Story Students will sequence pictures in the correct order in which they occur in “Cinderella.”

Core Vocabulary: cinders, hearth, merriment, stumbled, tattered

Read Aloud: “Cinderella”

Lesson 8: Snow White and the Seven Dwarfs

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about kings and queens and will locate Germany on a map.

Reading

Students will analyze the actions of the main characters in “Snow White and the Seven Dwarfs.”

Language

Students will demonstrate an understanding of the Tier 2 word stomped.

Reading

Students will sequence the events of a story.

Formative Assessment

Activity Page 8.1: Sequencing Events in the Story Students will sequence pictures in the correct order in which they occur in “Snow White and the Seven Dwarfs.”

Core Vocabulary: fairest, peddler, pity, rage, stomped

Read Aloud: “Snow White and the Seven Dwarfs”

Lesson 9: Knowledge 7 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in *Kings and Queens*. The results should guide review and remediation the following day.

Kindergarten Skills Unit 6 Lessons 9-17 and Unit 7 Lessons 1-2

Unit 6

Lesson 9: Basic Code: Spelling

Primary Focus of Lesson

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

Students will recognize and produce rhyming words.

Language (Spelling)

Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

Reading

Students will read “Kit’s Mom” with purpose and understanding.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Anecdotal Reading Record “Kit’s Mom”

Lesson 10: Basic Code: Spelling

Primary Focus of Lesson

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

Students will recognize and name the lowercase letters of the alphabet.

Language (Spelling)

Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

Reading

As the teacher reads “Kit’s Pants” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; identify the contraction can’t as a shortened form of can and not; and answer questions about characters, setting, and main events.

Students will read “Kit’s Pants” with purpose and understanding.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 10.1: Dictation with Words (CVC, CCVC, CVCC)

Observation: Discussion Questions Observation Record

Observation: Anecdotal Reading Record “Kit’s Pants”

Lesson 11: Tricky Word: Introduce Little

Primary Focus of Lesson

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

Students will recognize and name lowercase letters.

Students will recognize and produce rhyming words.

Students will read the Tricky Words I, are, and little.

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

Formative Assessment

Observation: Oral Blending Observation Record

Lesson 12: Basic Code: Spelling

Primary Focus Objectives

Primary Focus of Lesson

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

Students will recognize and name lowercase letters.

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC,

CCVC, CVCC).

Reading

As the teacher reads “Mumps” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; identify can’t as a shortened form of can and not; and answer questions about characters, setting, and main events.

Students will read “Mumps” with purpose and understanding.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Discussion Questions Observation Record

Lesson 13: Basic Code: Spelling

Primary Focus of Lesson

Foundational Skills

Students will orally blend sounds to form single-syllable words.

Students will recognize and name lowercase letters.

Students will recognize and produce rhyming words.

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

Reading

Students will read “Mumps” with purpose and understanding.

Formative Assessment

Observation Oral Blending Observation Record

Observation: Anecdotal Reading Record “Mumps”

Lesson 14: Review: Letter Names/Rhyming

Primary Focus of Lesson

Foundational Skills

Students will orally blend sounds to form single-syllable words.

Students will recognize and name the lowercase letters of the alphabet.

Students will recognize and produce rhyming words.

Reading

As the teacher reads “Up” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events.

Students will read “Up” with purpose and understanding.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Discussion Questions Observation Record

Lesson 15: Basic Code: Spelling

Primary Focus of Lesson

Foundational Skills

Students will orally blend sounds to form single-syllable words.

Students will recognize and name the lowercase letters of the alphabet.

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

Foundational Skills

Students will read one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 15.1: Word Box (CVC, CCVC, CVCC Words)

Lesson 16: Language: Spelling

Primary Focus Objectives

Primary Focus of Lesson

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

Students will recognize and name the lowercase letters of the alphabet.

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

Reading

As the teacher reads “Fast Fred” aloud, students will track print from top to bottom and left to right; identify periods and exclamation points at the end of sentences; and answer questions about characters, setting, and main events.

Students will read “Fast Fred” with purpose and understanding.

Formative Assessment

Observation: Oral Blending Observation Record

Activity Page 16.1: Dictation with Words (CVC, CCVC, CVCC Words)

Lesson 17: Unit Assessment

Primary Focus of Lesson

Reading

Students will read “Fast Fred” with purpose and understanding.

Formative Assessment

Activity Page 17.1: Part A: Letter Names

Activity Page 17.2: Part B: Rhyming Words

Observation: Anecdotal Reading Record “Fast Fred”

Activity Page 17.4: Part C: Reading Consonant Clusters

Unit 7

Lesson 1: Basic Code: Introduce /ch/ > 'ch'

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will distinguish the similar sounds of /ch/ and /j/ in minimal word pairs.

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch.'

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Lesson 2: Basic Code: Introduce /sh/ > 'sh'

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch' and /sh/ > 'sh.'

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Knowledge Unit 7, Skills Unit 6 Lessons 9-17 and Skills Unit 7 Lessons 1-2*

Learners Reading and Writing Below Grade Level

- Provide students with ability to respond orally
- Prepare short answer questions
- Draw pictures

Special Education - in addition to specific items outlined in individual student's IEP plan

- Allow students to answer orally
- Prepare short answer questions
- Draw pictures
- Additional time
- Visually modified materials
- Peer buddy
- Small group instruction

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.HistoryUP.2 Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Picture Readers
- Chaining Folders
- Knowledge/Skills Student Books

Supplemental Materials

- EPIC Reading

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Kindergarten Knowledge Unit 8: Seasons and Weather

Unit Summary:

An introduction to weather and the seasons. Students learn that regions of Earth experience different characteristic weather patterns throughout the year.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Orally describe details from informational and literary text
- Ask and answer questions using who
- Draw and sequence the seasons of the year
- Use information from the text to draw a picture explaining how to stay safe during a storm
- Record information in a weather diary and present a weather report
- Domain Assessment

Essential Questions:

- Did I use a combination of drawing, dictating, and writing to state my opinion?
- Can I use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which I can supply some information about the topic?
- Can I make drawings or other visual displays to describe the topic?

Enduring Understandings:

- Different regions of the Earth experience different weather patterns throughout the year.
- Weather patterns in the year are called seasons: winter, spring, summer, and fall.
- Knowing about the weather is important to our daily lives and activities

NJSLS:

Knowledge Unit 8

Lesson 1:

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

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

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

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

Lesson 2:

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

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g.,

who, what, where, when, why, how).

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

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

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

Skills Unit 7

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

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

Lesson 9:

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

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

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

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

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

Lesson 10:

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

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

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

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

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

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

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

Lesson 11:

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

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

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

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

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

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

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

Lesson 12:

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

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

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

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

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

Lesson 13:

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

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

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

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

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

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

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

Lesson 14:

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

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

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

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

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

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

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

Lesson 15:

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

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

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

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

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

Lesson 16:

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

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

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

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

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

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

Lesson 17:

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

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

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

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

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1: What's the Weather Like?

Primary Focus of the Lesson:

Speaking and Listening

Students will discuss the purpose of a calendar and how to use it.

Reading

Students will identify the four seasons and describe different types of weather.

Language

Students will demonstrate an understanding of the Tier 2 word characteristics.

Writing

With assistance, students will use drawing to describe characteristics of the weather and make predictions about the weather in the future.

Formative Assessment

Activity Page 1.1: Weather Diary Students will use a drawing activity to observe and predict the weather

Core Vocabulary: cycle, patterns, seasons, weather, characteristics

Read Aloud: "What's the Weather Like?"

Lesson 2: Winter

Primary Focus of the Lesson:

Speaking and Listening

Students will discuss the seasons and their corresponding months.

Reading

Students will identify and describe characteristics of winter.

Language

Students will demonstrate an understanding of the Tier 3 word frigid.

Writing

With assistance, students will use drawing to describe characteristics of the weather and make predictions about the weather in the future.

Formative Assessment

Activity Page 1.1: Weather Diary Students will use a drawing activity to observe and predict the weather.

Core Vocabulary: blizzards, cautiously, freezing point, frigid, halt

Read Aloud: “Winter”

Lesson 3: Spring

Primary Focus of the Lesson:

Speaking and Listening

Students will recall characteristics of winter and identify the calendar months that correspond to spring.

Reading

Students will identify and describe characteristics of spring.

Language

Students will demonstrate an understanding of the Tier 2 word gradually.

Writing

With assistance, students will use drawing to describe characteristics of the weather and make predictions about the weather in the future.

Formative Assessment

Activity Page 1.1: Weather Diary Students will use a drawing activity to observe and predict the weather.

Core Vocabulary: floods, gradually, thaw

Read Aloud: “Spring”

Lesson 4: Summer

Primary Focus of the Lesson:

Speaking and Listening

Students will compare and contrast the characteristics of winter and spring, and they will identify the calendar months that correspond to summer.

Reading

Students will identify and describe the characteristics of summer.

Language

Students will demonstrate an understanding of the Tier 2 word distinct.

Writing

With assistance, students will use a drawing activity to describe current weather and identify weather patterns.

Formative Assessment

Activity Page 1.1: Weather Diary Students will use a drawing activity to record current weather and identify weather patterns.

Core Vocabulary: distinct, indoors, sunscreen, thermometer

Read Aloud: “Summer”

Lesson 5: Autumn

Primary Focus of the Lesson:

Speaking and Listening

Students will compare and contrast the characteristics of winter, spring, and summer, and they will identify the calendar months that correspond to fall.

Reading

Students will identify and describe characteristics of autumn.

Language

Students will demonstrate an understanding of the Tier 2 word progresses.

Writing

Students will use a drawing activity to describe the four seasons.

Formative Assessment

Exit Pass: My Four Seasons Students will draw four pictures to describe each of the seasons.

Core Vocabulary: chill, progresses

Read Aloud: “Autumn”

Lesson 6: “The Grasshopper and the Ants”

Primary Focus of the Lesson:

Speaking and Listening

Students will identify and describe characteristics of a fable.

Reading

Students will discuss how seasons correspond to the main events in the story and will identify the moral in the fable.

Language

Students will demonstrate an understanding of the Tier 2 word last.

Writing

Students will sequence images to illustrate the cycle of seasons.

Formative Assessment

Activity Page 6.1: Cycle of the Seasons Students will sequence images to illustrate the cycle of seasons.

Core Vocabulary: future, last, shivering

Read Aloud: “The Grasshopper and the Ants”

Lesson 7: Safety in Storms

Primary Focus of the Lesson:

Speaking and Listening

Students will review different types of weather and discuss the concept of safety.

Reading

Students will describe the characteristics of a thunderstorm and how to stay safe during dangerous weather.

Language

Students will demonstrate an understanding of the Tier 2 word severe.

Writing

Students will use a drawing activity to illustrate a thunderstorm and describe how to stay safe during dangerous weather.

Formative Assessment

Drawing Activity: Storm Safety Students will use drawing to describe how to stay safe during a thunderstorm.

Core Vocabulary: gear, severe, shelter, strike

Read Aloud: “Safety in Storms”

Lesson 8: Meteorology

Primary Focus of the Lesson:

Speaking and Listening

Students will discuss the terms meteorology and meteorologist as well as the importance of predicting the weather.

Reading

Students will identify key meteorological terms and describe why weather predictions are important.

Language

Students will demonstrate an understanding of the Tier 2 word warning.

Speaking and Listening

Students will use a writing activity to predict the weather and will orally present their predictions in a weather report.

Formative Assessment

Activity Page 1.1: Weather Diary Students write about and present their weather predictions.

Core Vocabulary: meteorologist, meteorology, record, satellites, warning

Read Aloud: “Meteorology”

Lesson 9: Knowledge 8 Domain

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in *Seasons and Weather*. The results should guide review and remediation the following day.

Kindergarten Skills Unit 7 Lessons 3-17

Lesson 3: Tricky Word: Down

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will read the Tricky Word down.

Students will read and spell single-syllable, short-vowel words with /ch/ > ‘ch’ and /sh/ > ‘sh.’

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 3.2: ‘ch’ and ‘sh’ (Group 2 only)

Lesson 4: Basic Code: Introduce /th/ > ‘th’

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will read and spell single-syllable, short-vowel words with /ch/ > ‘ch,’ / sh/ > ‘sh,’ and /th/ > ‘th.’

Formative Assessment

Observation: Oral Segmenting Observation Record
Observation: Letter Name and Letter Sound Observation Record

Lesson 5: Basic Code: Introduce /th/ > 'th'

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch,' / sh/ > 'sh,' /th/ > 'th,' and /th/ > 'th.'

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Lesson 6: Basic Code: Review /ch/ > 'ch,' /sh/ > 'sh,' /th/ > 'th,' /th/ > 'th'

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch,' / sh/ > 'sh,' /th/ > 'th,' and /th/ > 'th.'

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 6.1: 'ch,' 'sh,' and 'th' (Group 2 only)

Lesson 7: Basic Code: Introduce /qu/ > 'qu'

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name for each letter card shown.

Students will read and spell single-syllable short vowel words with /ch/ > 'ch,' / sh/ > 'sh,' /th/ > 'th,' and /th/ > 'th,' and /qu/ > 'qu.'

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Lesson 8: Basic Code: Introduce /ng/ > 'ng'

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name for each letter card shown.

Students will distinguish the similar sounds of /n/ and /ng/ in minimal word pairs.

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch,' / sh/ > 'sh,' /th/ > 'th,' and /th/ > 'th,' /qu/ > 'qu,' and /ng/ > 'ng.'

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Activity Page 8.4: 'qu' (Group 2 only)

Lesson 9: Tricky Word: Introduce Out

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will read the Tricky Word out.

Students will count the number of phonemes in single-syllable, short-vowel words that include consonant digraphs.

Reading

As the teacher reads "Seth" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 9.2: Counting Phonemes

Observation: Discussion Questions Observation Record

Lesson 10: Basic Code: Review Single-Syllable, Short-Vowel Words

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch,' /sh/ > 'sh,' /th/ > 'th,' and /th/ > 'th,' /qu/ > 'qu,' and /ng/ > 'ng.'

Reading

As the teacher reads "Seth's Mom" aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text.

Students will read "Seth's Mom" with purpose and understanding.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 10.1: Dictation with Words 'th,' 'sh,' 'ng,' 'qu'

Lesson 11: Tricky Word/Student Assessment: Introduce Of

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will read the Tricky Word of.

Reading

As the teacher reads "Seth's Dad" aloud, students will track print from top to bottom and left to right; will

identify periods at the end of sentences; and will ask and answer questions about key details in a text.
Students will read “Seth’s Dad” with purpose and understanding.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 11.1: Reading Assessment (Part 1)

Observation: Discussion Questions Observation Record

Lesson 12: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will read and spell single-syllable, short-vowel words with /ch/ > ‘ch,’ /sh/ > ‘sh,’ /th/ > ‘th,’ and /th/ > ‘th,’ /qu/ > ‘qu,’ and /ng/ > ‘ng.’

Reading

Students will read “Seth’s Dad” with purpose and understanding.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 12.2: Reading Assessment (Part 2)

Observation: Anecdotal Reading Record “Seth’s Dad”

Lesson 13: Basic Code: Review Single-Syllable, Short-Vowel Words

Primary Focus Objectives

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will read and spell single-syllable, short-vowel words with /ch/ > ‘ch,’ /sh/ > ‘sh,’ /th/ > ‘th,’ and /th/ > ‘th,’ /qu/ > ‘qu,’ and /ng/ > ‘ng.’

Reading

As the teacher reads “Sal’s Fish Shop” aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text.

Students will read “Sal’s Fish Shop” with purpose and understanding.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Discussion Questions Observation Record

Observation: Anecdotal Reading Record “Sal’s Fish Shop”

Lesson 14: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Reading

As the teacher reads “Lunch” aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text.

Students will read “Lunch” with purpose and understanding.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 12.2: Reading Assessment (Part 2)

Observation: Anecdotal Reading Record “Lunch”

Lesson 15: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will read and spell single-syllable, short-vowel words with /ch/ > ‘ch,’ /sh/ > ‘sh,’ /th/ > ‘th,’ and /th/ > ‘th,’ /qu/ > ‘qu,’ and /ng/ > ‘ng.’

Reading

Students will read “Lunch” with purpose and understanding.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 12.2: Reading Assessment (Part 2)

Observation: Anecdotal Reading Record “Lunch”

Lesson 16: Student Performance Assessment

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will read and spell single-syllable, short-vowel words with /ch/ > ‘ch,’ /sh/ > ‘sh,’ /th/ > ‘th,’ and /th/ > ‘th,’ /qu/ > ‘qu,’ and /ng/ > ‘ng.’

Reading

As the teacher reads “Seth’s Finch” aloud, students will track print from top to bottom and left to right; will identify periods at the end of sentences; and will ask and answer questions about key details in a text.

Students will read “Seth’s Finch” with purpose and understanding.

Formative Assessment

Observation: Oral Segmenting Observation Record

Activity Page 12.2: Reading Assessment (Part 2)

Observation: Discussion Questions Observation Record

Observation: Anecdotal Reading Record “Seth’s Finch”

Lesson 17: Tricky Words: Review Down, Out, Of

Primary Focus of Lesson

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word.

Students will provide the sound and letter name for each letter card shown.

Students will read the Tricky Words down, out, and of.

Reading

Students will read “Seth’s Finch” with purpose and understanding.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 17.1: Review Tricky Words

Observation: Anecdotal Reading Record “Seth’s Finch”

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Knowledge Unit 8, Skills Unit 7 Lessons 3-17*

Learners Reading and Writing Below Grade Level

- Provide students with ability to respond orally
- Prepare short answer questions
- Draw pictures

Special Education - in addition to specific items outlined in individual student's IEP plan

- Allow students to answer orally
- Prepare short answer questions
- Draw pictures
- Additional time
- Visually modified materials
- Peer buddy
- Small group instruction

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
- K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather
- K-PS3-1 Make observations to determine the effect of sunlight on Earth’s surface.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Picture Readers
- Chaining Folders
- Knowledge/Skills Student Books

Supplemental Materials

- EPIC Reading

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Kindergarten Knowledge Unit 9: Columbus and the Pilgrims

Unit Summary:

Students are introduced to key figures, events, and ideas associated with two episodes in the founding of the United States of America—the first voyage of Columbus in 1492 and the arrival of the Pilgrims in 1620

Unit Goals:

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to summarize text
- Ask and answer questions using what
- Identify and understand information on a timeline
- Write a travel journal
- Write short phrases and sentences and draw pictures based on details in the text
- Domain Assessment

Essential Questions:

- Can I identify the main topic and retell key details of a text?
- Can I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Can I participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups?

Enduring Understandings:

- The arrival of Columbus and, more than 100 years later, the Pilgrims in North America, are important events in the history of the United States.
- There are similarities and differences between the two voyages of Columbus and the Pilgrims, their motivations, and their interactions with Native Americans.

NJSLS:

Knowledge Unit 9

Lesson 1:

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

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

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

Lesson 2:

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

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

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

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

Lesson 9:

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

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

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

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

Skills Unit 8

Lesson 1

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

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

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

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

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

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

Lesson 2

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

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

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

Lesson 3

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

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

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

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

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

Lesson 4

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

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

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

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

Lesson 5

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

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

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

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

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

Lesson 6

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

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

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

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

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

Lesson 7

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

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

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

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

Lesson 8

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

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

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

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g.,

who, what, where, when, why, how).

Lesson 9

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

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

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

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

Lesson 10

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

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

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

Lesson 11

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

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

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

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

Lesson 12

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

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

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

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

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

Assessment:

- Formative

- Exit Ticket
- Activity Pages
- Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1: The Spice Seekers

Primary Focus of the Lesson:

Speaking and Listening

Students will identify a world map and will discuss how travel today is different from travel hundreds of years ago.

Reading

Students will explain why Europeans wanted to travel to Asia.

Language

Students will demonstrate an understanding of the Tier 2 word spices.

Speaking and Listening

Students will locate Europe, Asia, and Africa on a world map.

Formative Assessment

Activity Page 1.1: My Travel Journal Students will locate Europe, Asia, and Africa on a world map.

Core Vocabulary: ships, spices, travelers

Read Aloud: “The Spice Seekers”

Lesson 2: Ferdinand and Isabella

Primary Focus of the Lesson:

Speaking and Listening

Students will review information about the “spice seekers.”

Reading

Students will describe Christopher Columbus’s planned route to the Indies and will identify King Ferdinand and Queen Isabella of Spain as supporters of Columbus.

Language

Students will demonstrate an understanding of the Tier 2 word victorious.

Reading

Students will describe Columbus and his actions.

Formative Assessment

Drawing Activity: Drawing the Read-Aloud Students will draw a picture, illustrating Columbus and his actions.

Core Vocabulary: adventures, convince, fleet, navigators, victorious

Read Aloud: “Ferdinand and Isabella”

Lesson 3: 1492

Primary Focus of the Lesson:

Speaking and Listening

Students will locate Europe, Asia, and Africa on a globe and will recall facts about Columbus’s planned route to the Indies.

Reading

Students will identify key facts about Columbus’s first voyage to America.

Language

Students will demonstrate an understanding of the Tier 2 word shore.

Reading

Students will identify the three ships from Columbus’s voyage in 1492.

Formative Assessment

Activity Page 3.1: My Travel Journal Students will identify the three ships from Columbus’s voyage in 1492.

Core Vocabulary: crews, expedition, rulers, shore

Read Aloud: “1492”

Lesson 4: Not the Indies

Primary Focus of the Lesson:

Reading

Students will describe Columbus’s voyage, including what did not go as planned.

Students will describe what happened when Columbus reached land.

Language

Students will demonstrate an understanding of the Tier 2 word courage.

Writing

Students will describe one event from Columbus’s landing.

Formative Assessment

Drawing Activity: Drawing the Read-Aloud Students will draw a picture demonstrating an understanding of the important events that occurred after Columbus reached land.

Core Vocabulary: courage, explore, governor, island, native

Read Aloud: “Not the Indies”

Lesson 5: Further Adventures of Christopher Columbus

Primary Focus of the Lesson:

Speaking and Listening

Students will review key details about Columbus.

Reading

Students will describe what happened after Columbus made other trips westward and will explain why we remember him on Columbus Day.

Language

Students will demonstrate an understanding of the Tier 2 word ashamed.

Writing

Students will illustrate one of Columbus’s journeys.

Formative Assessment

Activity Page 5.1: My Travel Journal Students will describe one of Columbus’s journeys.

Core Vocabulary: ashamed, empire, historians

Read Aloud: “Further Adventures of Christopher Columbus”

Lesson 6: Colonies in Native American Lands

Primary Focus of the Lesson:

Speaking and Listening

Students will compare and contrast a world map from 1492 with a world map from today.

Reading

Students will explain why people wanted to leave England for North America.

Language

Students will demonstrate an understanding of the Tier 2 word disappointed.

Speaking and Listening

Students will identify important dates on a timeline.

Formative Assessment

Exit Pass: Oral Students will individually provide a statement demonstrating their understanding of Separatists in England.

Core Vocabulary: colonies, disappointed, explores, religion, refused

Read Aloud: “Colonies in Native American Lands”

Lesson 7: The Voyage of the Mayflower

Primary Focus of the Lesson:

Speaking and Listening

Students will review key details about Separatists.

Reading

Students will describe the Pilgrims’ journey on the Mayflower.

Language

Students will demonstrate an understanding of the Tier 2 word glory.

Reading

Students will describe the Pilgrims.

Formative Assessment

Activity Page 7.1: My Travel Journal Students will draw a picture demonstrating an understanding of who the Pilgrims were.

Core Vocabulary: cargo, destination, glory, overboard, passenger

Read Aloud: “The Voyage of the Mayflower”

Lesson 8: The Wampanoag

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about the Pilgrims and Native Americans.

Reading

Students will describe the relationship between the Pilgrims and people from the Wampanoag tribe.

Language

Students will demonstrate an understanding of the Tier 2 word fascinated.

Writing

Students will illustrate important events of the Pilgrims.

Formative Assessment

Drawing Activity: Drawing the Read-Aloud Students will draw a picture demonstrating an understanding of the important events that occurred after the Pilgrims reached land.

Core Vocabulary: fascinated, legend

Read Aloud: “The Wampanoag”

Lesson 9: Thanksgiving

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about the Pilgrims.

Reading

Students will describe the first Thanksgiving and will explain why we still celebrate Thanksgiving in America today.

Language

Students will demonstrate an understanding of the Tier 2 word celebration.

Writing

Students will draw and write a thank-you letter to Squanto from the perspective of a Pilgrim, demonstrating an understanding of how the Wampanoag tribe helped the Pilgrims.

Formative Assessment

Activity Page 9.1: My Travel Journal Students will draw and write a thank-you letter to Squanto from the perspective of a Pilgrim, demonstrating an understanding of how the Wampanoag tribe helped the Pilgrims.

Core Vocabulary: celebration, store, wisdom

Read Aloud: “Thanksgiving”

Lesson 10: Knowledge 9 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in *Columbus and the Pilgrims*. The results should guide review and remediation the following day.

Kindergarten Skills Unit 8 Lessons 1-12

Lesson 1: Tricky Word: Introduce Funny

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘o,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ and fifteen other single-consonant spellings.

Students will read the Tricky Word funny.

Reading

As the teacher reads “Sam and the Fish” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; ask and answer questions about the characters, setting, and main events in the text; and use the illustrations to answer inferential and evaluative questions.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Discussion Questions Observation Record

Lesson 2: Tricky Word: Introduce All

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘o,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ and fifteen other single-consonant spellings.

Students will read the Tricky Word all.

Reading

Group 1: As the teacher reads “Sam and the Fish” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and read aloud with purpose and understanding.

Group 2: Students will read “Sam and the Fish” independently with purpose and understanding.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “Sam and the Fish”

Lesson 3: Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘o,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ and fifteen other single-consonant spellings.

Students will read and spell the Tricky Words funny, all, the, and of.

Reading

As the teacher reads “Fun at the Pond” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession; identify periods at the end of sentences; ask and answer questions about key details in the text; and use the illustrations to answer inferential and evaluative questions.

Group 1: Students will read aloud together “Fun at the Pond” with purpose and understanding.

Group 2: Students will read “Fun at the Pond” independently with purpose and understanding.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Discussion Questions Observation Record

Observation: Anecdotal Reading Record “Fun at the Pond”

Lesson 4: Review: Tricky Words and Rhyming Words

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘o,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ and fifteen other single-consonant spellings.

Students will make and read phrases with the Tricky Words a, the, and of.

Students will recognize and produce rhyming words.

Reading

Students will read “Fun at the Pond” independently with purpose and understanding.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “Fun at the Pond”

Lesson 5: Tricky Word: Introduce From

Primary Focus of Lesson

Foundational Skills

Students will read the Tricky Word from.

Reading

As the teacher reads “Sam’s Pets” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession; identify periods at the end of sentences; ask and answer questions about key details in the text; and use the illustrations to answer inferential and evaluative questions.

Formative Assessment

Observation: Discussion Questions Observation Record

Observation: Anecdotal Reading Record “Sam’s Pets”

Lesson 6: Review: Spelling

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘o,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ and fifteen other single-consonant spellings.

Students will read single-syllable, short-vowel words with single consonants, consonant clusters, and digraphs.

Reading

As the teacher reads “Tasks” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession; identify periods at the end of sentences; and ask and answer questions about key details in the text.

Students will read “Tasks” independently with purpose and understanding.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Discussion Questions Observation Record

Observation: Anecdotal Reading Record “Tasks”

Lesson 7: Review: Basic Code

Primary Focus Objectives

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘o,’ ‘e,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ and fifteen other single-consonant spellings.

Language

Students will spell simple, short-vowel words with single consonants, consonant clusters, and digraphs.

Foundational Skills

Students will read single-syllable, short-vowel words with single consonants, consonant clusters, and digraphs.

Reading

Students will read “Tasks” independently with purpose and understanding.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “Tasks”

Lesson 8: Tricky Word: Introduce Was

Primary Focus of Lesson

Foundational Skills

Students will read and write the Tricky Words was, from, funny, all, the, and of.

Reading

As the teacher reads “The Van” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession; identify periods at the end of sentences; and ask and answer questions about key details in the text.

Students will read “The Van” independently with purpose and understanding.

Formative Assessment

Observation: Discussion Questions Observation Record

Observation: Anecdotal Reading Record “The Van”

Lesson 9: Review: Tricky Words and Rhyming Words

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘o,’ ‘e,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ and fifteen other single-consonant spellings.

Students will review and read the following Tricky Words: funny, from, all, was, down, out, of, are, I, and little.

Students will recognize and produce rhyming words.

Reading

Students will read simple phrases and sentences of single-syllable, short-vowel words with single consonants, consonant clusters, and digraphs and match the sentences to the correct pictures.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Lesson 10: Spelling Alternatives: Double-Letter Spellings for Consonant Sounds

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘e,’ ‘o.’

Reading

As the teacher reads “On the Bus” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession; identify periods at the end of sentences; and ask and answer questions about key details in the text.

Foundational Skills

Students will read single-syllable, short-vowel words with the following double-letter spellings: ‘gg,’ ‘dd,’ ‘ff,’ ‘ll,’ ‘mm,’ ‘bb,’ ‘cc,’ and ‘ck.’

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Discussion Questions Observation Record

Activity Page 10.2: Word Sort

Lesson 11: Review: Double-Letter Spellings and Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘e,’ ‘o,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ ‘ck,’ ‘ff,’ ‘ll,’ and twelve other consonant spellings.

Students will read words with the following double-letter spellings: ‘dd,’ ‘ff,’ ‘ll,’ and ‘ck.’

Language (Spelling)

Students will spell the Tricky Words the, one, from, was and simple, short-vowel words with single consonants, consonant clusters, and digraphs.

Reading

Students will read “On the Bus” independently with purpose and understanding.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Activity Page 11.1: Tricky Word Dictation

Observation: Anecdotal Reading Record “On the Bus”

Lesson 12: Spelling Alternatives: Double-Letter Spellings for Consonant Sounds

Primary Focus of Lesson

Foundational Skills

Students will read words with the following double-letter spellings: ‘ss,’ ‘tt,’ ‘zz,’ ‘nn,’ ‘pp,’ and ‘rr.’

Reading

As the teacher reads “Sam in Class” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession and can also be used in contractions; identify periods at the end of sentences; and ask and answer questions about key details in the text.

Students will read “Sam in Class” independently with purpose and understanding.

Formative Assessment

Observation: Discussion Questions Observation Record

Observation: Anecdotal Reading Record “Sam in Class”

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Knowledge Unit 9, Skills Unit 8 Lessons 1-12*

Learners Reading and Writing Below Grade Level

- Provide students with ability to respond orally
- Prepare short answer questions
- Draw pictures

Special Education - in addition to specific items outlined in individual student's IEP plan

- Allow students to answer orally
- Prepare short answer questions
- Draw pictures
- Additional time
- Visually modified materials
- Peer buddy
- Small group instruction

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.History CC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Picture Readers
- Chaining Folders
- Knowledge/Skills Student Books

Supplemental Materials

- EPIC Reading

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Kindergarten Knowledge Unit 10: Colonial Towns and Townspeople

Unit Summary:

Students are introduced to the early history of the United States as they explore what daily life was like for people in colonial times.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information
- Ask and answer questions using where
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Domain Assessment

Essential Questions:

- Can I identify the main topic and retell key details of a text?
- Did I use a combination of drawing, dictating, and writing to supply some information about the topic?
- Did I use a combination of drawing, dictating, and writing to narrate a single event?
- Can I tell about the events in the order in which they occurred, and provide a reaction to what happened?
- Am I able to recall information from experiences or gather information from provided sources to answer a question?
- Can I describe familiar people, places, things, and events and, with prompting and support, provide additional detail?
- Do I demonstrate command of the conventions of standard English grammar and usage when writing or speaking?
- Do I use question words (interrogatives) (e.g., who, what, where, when, why, how) appropriately to gather more information?

Enduring Understandings:

- Students draw on knowledge from Columbus and the Pilgrims as they learn more about America's history during colonial times.
- The daily life of people during the colonial era are contrasted with students' present-day experiences.
- The differences between living in a town versus living in the country are explored.

NJSLS:

Knowledge Unit 10

Lesson 1:

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

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

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

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

Lesson 2:

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

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

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

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

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

Lesson 8:

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

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

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

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

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

Lesson 9:

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

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

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

Lesson 10:

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

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

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

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

Skills Unit 8

Lesson 13

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

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

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

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

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

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

Lesson 14

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

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

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

Lesson 15

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

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

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

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

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

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

Lesson 16

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

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

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

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

Lesson 17

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

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

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

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

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

Lesson 18

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

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

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

Lesson 19

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

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

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

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

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

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

Lesson 20

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

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

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

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

Skills Unit 9

Lesson 1

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

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

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

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

Lesson 2

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

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

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

Lesson 3

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

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

Lesson 4

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 5

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.WF.K.1 Demonstrate command of the conventions of writing.

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1: The Country Family

Primary Focus of the Lesson:

Speaking and Listening

Students will become familiar with the concept of chores and the importance of towns in colonial times.

Students will identify key events from American history on a timeline.

Reading

Students will be able to identify and describe different types of chores done on a farm in colonial times.

Language

Students will demonstrate an understanding of the Tier 2 word country.

Writing

With assistance, students will compare and contrast colonial life with present- day life.

Formative Assessment

Exit Pass: Drawing Activity Students will use drawing to compare and contrast items used in colonial and present times.

Core Vocabulary: apprentice, churn, country, trade, tradesperson, weave

Read Aloud: “The Country Family”

Lesson 2: A Trip to Town

Primary Focus of the Lesson:

Speaking and Listening

Students will identify different types of tradespeople in colonial times.

Reading

Students will use key details to describe different types of tradespeople in colonial times.

Language

Students will demonstrate an understanding of the Tier 2 word everyday.

Writing

Students will use a drawing activity to describe the bartering system in colonial times.

Formative Assessment

Exit Pass: Drawing Activity Students will use drawing to illustrate how colonial farmers exchanged goods in

town.

Core Vocabulary: bartered, blacksmith, cobbler, everyday, rare, tailor

Read Aloud: “A Trip to Town”

Lesson 3: The Bread Makers: Millers and Bakers

Primary Focus of the Lesson:

Speaking and Listening

Students will review the concept of bartering and will identify key information about bread.

Reading

Students will use key details to describe the process of making bread in colonial times.

Language

Students will demonstrate an understanding of the Tier 2 word customers.

Reading

Students will use a sequencing activity to describe the process of making bread.

Formative Assessment

Activity Page 3.1: Sequencing Activity Students will use a sequencing activity to describe the process of making bread.

Core Vocabulary: customers, grindstones, kneaded, miller, yeast

Read Aloud: “The Bread Makers: Millers and Bakers”

Lesson 4: The Cloth Makers: Spinners and Weavers

Primary Focus of the Lesson:

Speaking and Listening

Students will identify the term cloth and describe differences between where people got their clothing in colonial times and where we get our clothing today.

Reading

Students will describe how clothing was made in colonial times.

Language

Students will demonstrate an understanding of the Tier 2 word garments.

Speaking and Listening

Students will use drawing to illustrate and retell a nursery rhyme about a tradesperson.

Formative Assessment

Exit Pass: Drawing Activity Students will use drawing to retell a nursery rhyme.

Core Vocabulary: garments, loom, spindles, spinners, weavers

Read Aloud: “The Cloth Makers: Spinners and Weavers”

Lesson 5: Dressmakers, Tailors, Hatters, and Cobblers

Primary Focus of the Lesson:

Speaking and Listening

Students will identify differences between buying clothes in colonial times and buying clothes today.

Reading

Students will identify the different types of tradespeople associated with making clothes and will describe their jobs and tools using key details.

Language

Students will demonstrate an understanding of the Tier 2 word measure.

Speaking and Listening

Students will act out the read-aloud and provide an oral statement demonstrating knowledge of tradespeople.

Formative Assessment

Exit Pass: Oral Students will provide an oral statement demonstrating knowledge of tradespeople.

Core Vocabulary: breeches, fabric, fastened, measure, patterns

Read Aloud: “Dressmakers, Tailors, Hatters, and Cobblers”

Lesson 6: The Elves and the Shoemaker

Primary Focus of the Lesson:

Speaking and Listening

Students will identify and describe differences between selling goods in colonial times and selling goods today.

Reading

Students will discuss key details about a literary text.

Language

Students will demonstrate an understanding of the Tier 2 word thrilled.

Writing

Students will use drawing to describe different tradespeople and their trades.

Formative Assessment

Exit Pass: Drawing Activity Students will draw four different tradespeople, using details and words to describe each trade.

Core Vocabulary: attractive, elves, poor, rich, thrilled

Read Aloud: “The Elves and the Shoemaker”

Lesson 7: The House Builders: Bricklayers, Masons, and Carpenters

Primary Focus of the Lesson:

Speaking and Listening

Students will identify the types of material used to build houses and the names of the corresponding tradespeople.

Reading

Students will use key details to describe how houses were built in colonial times.

Language

Students will demonstrate an understanding of the Tier 2 word patiently.

Students will demonstrate an understanding of the phrase “better safe than sorry.”

Speaking and Listening

Students will identify and describe the building tradespeople and their jobs.

Formative Assessment

Exit Pass: Drawing Activity With guidance from the teacher, students will match tradespeople with their trades.

Core Vocabulary: chisel, mason, mortar, patiently, trowel

Read Aloud: “The House Builders: Bricklayers, Masons, and Carpenters”

Lesson 8: The Blacksmith

Primary Focus of the Lesson:

Speaking and Listening

Students will review the tradespeople who made houses in Colonial America and will identify the blacksmith as a tradesperson.

Reading

Students will describe the job of a blacksmith and why it was important.

Language

Students will demonstrate an understanding of the Tier 2 word essential.

Students will demonstrate an understanding of the multiple meaning word iron and the question word where.

Formative Assessment

Exit Pass: Oral Students will generate questions about the read-aloud using the word where.

Core Vocabulary: essential, forge, horseshoes, metal

Read Aloud: “The Blacksmith”

Lesson 9: The Little Gray Pony

Primary Focus of the Lesson:

Speaking and Listening

Students will review key information about blacksmiths and will identify coal as an important type of fuel.

Reading

Students will describe the sequence of events in a story.

Language

Students will demonstrate an understanding of the Tier 2 words merry and downcast.

Reading

Students will use a drawing activity to sequence the events in the read-aloud.

Formative Assessment

Exit Pass: Drawing the Read-Aloud Students will draw the beginning, middle, and end of the story.

Core Vocabulary: coal, downcast, haste, merry, miner

Read Aloud: “The Little Gray Pony”

Lesson 10: Stone Soup

Primary Focus of the Lesson:

Introducing the Read-Aloud

Students will describe how townspeople sometimes helped soldiers during colonial times.

Reading

Students will describe how different tradespeople helped the soldiers in the story.

Language

Students will demonstrate an understanding of the Tier 2 word sympathy.

Writing

Students will use a drawing activity to demonstrate an understanding of the tradespeople and their trades.

Formative Assessment

Activity Page 10.1: Creating Signs Students will use a drawing activity to create signs that different tradespeople could hang outside their shops.

Core Vocabulary: grocer, peered, spirits, sympathy

Read Aloud: “Stone Soup”

Lesson 11: Knowledge 10 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in *Colonial Towns and Townspeople*. The results should guide review and remediation the following day.

Kindergarten Skills Unit 8 Lessons 13-20 and Unit 9 Lessons 1-5

Unit 8

Lesson 13: Review: Double-Letter Spellings for Consonant Sounds

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘e,’ ‘o,’ ‘u,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ ‘ck,’ ‘ff,’ ‘ll,’ ‘ss,’ and eleven other consonant spellings.

Language

Students will spell single-syllable, short-vowel words with the following double-letter spellings: ‘ll,’ ‘ss,’ and ‘ck.’

Foundational Skills

Students will read simple sentences of single-syllable, short-vowel words with single consonants, consonant clusters, digraphs, and double-letter spellings and indicate whether the sentences are true or false.

Reading

As the teacher reads “The Chills” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and ask and answer questions about key details in the text.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Discussion Questions Observation Record

Lesson 14: Spelling Alternatives: Double-Letter Spellings for Consonant Sounds

Primary Focus Objectives

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ ‘ck,’ ‘ff,’ ‘ll,’ ‘ss,’ and eleven other consonant spellings.

Students will read simple phrases of single-syllable, short-vowel words with double-letter spellings and match the phrases to the correct pictures.

Reading

Students will read “The Chills” independently with purpose and understanding.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Activity Page 14.1: Connect It

Observation: Anecdotal Reading Record “The Chills”

Lesson 15: Student Performance Assessment: Word Recognition

Primary Focus of Lesson

Reading

As the teacher reads “Stop that Bus!” aloud, students will track print from top to bottom and left to right; identify exclamation points and periods at the end of sentences; and ask and answer questions about key details in the text.

Foundational Skills

Students will count the number of phonemes in single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings.

Formative Assessment

Activity Pages 15.1, 15.2: Word Recognition Assessment

Observation: Discussion Questions Observation Record

Lesson 16: Student Performance Assessment: Lowercase Letter Names

Primary Focus of Lesson

Reading

Students will read “Stop that Bus!” independently with purpose and understanding.

Foundational Skills

Students will read single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings and match the words with the correct pictures.

Students will recognize and produce rhyming words.

Formative Assessment

Activity Page 16.1: Lowercase Letter Name Assessment

Observation: Anecdotal Reading Record “Stop that Bus!”

Activity Page 16.5: Rhyming Words

Activity Page 16.2 or 16.3: Pseudoword or Real Word Reading Assessment

Lesson 17: Student Performance Assessment: Tricky Words

Primary Focus of Lesson

Reading

As the teacher reads “Sam and the Duck” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession and can also be used in contractions; identify periods at the end of sentences; and ask and answer questions about key details in the text.

Foundational Skills

Students will read simple phrases and sentences of single-syllable, short-vowel words with single consonants,

consonant clusters, and digraphs and will match the sentences to the correct pictures.

Formative Assessment

Activity Page 17.1: Tricky Word Assessment

Observation: Discussion Questions Observation Record

Lesson 18: Student Performance Assessment: Reading and Code Knowledge

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘e,’ ‘o,’ ‘u,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ ‘ck,’ ‘ff,’ ‘ll,’ ‘ss,’ and eleven other consonant spellings.

Reading

Students will read “Sam and the Duck” independently with purpose and understanding.

Foundational Skills

Students will read single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings and match the words with the correct pictures.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “Sam and the Duck”

Activity Pages 18.1, 18.2: Story Reading Assessment

Lesson 19: Review/Assessment: Student Assessment

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘e,’ ‘o,’ ‘u,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ ‘ck,’ ‘ff,’ ‘ll,’ ‘ss,’ and eleven other consonant spellings.

Students will read single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings and match the words with the correct pictures.

Reading

As the teacher reads “Max in the Mud” aloud, students will track print from top to bottom and left to right; identify apostrophes to indicate possession; identify periods at the end of sentences; and ask and answer questions about key details in the text.

Students will read “Max in the Mud” independently with purpose and understanding.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Discussion Questions Observation Record

Observation: Anecdotal Reading Record “Max in the Mud”

Lesson 20: Review/Assessment: Unit Assessment

Primary Focus of Lesson

Foundational Skills

Students will provide the sound and letter name when shown the following letters: ‘a,’ ‘i,’ ‘e,’ ‘o,’ ‘u,’ ‘ch,’ ‘sh,’ ‘th,’ ‘ng,’ ‘qu,’ ‘ck,’ ‘ff,’ ‘ll,’ ‘ss,’ and eleven other consonant spellings.

Students will recognize single-syllable, short-vowel words with the following double-letter spellings: ‘ll,’ ‘ff,’ ‘ck,’ ‘dd,’ ‘zz,’ and ‘ss.’

Students will read and match rhyming words.

Reading

Students will read “The Band” independently with purpose and understanding.

Formative Assessment

Activity Page 20.1: Dictation Identification Assessment

Activity Page 20.2: Connect the Rhyming Word

Observation: Anecdotal Reading Record “The Band”

Unit 9

Lesson 1: Tricky Words and Uppercase Letters: Introduce When and Word and A B C D

Primary Focus of Lesson

Foundational Skills

Students will orally blend two-syllable words with up to four phonemes.

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Students will read the following Tricky Words: when, word.

Students will recognize, name, and write the following uppercase letters: ‘A,’ ‘B,’ ‘C,’ ‘D.’

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Name and Letter Sound Observation Record

Lesson 2: Tricky Words: Introduce Why and To

Primary Focus of Lesson

Foundational Skills

Students will read and write the following Tricky Words: why and to.

Reading

Students will read “The Bad Crab” with purpose and understanding and will answer questions about the main characters, setting, and key details of the story in complete sentences.

Formative Assessment

Observation: Discussion Questions Observation Record

Lesson 3: Uppercase Letters: Introduce E F G H

Primary Focus of Lesson

Foundational Skills

Students will read and write the following Tricky Words: why and to.

Reading

Students will read “The Bad Crab” with purpose and understanding and will answer questions about the main characters, setting, and key details of the story in complete sentences.

Formative Assessment

Observation: Discussion Questions Observation Record

Lesson 4: Review: Tricky Words and Uppercase Letters

Primary Focus of Lesson

Foundational Skills

Students will read previously taught Tricky Words.

Students will recognize, name, and give the sound for the following uppercase letters, and match each with its corresponding lowercase letter: 'A,' 'B,' 'C,' 'D,' 'E,' 'F,' 'G,' 'H.'

Reading

Students will read "Ann's Dress" with purpose and understanding and will answer written questions about the key details of the story.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record "Ann's Dress"

Lesson 5: Tricky Words: Introduce Where and No

Primary Focus of Lesson

Foundational Skills

Students will orally blend two-syllable words with up to five phonemes.

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Students will read the following Tricky Words: where, no.

Students will read a sentence and choose a picture that depicts the meaning of the sentence.

Students fill in the blank in written sentences, using the following Tricky Words: where, why, to, when, word.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 5.1: Circle and Copy

Activity Page 5.2: Tricky Word Sentences (Group 2)

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Knowledge Unit 10, Skills Unit 8 Lessons 13-20 and Unit 9 Lessons 1-5*

Learners Reading and Writing Below Grade Level

- Provide students with ability to respond orally
- Prepare short answer questions
- Draw pictures

Special Education - in addition to specific items outlined in individual student's IEP plan

- Allow students to answer orally
- Prepare short answer questions
- Draw pictures
- Additional time
- Visually modified materials
- Peer buddy
- Small group instruction

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Picture Readers
- Chaining Folders
- Knowledge/Skills Student Books

Supplemental Materials

- EPIC Reading

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Kindergarten Knowledge Unit 11: Taking Care of the Earth

Unit Summary:

Students are introduced to the importance of environmental awareness and conservation as they become familiar with the earth's natural resources and how people's actions affect the environment.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Create a class book about solutions to environmental problems
- Domain Assessment

Essential Questions:

- Can I ask and answer questions about key details in a text?
- Am I able to identify the main topic and retell key details of a text?
- Can I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Am I able to use a combination of drawing, dictating, and writing to supply some information about the topic?
- Did I use a combination of drawing, dictating, and writing to narrate a single event?
- Can I tell about the events in the order in which they occurred, and provide a reaction to what happened?
- Did I use a variety of digital tools to produce and publish writing, including in collaboration with peers?

Enduring Understandings:

- People's actions affect the environment in which we live.
- Earth's natural resources include land, water, and air.
- The best way to conserve Earth's resources is to practice the three Rs of conservation—reduce, reuse, and recycle.

NJSLS:

Knowledge Unit 11

Lesson 1:

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Lesson 2:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

Lesson 3:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

Lesson 4:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make

sense to others.

Lesson 5:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

Lesson 6:

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 7:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

Lesson 8:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

Lesson 9:

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 10:

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Skills Unit 9

Lesson 6:

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.WF.K.1 Demonstrate command of the conventions of writing.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

Lesson 7:

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.WF.K.1 Demonstrate command of the conventions of writing.

Lesson 8:

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.WF.K.1 Demonstrate command of the conventions of writing.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

Lesson 9:

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Lesson 10:

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.WF.K.1 Demonstrate command of the conventions of writing.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Lesson 11:

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Lesson 12:

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.WF.K.1 Demonstrate command of the conventions of writing.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

Lesson 13:

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 14:

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Lesson 15:

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

Lesson 16:

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 17:

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Lesson 18:

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

Lesson 19:

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Lesson 20:

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.WF.K.1 Demonstrate command of the conventions of writing.

Lesson 21:

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1: Introducing the Earth

Primary Focus of the Lesson:

Speaking and Listening

Students will discuss Earth and how we interact with it.

Reading

Students will identify what the earth is made of and why it is important for people to take care of it.

Language

Students will demonstrate an understanding of the Tier 2 word responsibility.

Students will demonstrate an understanding of the multiple meaning word earth.

Reading

Students will identify facts about Earth.

Formative Assessment

Exit Pass: Written Students will identify the three things that make up the earth.

Core Vocabulary: Earth, responsibility, surface

Read Aloud: “Introducing the Earth”

Lesson 2: Garbage

Primary Focus of the Lesson:

Speaking and Listening

Students will recall information about Earth.

Reading

Students will describe a landfill and discuss its purpose.

Language

Students will demonstrate an understanding of the Tier 2 word hazardous.

Writing

Students will describe what happens to garbage after it is thrown away.

Formative Assessment

Writing Activity: Sequencing Events Students will write and draw a picture, describing an event within the “life cycle” of garbage.

Core Vocabulary: decompose, dumpster, hazardous, landfill

Read Aloud: “Garbage”

Lesson 3: Natural Resources

Primary Focus of the Lesson:

Speaking and Listening

Students will recall what they have learned about garbage and will identify ways people use some natural resources.

Reading

Students will identify and describe natural resources and will explain why they are important.

Language

Students will demonstrate an understanding of the Tier 2 word conserve.

Reading

Students will identify natural resources and some items that people can make from them.

Formative Assessment

Activity Page 3.1: Natural Resources Students will match natural resources with the items that can be made from them, demonstrating an understanding of how people use natural resources.

Core Vocabulary: conserve, decayed

Read Aloud: “Natural Resources”

Lesson 4: Reduce, Reuse, Recycle

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about natural resources and garbage.

Reading

Students will describe what it means to reduce, reuse, and recycle and why it is important.

Language

Students will demonstrate an understanding of the Tier 3 word reduce.

Writing

Students will write an opinion about a natural resource and revise using peer feedback.

Formative Assessment

Writing Activity: Interactive Illustrations Students will interact with their peers while drawing pictures and writing about a natural resource and discuss ways to conserve.

Core Vocabulary: generate, products, recycle, reduce, reuse

Read Aloud: “Reduce, Reuse, Recycle”

Lesson 5: Recycle! Recycle! Recycle!

Primary Focus of the Lesson:

Speaking and Listening

Students will recall the three ways to help conserve natural resources and will discuss items that can be recycled.

Reading

Students will explain why recycling is important.

Language

Students will demonstrate an understanding of the Tier 2 word solution.

Writing

Students will describe the steps involved in recycling an item.

Formative Assessment

Recycling Process Writing: Recycling Process Students will write about and draw a step in the recycling process.

Core Vocabulary: aluminum, furnace, solution, sorted

Read Aloud: “Recycle! Recycle! Recycle!”

Lesson 6: Composting

Primary Focus of the Lesson:

Speaking and Listening

Students will review ways to help conserve natural resources.

Reading

Students will describe composting and will explain why it’s important for taking care of the earth.

Language

Students will demonstrate an understanding of the Tier 3 word compost.

Writing

Students will write their own story about the composting process.

Formative Assessment

My Composting Story: Writing Students will write their own composting stories using information from the Read-Aloud.

Core Vocabulary: compost, leftovers, nutrients, process

Read Aloud: “Composting”

Lesson 7: Pollution

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about composting and other ways of helping to take care of the earth.

Reading

Students will recall facts about pollution and will describe possible solutions for pollution.

Language

Students will demonstrate an understanding of the Tier 2 word toxic.

Students will demonstrate an understanding of the multiple meaning word litter.

Reading

Students will identify key details about pollution.

Formative Assessment

Exit Pass: Written Students will identify the three types of pollution.

Core Vocabulary: litter, pollution, smog, toxic

Read Aloud: “Pollution”

Lesson 8: Pollution

Primary Focus of the Lesson:

Speaking and Listening

Students will discuss and recall facts about pollution.

Reading

Students will describe why air pollution is a problem and will discuss ways to reduce air pollution.

Language

Students will demonstrate an understanding of the Tier 2 word global.

Reading

Students will draw a picture illustrating a fact about air pollution.

Formative Assessment

Drawing Activity: Drawing the Read-Aloud Students will draw a picture, illustrating a fact about air pollution.

Core Vocabulary: appliance, exhaust, global

Read Aloud: “Pollution”

Lesson 9: Willy the Water Drop

Primary Focus of the Lesson:

Speaking and Listening

Students will identify the three basic types of water.

Reading

Students will differentiate between freshwater and wastewater, and will explain why having clean water is important.

Language

Students will demonstrate an understanding of the Tier 2 word supply.

Writing

Students will participate in a shared writing activity using technology, demonstrating an understanding of the different types of water.

Formative Assessment

Writing Activity: Willy the Water Drop Story Students will participate in a group writing activity using technology to write and illustrate the story.

Core Vocabulary: evaporate, pollutants, reservoirs, supply

Read Aloud: “Willy the Water Drop”

Lesson 10: Good-bye from Good Old Earth

Primary Focus of the Lesson:

Speaking and Listening

Students will recall facts about air and water pollution.

Reading

Students will describe different ways that they can help take care of the earth.

Language

Students will demonstrate an understanding of the Tier 2 word effort.

Writing

Students will take part in the creation of a class book by contributing a drawing and a piece of writing about taking care of the earth.

Formative Assessment

Class Book: Reduce, Reuse, Recycle Students will take part in the creation of a class book by contributing a drawing and a piece of writing about taking care of the earth.

Core Vocabulary: carpool, effort, organize

Read Aloud: “Good-bye from Good Old Earth”

Lesson 11: Knowledge 11 Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in *Taking Care of the Earth*. The results should guide review and remediation the following day.

Kindergarten Skills Unit 9 Lessons 6-21

Lesson 6: Uppercase Letters: Introduce I J K L M

Primary Focus of Lesson

Foundational Skills

Students will recognize, name, and write the following uppercase letters: 'I,' 'J,' 'K,' 'L,' 'M.'

Students will write and match each of the following uppercase letters with its corresponding lowercase letter: 'A,' 'B,' 'D,' 'E,' 'F,' 'G,' 'H,' 'I,' 'J,' 'K,' 'L,' 'M.'

Reading

Students will read "Zack Gets a Pet" with purpose and understanding and will answer oral and written literal, inferential, and evaluative questions about the key details of the story.

Formative Assessment

Activity Page 6.1: Handwriting Practice

Observation: Discussion Questions Observation Record

Lesson 7: Tricky Words and Uppercase Letters: Introduce What and So and N O P Q R

Primary Focus of Lesson

Foundational Skills

Students will orally blend two-syllable words with up to seven phonemes.

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Students will read the following Tricky Words: what, so.

Students will recognize, name, and write the following uppercase letters: 'N,' 'O,' 'P,' 'Q,' 'R.'

Students will answer simple written yes/no questions that include single-syllable, short-vowel words.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 7.1: Uppercase Letters 'N,' 'O,' 'P,' 'Q,' 'R,' and Yes/No Questions

Lesson 8: Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will read previously taught Tricky Words.

Language

Students will spell single-syllable, short-vowel words with double-consonant spellings and the digraph 'ck.'

Foundational Skills

Students will recognize, name, give the sound for, and copy the following uppercase letters: 'A,' 'B,' 'C,' 'D,' 'E,' 'F,' 'G,' 'H,' 'I,' 'J,' 'K,' 'L,' 'M,' 'N,' 'O,' 'P.'

Reading

Students will read "On the Mat" with purpose and understanding and will answer oral literal and inferential questions about the key details of the story.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record
Observation: Anecdotal Reading Record “On the Mat”
Observation: Discussion Questions Observation Record

Lesson 9: Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will orally blend words with up to seven phonemes.

Students will name lowercase letters of the alphabet and provide the corresponding sounds.

Students will complete fill-in-the blank sentences with the following Tricky Words: where, no, so, what, from.

Reading

Students will read “On the Mat” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 9.1: Complete the Sentences

Observation: Anecdotal Reading Record “On the Mat”

Activity Page 9.2: Story Questions “On the Mat”

Lesson 10: Assessment, Tricky Words, and Uppercase Letters: Introduce Which and S T U V W

Primary Focus of Lesson

Foundational Skills

Students will read the Tricky Word which and previously taught Tricky Words.

Students will recognize, name, and write the following uppercase letters: ‘S,’ ‘T,’ ‘U,’ ‘V,’ ‘W,’ and match uppercase and lowercase letters.

Reading

Students will read “Fix that Ship” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about the key details of the story.

Formative Assessment

Activity Page 10.1: Tricky Word Recognition

Activity Page 10.2: Uppercase Letters ‘S,’ ‘T,’ ‘U,’ ‘V,’ ‘W’ and Matching Uppercase and Lowercase Letters

Observation: Anecdotal Reading Record “Fix that Ship”

Observation: Discussion Questions Observation Record

Lesson 11: Tricky Word: Introduce Once

Primary Focus of Lesson

Foundational Skills

Students will orally blend words with up to seven phonemes.

Students will name lowercase letters of the alphabet and provide the corresponding sounds.

Student will name uppercase letters ‘A’–‘W’.

Students will read the Tricky Word once.

Reading

Students will read “Fix that Ship” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “Fix that Ship”

Activity Page 11.1: Story Questions “Fix that Ship”

Lesson 12: Uppercase Letters: Introduce X Y Z

Primary Focus of Lesson

Foundational Skills

Student will recognize, name, and write uppercase letters ‘X,’ ‘Y,’ ‘Z.’

Students will complete written fill-in-the-blank sentences with the following Tricky Words: what, when.

Reading

Students will read “The Tent” with purpose and understanding; will answer oral and written literal and inferential questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “The Tent”

Observation: Discussion Questions Observation Record

Lesson 13: Tricky Words: Introduce Said and Says

Primary Focus of Lesson

Foundational Skills

Students will read and write the Tricky Words said and says, as well as previously taught Tricky Words.

Reading

Students will read “A Gift from Mom” with purpose and understanding and will answer oral literal and evaluative questions about the key details of the story.

Formative Assessment

Observation: Anecdotal Reading Record “A Gift from Mom”

Observation: Discussion Questions Observation Record

Lesson 14: Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will read previously taught Tricky Words.

Students will name lowercase letters of the alphabet and provide the corresponding sounds.

Students will write and match every uppercase letter of the alphabet with its corresponding lowercase letter.

Reading

Students will read “A Gift from Mom” with purpose and understanding; will answer written questions about

the key details of the story; and will draw an illustration with a caption depicting part of the story.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Activity Page 14.1: Practice Uppercase and Lowercase Letters

Observation: Anecdotal Reading Record “A Gift from Mom”

Activity Page 14.2: Story Questions “A Gift from Mom”

Lesson 15: Review: Basic Code and Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will orally blend two-syllable words with up to seven phonemes.

Students will name lowercase letters of the alphabet and provide the corresponding sounds.

Students will read two sentences and choose the sentence that describes the accompanying picture.

Students will complete fill-in-the blank sentences with the following Tricky Words: which, once, says, so, said, one.

Formative Assessment

Observation: Oral Blending Observation Record

Observation: Letter Name and Letter Sound Observation Record

Activity Page 15.1: Mark the Sentence

Activity Page 15.2: Tricky Word Sentences (Group 1)

Lesson 16: Tricky Word: Introduce Were

Primary Focus of Lesson

Foundational Skills

Students will read the Tricky Word were and previously taught Tricky Words.

Reading

Students will read “Bug and Frog” with purpose and understanding and will answer oral and written literal and inferential questions about the key details of the story.

Formative Assessment

Observation: Anecdotal Reading Record “Bug and Frog”

Observation: Discussion Questions Observation Record

Activity Page 16.1: Story Questions “Bug and Frog”

Lesson 17: Tricky Words: Introduce Here and There

Primary Focus of Lesson

Foundational Skills

Students will read and write the Tricky Words here and there and other previously taught Tricky Words.

Reading

Students will read “Swing that Net” with purpose and understanding; will answer oral and written literal, inferential, and evaluative questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

Formative Assessment

Observation: Discussion Questions Observation Record
Activity Page 17.2: Story Questions “Swing that Net”

Lesson 18: Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will read and write previously taught Tricky Words.

Students will complete fill-in-the blank sentences with the following Tricky Words: were, here, to, no, there, are.

Reading

Students will read “Spot’s Bath” with purpose and understanding and will answer oral literal and inferential questions about the key details of the story.

Formative Assessment

Activity Page 18.1: Dictation with Phrases

Activity Page 18.2: Complete the Sentences

Observation: Anecdotal Reading Record “Spot’s Bath”

Observation: Discussion Questions Observation Record

Lesson 19: Review: Punctuation Marks

Primary Focus of Lesson

Language

Students will correctly punctuate sentences with a period, question mark, or exclamation point.

Reading

Students will read “Spot’s Bath” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

Formative Assessment

Observation: Anecdotal Reading Record “Spot’s Bath”

Activity Page 19.2: Story Questions “Spot’s Bath”

Lesson 20: Student Performance Assessment: Tricky Words, Uppercase Letters, and Punctuation

Primary Focus of Lesson

Reading

Students will read “The Pots and Pans Band” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about the key details of the story.

Formative Assessment

Activity Page 20.1: Tricky Word Recognition Assessment

Observation: Anecdotal Reading Record “The Pots and Pans Band”

Observation: Uppercase Letter Writing Assessment

Activity Page 20.2: Story Questions

Activity Page 20.3: Using End Punctuation Assessment

Lesson 21: Student Performance Assessment: Uppercase Letters and Punctuation

Primary Focus of Lesson

Reading

Students will read “The Pots and Pans Band” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

Foundational Skills

Students will complete fill-in-the-blank questions with the following Tricky Words: when, which, what, why, where.

Students will read simple sentences of short-vowel words and Tricky Words, and will select the matching picture.

Students will match uppercase with lowercase letters.

Formative Assessment

Observation: Anecdotal Reading Record “The Pots and Pans Band”

Activity Page 21.1: Story Questions “The Pots and Pans Band”

Activity Page 21.5: Sentence Reading Assessment

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Knowledge Unit 11, Skills Unit 9 Lessons 6-21*

Learners Reading and Writing Below Grade Level

- Provide students with ability to respond orally
- Prepare short answer questions
- Draw pictures

Special Education - in addition to specific items outlined in individual student's IEP plan

- Allow students to answer orally
- Prepare short answer questions
- Draw pictures
- Additional time
- Visually modified materials
- Peer buddy
- Small group instruction

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and

comparing it to the cultures of other individuals

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Climate Change Science:

- K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
- K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-ESS3-3: Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
- K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Picture Readers
- Chaining Folders
- Knowledge/Skills Student Books

Supplemental Materials

- EPIC Reading

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Kindergarten Knowledge Unit 12: Presidents and American Symbols

Unit Summary: **Amistad**

As students are introduced to the lives and legacies of five famous presidents, they learn about several national symbols, the branches of government, the role of the president, and elections.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information, including a timeline
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Domain Assessment

Essential Questions:

- Am I able to retell familiar stories, including key details (e.g., who, what, where, when, why, how)?
- Can I identify the main topic and retell key details of a text?
- Did I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Can I use a combination of drawing, dictating, and writing to compose opinion pieces in which to tell a reader the topic or the name of the book?
- Can I state an opinion or preference about the topic or book (e.g., My favorite book is...)?
- Did I use a combination of drawing, dictating, and writing to compose informative/explanatory texts to supply some information about the topic?
- Can I use a combination of drawing, dictating, and writing to narrate a single event?
- Did I tell you about the events in the order in which they occurred?
- Am I able to provide a reaction to what happened?

Enduring Understandings:

- The lives and accomplishments of five famous presidents are highlighted.
- American symbols are presented and discussed.
- The branches of government are introduced.
- Information about America's early history from previous domains is used to understand how the United States of America came into being.

NJSLS:

Knowledge Unit 12

Lesson 1:

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

Lesson 2:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

Lesson 3:

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 4:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

Lesson 5:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

Lesson 6:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Lesson 7:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

Lesson 8:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

Lesson 9:

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Skills Unit 9

Lesson 22

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 23

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Unit 10

Lesson 1

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Lesson 2

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Lesson 3

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Lesson 4

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound

correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 5

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 6

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Lesson 7

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Lesson 8

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

Lesson 9

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 10

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Lesson 11

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Lesson 12

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 13

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

Lesson 14

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 15

- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 16

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Lesson 17

- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 18

- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 19

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 20

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 21

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

Lesson 22

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 23

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

Lesson 24

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

Lesson 25

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Lesson 26

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g.,

who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 27

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Lesson 28

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

Lesson 29

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

Assessment:

- Formative
 - Exit Ticket
 - Activity Pages
 - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS

Lesson 1: The Home of the President: Washington, D.C.Primary Focus of the Lesson:

Speaking and Listening

Students will review details about kings and queens, and the Pilgrims.

Reading

Students will describe Washington, D.C., and will explain the differences between a president and a king.

Language

Students will demonstrate an understanding of the Tier 3 word liberties.

Reading

Students will describe differences and similarities between monarchs and presidents.

Formative Assessment

Exit Pass: Oral Students will compare kings and queens to presidents.

Core Vocabulary: capital, liberties, nation, president, symbol

Read Aloud: “The Home of the President: Washington, D.C.”

Lesson 2: A Dishonest Story About an Honest ManPrimary Focus of the Lesson:

Speaking and Listening

Students will review details about Washington, D.C., and will describe important characteristics of presidents.

Reading

Students will identify the story of George Washington and the cherry tree as a legend and will describe facts about George Washington.

Language

Students will demonstrate an understanding of the Tier 2 word respect.

Reading

Students will use a drawing activity to retell the legend of George Washington and the cherry tree.

Formative Assessment

Activity Page 2.1: Sequencing Events Students will draw the beginning, middle, and end of the legend of George Washington and the cherry tree.

Core Vocabulary: confession, honest, national, respect

Read Aloud: “A Dishonest Story About an Honest Man”

Lesson 3: A Clever General

Primary Focus of the Lesson:

Speaking and Listening

Students will review differences between a president and a king.

Reading

Students will describe how General Washington and Colonel Knox worked together to help win the American Revolution.

Language

Students will demonstrate an understanding of the Tier 2 word clever.

Writing

With assistance, students will publish a legend.

Formative Assessment

Activity Page 2.1: Publishing Activity With assistance, students will incorporate feedback from peers and publish a legend.

Core Vocabulary: captured, clever, colonel, general

Read Aloud: “A Clever General”

Lesson 4: George Washington

Primary Focus of the Lesson:

Speaking and Listening

Students will review details about George Washington.

Reading

Students will describe George Washington’s sacrifices for his country and identify him as the first president of the United States of America.

Language

Students will demonstrate an understanding of the Tier 3 word monarchy.

Reading

With assistance, students will create a timeline to sequence the events in George Washington's life.

Formative Assessment

Exit Pass: Drawing Activity Students will draw the event they think is most important in George Washington's life.

Core Vocabulary: defeated, monarchy, spectacles

Read Aloud: "George Washington"

Lesson 5: Thomas Jefferson

Primary Focus of the Lesson:

Speaking and Listening

Students will review details about George Washington's life and will describe the Founding Fathers.

Reading

Students will describe why Thomas Jefferson is considered a Founding Father of the United States of America.

Language

Students will demonstrate an understanding of the Tier 2 word independence.

Writing

Students will use a drawing activity to describe Thomas Jefferson.

Formative Assessment

Exit Pass: Drawing the Read-Aloud Students will draw three items that symbolize Thomas Jefferson.

Core Vocabulary: admired, authors, colonists, declaration, independence

Read Aloud: "Thomas Jefferson"

Lesson 6: Abraham Lincoln

Primary Focus of the Lesson:

Speaking and Listening

Students will review details about the Founding Fathers.

Reading

Students will explain why Abraham Lincoln was an important president.

Language

Students will demonstrate an understanding of the Tier 2 word serious.

Writing

Students will use a drawing activity to describe Abraham Lincoln.

Formative Assessment

Activity Page 6.1: Lincoln Portrait Students will draw a detailed portrait of Abraham Lincoln.

Core Vocabulary: proclaim, reputation, serious

Read Aloud: “Abraham Lincoln”

Lesson 7: Teddy Roosevelt

Primary Focus of the Lesson:

Speaking and Listening

Students will review details about George Washington, Thomas Jefferson, and Abraham Lincoln.

Reading

Students will explain why Theodore Roosevelt was an important president.

Language

Students will demonstrate an understanding of the Tier 2 word expert.

Reading

Students will use a sequencing activity to describe the events in Theodore Roosevelt’s life.

Formative Assessment

Activity Page 7.1: Sequencing Events Students will use a sequencing activity to describe events in Teddy Roosevelt’s life.

Core Vocabulary: education, expert, governor, judge

Read Aloud: “Teddy Roosevelt”

Lesson 8: Barack Obama

Primary Focus of the Lesson:

Speaking and Listening

Students will review the accomplishments of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.

Reading

Students will identify Barack Obama as the forty-fourth president of the United States and the first

African-American president of the United States.

Language

Students will demonstrate an understanding of the Tier 2 word accomplishment.

Students will demonstrate an understanding of the phrase “where there’s a will, there’s a way.”

Writing

Students will use a drawing activity to describe their favorite president.

Formative Assessment

Drawing Activity: My Favorite President Students will use a drawing activity to describe their favorite president.

Core Vocabulary: accomplishment, ancestors, humble, politics

Read Aloud: “Barack Obama”

Lesson 9: Carving Mount Rushmore

Primary Focus of the Lesson:

Speaking and Listening

Students will review details about George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama.

Reading

Students will describe Mount Rushmore and explain why it is important.

Language

Students will demonstrate an understanding of the Tier 2 word determined.

Reading

Students will identify the faces on Mount Rushmore and discuss key information about the four presidents depicted on the monument.

Formative Assessment

Activity Pages 9.1, 9.2: Mount Rushmore Puzzle Students will complete a puzzle activity and share facts about the four presidents depicted on Mount Rushmore.

Core Vocabulary: carved, determined, mines, sculptor

Read Aloud: “Carving Mount Rushmore”

Lesson 10: Domain 12 Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the

core content targeted in *Presidents and American Symbols*. The results should guide review and remediation the following day.

Kindergarten Skills Unit 9 Lessons 22-23 and Unit 10 Lessons 1-29

Unit 9

Lesson 22: Student Performance Assessment: Uppercase Letters and Punctuation

Primary Focus of Lesson

Reading

Students will read “When It’s Hot” with purpose and understanding and will answer written questions about the key details of the story.

Foundational Skills

Students will answer simple written yes/no questions that include single-syllable, short-vowel words and previously taught Tricky Words.

Formative Assessment

Observation: Discussion Questions Observation Record

Activity Page 22.1: Story Questions “When It’s Hot”

Activity Page 21.5: Sentence Reading Assessment

Lesson 23: Student Performance Assessment: Uppercase Letters and Punctuation

Primary Focus of Lesson

Reading

Students will read “Ann’s Hat Box” with purpose and understanding; will answer oral and written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

Foundational Skills

Students will read simple sentences with single-syllable, short-vowel words and previously taught Tricky Words and will select the correct sentence to match the picture.

Formative Assessment

Observation: Anecdotal Reading Record “Ann’s Hat Box”

Activity Page 23.1: Story Questions “Ann’s Hat Box”

Activity Page 21.5: Sentence Reading Assessment

Unit 10

Lesson 1: Basic Code: Introduce /ee/ > ‘ee’

Primary Focus of Lesson

Foundational Skills

Students will orally segment two-syllable words with up to seven phonemes.

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Students will identify spoken words with the medial /ee/ sound and will write the digraph spelling ‘ee’ to represent this sound.

Reading

Students will read “Scott and Lee” with purpose and understanding and will answer oral literal and inferential

questions about key details of the story.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “Scott and Lee” (Group 1)

Observation: Discussion Questions Observation Record

Lesson 2: Basic Code: Review /ee/ > ‘ee’

Primary Focus of Lesson

Foundational Skills

Students will read previously taught Tricky Words.

Students will read single-syllable words with the ‘ee’ spelling and will choose the correct word to “fill in the blank” in a series of sentences.

Reading

Students will read “Scott and Lee” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Anecdotal Reading Record “Scott and Lee” (Group 2)

Activity Page 2.2: Story Questions “Scott and Lee”

Lesson 3: Tricky Words: Introduce He, She, and We

Primary Focus of Lesson

Foundational Skills

Students will orally segment two-syllable words with up to seven phonemes.

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Students will read and spell single-syllable, similarly spelled words with the /e/ and /ee/ sounds and spellings.

Students will read the following Tricky Words: he, she, we.

Reading

Students will read “Red Ants” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “Red Ants” (Group 1)

Observation: Discussion Questions Observation Record

Lesson 4: Review: Basic Code and Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will read previously taught Tricky Words.

Students will spell single-syllable, similarly spelled words with the /e/ and /ee/ sounds and spellings.

Reading

Students will read “Red Ants” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Anecdotal Reading Record “Red Ants” (Group 2)

Activity Page 4.1: Story Questions “Red Ants”

Lesson 5: Tricky Words: Introduce Be and Me

Primary Focus of Lesson

Foundational Skills

Students will orally segment two-syllable words with up to seven phonemes.

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Students will read the following Tricky Words: be, me.

Reading

Students will read “The Bees” with purpose and understanding; will answer oral and written literal, inferential, and evaluative questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Lesson 6: Review: Basic Code and Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will read simple yes/no questions of single-syllable words with /ee/ > ‘ee’ and will answer the questions correctly.

Students will read and write the Tricky Words he, she, we, be, me, here, there.

Students will complete fill-in-the-blank sentences with the following Tricky Words: me, he, we, she, be, which.

Formative Assessment

Activity Page 6.1: Yes/No Questions

Activity Page 6.3: Complete the Sentences (Group 2)

Lesson 7: Basic Code: Introduce /ae/ > ‘a_e’

Primary Focus of Lesson

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Students will identify spoken words with the medial /ae/ sound and will write the digraph spelling ‘a_e’ to represent this sound.

Reading

Students will read “Cake and Grapes” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “Cake and Grapes” (Group 1)

Observation: Discussion Questions Observation Record

Lesson 8: Tricky Words: Introduce They and Their

Primary Focus of Lesson

Foundational Skills

Students will read and spell single-syllable, similarly spelled words with the /a/ and /ae/ sounds and spellings. Students will read the Tricky Words they, their.

Reading

Students will read “Cake and Grapes” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Anecdotal Reading Record “Cake and Grapes” (Group 2)

Activity Page 8.1: Story Questions “Cake and Grapes”

Lesson 9: Basic Code: Review /ae/ > ‘a_e’

Primary Focus of Lesson

Foundational Skills

Students will read previously taught Tricky Words.

Students will read single-syllable words with the ‘a’ and ‘a_e’ spellings and will choose the word that correctly matches a picture.

Reading

Students will read “Fun in the Sand” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Activity Page 9.1: Match the Picture

Observation: Discussion Questions Observation Record

Activity Page 9.2: Story Questions “Fun in the Sand”

Lesson 10: Review Basic Code and Tricky Words

Primary Focus Objectives

Primary Focus of Lesson

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sounds.

Students will identify which written single-syllable word with previously taught sound spellings or previously taught Tricky Word matches a spoken word.

Reading

Students will read “Skates” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “Skates”

Observation: Discussion Questions Observation Record

Activity Page 10.2: Story Questions “Skates”

Lesson 11: Basic Code: Introduce /ie/ > ‘i_e’

Primary Focus of Lesson

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

Students will identify spoken words with the medial /ie/ sound and will write the digraph spelling ‘i_e’ to represent this sound.

Reading

Students will read “A Fine Hike” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Anecdotal Reading Record “A Fine Hike” (Group 1)

Observation: Discussion Questions Observation Record

Lesson 12: Basic Code: Review: /ie/ > ‘i_e’

Primary Focus of Lesson

Foundational Skills

Students will read previously taught Tricky Words.

Students will read single-syllable words with the ‘ee,’ ‘a_e,’ and ‘i_e’ spellings and will choose the correct word to “fill in the blank” in a series of sentences.

Reading

Students will read “A Fine Hike” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Activity Page 12.1: Complete the Sentences

Observation: Anecdotal Reading Record “A Fine Hike”

Activity Page 12.2: Story Questions “A Fine Hike”

Lesson 13: Tricky Word: Introduce My

Primary Focus of Lesson

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Students will read and spell single-syllable, similarly spelled words with the /a—/ae/ and /i—/ie/ sounds and spellings.

Students will read the Tricky Word my.

Reading

Students will read “The Bike Ride” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “The Bike Ride” (Group 1)
Observation: Discussion Questions Observation Record

Lesson 14: Basic Code: Review Long-Vowel Patterns

Primary Focus of Lesson

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

Students will read single-syllable words with the ‘i’ and ‘i_e’ spellings and will choose the word that correctly matches a picture.

Reading

Students will read “The Bike Ride” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Oral Segmenting Observation Record

Activity Page 14.1: Match the Picture

Observation: Anecdotal Reading Record “The Bike Ride” (Group 2)

Activity Page 14.2: Story Questions “The Bike Ride”

Lesson 15: Tricky Word: Introduce By

Primary Focus of Lesson

Foundational Skills

Students will read previously taught Tricky Words and the new Tricky Word by.

Reading

Students will read “The Plane Ride” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Anecdotal Reading Record “The Plane Ride”

Observation: Discussion Questions Observation Record

Activity Page 15.1: Story Questions “The Plane Ride”

Lesson 16: Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Students will read simple yes/no questions of single-syllable words with /ee/ > ‘ee,’ /ae/ > ‘a_e,’ and /ie/ > ‘i_e’ and will answer the questions correctly.

Students will read and write the Tricky Words they, their, my, by, be, me, we, he.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Activity Page 16.1: Yes/No Questions

Lesson 17: Basic Code: Introduce /oe/ > ‘o_e’

Primary Focus of Lesson

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

Students will identify spoken words with the medial /oe/ sound and will write the digraph spelling ‘o_e’ to represent this sound.

Reading

Students will read “The Gift” with purpose and understanding; and will answer oral literal and evaluative questions about key details of the story.

Formative Assessment

Observation: Oral Segmenting Observation Record

Observation: Anecdotal Reading Record “The Gift” (Group 1)

Observation: Discussion Questions Observation Record

Lesson 18: Basic Code: Review /oe/ > ‘o_e’

Primary Focus of Lesson

Foundational Skills

Students will read previously taught Tricky Words.

Students will read single-syllable words with the ‘ee,’ ‘a_e,’ ‘i_e,’ and ‘o_e’ spellings and will choose the correct word to “fill in the blank” in a series of sentences.

Reading

Students will read “The Gift” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

Formative Assessment

Activity Page 18.1: Complete the Sentences

Observation: Anecdotal Reading Record “The Gift” (Group 2)

Activity Page 18.2: Story Questions “The Gift”

Lesson 19: Basic Code: Review

Primary Focus of Lesson

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Reading

Students will read “The Sled Ride” with purpose and understanding; will answer oral (literal) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “The Sled Ride”

Observation: Discussion Questions Observation Record

Activity Page 19.1: Story Questions “The Sled Ride”

Lesson 20: Basic Code: Review

Primary Focus of Lesson

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

Students will read single-syllable words with the ‘o’ and ‘o_e’ or ‘a’ and ‘a_e’ spellings and will choose the word that correctly matches a picture.

Students will identify which written single-syllable word with previously taught long vowel sound-spellings matches a spoken word.

Reading

Students will read “Scott’s Snack Stand” with purpose and understanding; and will answer oral literal questions about the key details of the story.

Formative Assessment

Observation: Oral Segmenting Observation Record

Activity Page 20.1: Match the Picture

Activity Page 20.2: Dictation Identification

Observation: Anecdotal Reading Record “Scott’s Snack Stand” (Group 1)

Observation: Discussion Questions Observation Record

Lesson 21: Basic Code: Review

Primary Focus of Lesson

Foundational Skills

Students will read and spell single-syllable, similarly-spelled words with the /a/—/ae/, /i/—/ie/, and /o/—/oe/ spellings.

Reading

Students will read “Scott’s Snack Stand” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Anecdotal Reading Record Anecdotal Reading Record “Scott’s Snack Stand” (Group 2)

Activity Page 21.1: Story Questions “Scott’s Snack Stand”

Lesson 22: Basic Code: Introduce /ue/ > ‘u_e’

Primary Focus of Lesson

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Students will identify spoken words with the medial /ue/ sound and will write the digraph spelling ‘u_e’ to represent this sound.

Reading

Students will read “In the Pet Shop” with purpose and understanding and will answer oral literal questions about key details of the story.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “In the Pet Shop” (Group 1)

Observation: Discussion Questions Observation Record

Lesson 23: Tricky Words: Introduce You and Your

Primary Focus of Lesson

Foundational Skills

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

Students will read the Tricky Words you and your.

Reading

Students will read “In the Pet Shop” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Anecdotal Reading Record “In the Pet Shop” (Group 2)

Activity Page 23.1: Story Questions “In the Pet Shop”

Lesson 24: Basic Code: Review

Primary Focus of Lesson

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

Reading

Students will read “Scott Bakes a Cake” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Letter Name and Letter Sound Observation Record

Observation: Anecdotal Reading Record “Scott Bakes a Cake”

Activity Page 24.1: Story Questions “Scott Bakes a Cake”

Lesson 25: Basic Code: Review

Primary Focus of Lesson

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

Students will read simple yes-no questions of single-syllable words with /ee/ > ‘ee,’ /ae/ > ‘a_e,’ /ie/ > ‘i_e,’ /oe/ > ‘o_e,’ and /ue/ > ‘u_e’ and will answer the questions correctly.

Students will read and write the Tricky Words they, their, you, your, my, by, she.

Students will complete fill-in-the-blank sentences with the following Tricky Words: so, no, your, you, my, by.

Formative Assessment

Observation: Oral Segmenting Observation Record

Activity Page 25.1: Yes/No Questions

Activity Page 25.3: Complete the Sentences

Lesson 26: Student Performance Assessment: Word Reading

Primary Focus of Lesson

Reading

Students will read “The Cave” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Anecdotal Reading Record “The Cave”

Observation: Discussion Questions Observation Record

Activity Page 26.4: Story Questions “The Cave”

Summative Assessment

Activity Pages 26.1, 26.2: Parts 1A and 1B: Word Reading Assessment

Lesson 27: Student Performance Assessment: Sound Writing

Primary Focus of Lesson

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

Students will name lowercase letters of the alphabet and provide the corresponding sound.

Reading

Students will read “The Skiff Ride” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Anecdotal Reading Record “The Skiff Ride”

Observation: Discussion Questions Observation Record

Activity Page 27.2: Story Questions “The Skiff Ride”

Summative Assessment

Activity Page 27.1: Part 2: Sound Writing Assessment

Lesson 28: Student Performance Assessment: Letter Names

Primary Focus of Lesson

Foundational Skills

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

Students will read single-syllable words with the ‘ee,’ ‘o_e,’ ‘a_e,’ ‘i_e,’ or ‘u_e’ spellings and will choose a word that correctly matches a picture.

Reading

Students will read “Lunch Trades” with purpose and understanding and will answer oral literal, and inferential questions about key details of the story.

Formative Assessment

Observation: Anecdotal Reading Record “Lunch Trades” (Group 1)

Observation: Discussion Questions Observation Record

Summative Assessment

Activity Page 28.1: Part 4: Writing Lowercase Letters Assessment

Activity Page 28.2: Part 5: Uppercase Letter Names Assessment

Lesson 29: Review: Long-Vowel Patterns

Primary Focus of Lesson

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.

Students will read and spell single-syllable, similarly spelled words with /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

Reading

Students will read “Lunch Trades” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

Formative Assessment

Observation: Anecdotal Reading Record “Lunch Trades” (Group 2)

Activity Page 29.1 : Story Questions “Lunch Trades”

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Knowledge Unit 12, Skills Unit 9 Lessons 22-23 and Unit 10 Lessons 1-29*

Learners Reading and Writing Below Grade Level

- Provide students with ability to respond orally
- Prepare short answer questions
- Draw pictures

Special Education - in addition to specific items outlined in individual student's IEP plan

- Allow students to answer orally
- Prepare short answer questions
- Draw pictures
- Additional time
- Visually modified materials
- Peer buddy
- Small group instruction

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504:

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2 Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Science

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Decodable Readers
- Picture Readers
- Chaining Folders
- Knowledge/Skills Student Books

Supplemental Materials

- EPIC Reading

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Pacing Guide

<u>Knowledge Unit Name</u>	<u>Duration (Days)</u>	<u>Marking Period</u>
1: Nursery Rhymes and Fables	16 days	1
2: The Five Senses	12 days	1
3: Stories	14 days	1, 2
4: Plants	17 days	2
5: Farms	15 days	2, 3
6: Native Americans	14 days	3
7: Kings and Queens	14 days	3
8: Seasons and Weather	15 days	3, 4
9: Columbus and the Pilgrims	15 days	4
10: Colonial Towns and Townspeople	16 days	4
11: Taking Care of the Earth	16 days	4
12: Presidents and American Symbols	16 days	4