

TRENTON PUBLIC SCHOOLS

Kindergarten Language Arts

Curriculum Framework

CURRICULUM OFFICES – TRENTON BOARD OF EDUCATION

**108 N. Clinton Avenue
3rd Floor ~ Room 301**

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Mission Statement

All students will graduate with a vision for their future, motivated to learn continually and prepared to succeed in their choice of college or career.

Unit: 1
Grade Level: Kindergarten
Timeframe: 10 weeks
Overarching Theme: Becoming Readers and Writers

Essential Questions

How do I become a reader?
How do I become a writer?

New Jersey Student Learning Standards (NJSLS)

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- RF.K.1. A. Follow words from left to right, top to bottom, and page by page.
- RF.K.1. D. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2. A. Recognize and produce rhyming words
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
- RF.K.4. A. Read emergent-readers with purpose and understanding.
- RF.K.4. B. Read grade level text for purpose and understanding.
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened
- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

- SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.K.1.B. Use frequently occurring nouns and verbs.
 - L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to text

ELA High Frequency Words: TBD

ELA Academic Vocabulary: text, key details, characters, setting, events, retell, main topic

Standard	SLO- WALT	Formative Assessment	Activities and Resources	Reflection
Instructional Plan				Reflection
Week One				
			Suggested Read Aloud – Journeys: <i>A Journey In Songs and Rhymes</i> , Big Book Other Suggested Texts: <i>The Night Before Kindergarten</i> by Natasha Wing <i>Kindergarten Here I Come</i> by D.J. Steinberg	
SL.K.1a	<ul style="list-style-type: none"> Demonstrate good listening behaviors while in a group setting. 	Turn and Talk Share one thing you do when you are practicing active listening with your partner. Use the sentence frame: When I practice active listening, I _____ .	Explain that there are certain behaviors students exhibit when sitting on the rug and listening to a story. Tell them that they are to use active listening behaviors. Create a chart of the behaviors they are to exhibit. <i>See below</i> . Use the read aloud story to have them practice active listening behaviors. Point out active listening behaviors.	
SL.K.1a	<ul style="list-style-type: none"> Take turns speaking about ideas, topics, and texts. 	Share Out Share one detail about the story.	Tell students that another behavior of active listening is to take turns when talking about the books they read and the stories they hear. Model talking to a student about the read aloud after completion. Have the student respond in turn to you.	
SL.K.1a	<ul style="list-style-type: none"> Understand the purpose and structure of reading workshop. 		Explain that every day they will be reading together during a time called reading workshop. During reading workshop, students will use active listening to learn to become good readers.	
RI.K.5	<ul style="list-style-type: none"> Recognize and identify the front and back cover of a book. 	CFU Have students hold up a book to show front and back cover.	Remind students that they are practicing active listening (refer to the anchor chart). Hold up the read aloud book and point out front and back cover prior to reading.	

RI.K.5	<ul style="list-style-type: none"> Identify and understand the purpose of the title and title page of a book. 	CFU Have students point out the title on the cover of their book.	Go over active listening rules. Show students the title on the front cover. Explain that the title is the name of the book and tells us what the story is about. Model how to identify the title on a book.	
			Reading Anchor Chart: Active Listening is... Body Still Eyes on the Speaker Mouth Closed Ears Open	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing Theme: Being a Good Citizen	
W.K.2	<ul style="list-style-type: none"> Draw, tell, write about a topic. 			
W.K.2	<ul style="list-style-type: none"> Name what is being written about. 			
W.K.2	<ul style="list-style-type: none"> Supply additional information on the topic. 			
Week Two				
			Suggested Read Aloud – Journeys: <i>Building With Dad</i> , Unit 1, T 14 <i>What Makes A Family</i> , Big Book <i>Poetry About Families</i> , Unit 1, T 62 Other Suggested Resources: <i>Wemberly Worried</i> by Kevin Henkes <i>Miss Bindergarten Gets Ready for Kindergarten</i> by Joseph Slate	
RL.K.1/R.I.K.1 SL.K.2	<ul style="list-style-type: none"> Ask and answer questions about key details in text. 	Share Out Call on students randomly to ask and answer questions about the text.	Go over active listening rules. Remind students that this is reading workshop time. Explain that they will be hearing many different types of texts (stories/books) during reading workshop. One habit that	

			good readers have is to be able to ask and answer questions about the things they hear in the texts. Establish rules with students for behaviors you expect when they are taking turns speaking in a group. Place the rules on an anchor chart. Read aloud part of the text, stopping to model how you as the reader stop and ask questions about what you are reading; model answering your questions when possible. Model the conversation behaviors you expect.	
RL.K.1/R.I.K.1 SL.K.2	<ul style="list-style-type: none"> Ask and answer questions about key details in text. 	<p>CFU Have students agree or disagree with a statement you make about what behaviors they are to exhibit when talking in a group. <i>I talk when other people are talking.</i></p>	Go over active listening rules. Remind students that this is reading workshop time. Review the rules for speaking in a group. Read aloud part of the text, stopping to model how you as the reader stop and ask questions about what you are reading; model answering your questions when possible. Model the conversation behaviors you expect.	
RF.K.1a	<ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page-by-page. 	<p>CFU Have students point out how they read from left to right, top to bottom, and page-by-page.</p>	Go over active listening rules. Remind students that this is reading workshop time. Review the rules for speaking in a group. Read aloud (part of) the text, stopping to model how you as the reader follow the words from left to right, top to bottom, and page by page.	
			<p>Anchor Chart: <u>Rules for Talking in a Group with Others</u> One person talks at a time We listen to the person speaking We are polite to each other We encourage each other</p>	
			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> Narrative writing 	

			<ul style="list-style-type: none"> • Informative/explanatory writing Theme: Being a Good Citizen	
W.K.2	<ul style="list-style-type: none"> • Draw, tell, write about a topic. 			
W.K.2	<ul style="list-style-type: none"> • Name what is being written about. 			
W.K.2	<ul style="list-style-type: none"> • Supply additional information on the topic. 			
Week Three				
			Suggested Read Aloud – Journeys: <i>How Do Dinosaurs Go to School</i> , Big Book, Unit 1 T130 Other Suggested Resources: <i>Froggy Goes to School</i> by Jonathan London	
RL.K.3 RL.K.10	<ul style="list-style-type: none"> • Understand and identify the main characters in a text. 	Share Out Call on students to identify a character in the read aloud.	Review the rules of active listening and speaking in a group. Tell students that today we are going to hear a story about dinosaurs that are going to school for the first time. Explain that the story is about the dinosaurs. They are the characters in the story. That means they are the people or animals that the story is about. The character that the most “stuff” happens to is the main character. Model reading and identify a character.	
RL.K.3 RL.K.10	<ul style="list-style-type: none"> • Understand and identify the main characters in a text. 	Turn and Talk Have students turn and talk to a partner about a character in the read aloud. I know this is the main character because _____.	Review the rules of active listening and speaking in a group. Continue to read the story from the previous lesson; remind children what characters are and specifically the main character. Model identifying the main character in the story. Explain your thought process as you read. “I know this is the main character because....”.	
RL.K.3 RF.K.4	<ul style="list-style-type: none"> • Recognize the difference between the main character and supporting characters in text. 	Independent Practice Have students practice looking at picture books while trying to identify the main	Review the rules of active listening and speaking in a group. Tell students that today they are going to be listening to a story with a lot of characters. There is a main character	

		character and the supporting characters.	and there are supporting characters. Supporting characters are people or animals in the story but they are not as important and not as much happens to them as the main character. Model reading and identifying the difference between the two types of characters.	
RL.K.3 RL.K.10	<ul style="list-style-type: none"> Understand and identify the setting in a text. 	Turn and Talk Turn and talk to a partner about a setting in the read aloud .	Review the rules of active listening and speaking in a group. Refer back to one of the texts used and explain to the students that today we are reading the story to find the setting. The setting is where the story is happening. There can be lots of different settings in one story or a story can have only one setting. Read and model identifying the setting/settings in the story.	
			Anchor Chart: Stories Have... Main Characters Supporting Characters Settings Events Problems and Solutions	
			Resources: Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing Theme: Being a Good Citizen	
W.K.2	<ul style="list-style-type: none"> Draw, tell, write about a topic. 			
W.K.2	<ul style="list-style-type: none"> Name what is being written about. 			
W.K.2	<ul style="list-style-type: none"> Supply additional information on the topic. 			
Week Four				
			Read Aloud – Journey’s:	

			<i>Kitten's First Full Moon</i> , Unit 6, T 36 <i>Please Puppy Please</i> , Big Book Other Suggested Resources: <i>Jessica</i> by Kevin Henkes	
RL.K.7 SL.K.6	<ul style="list-style-type: none"> Understand how illustrations in text help us know what is going on in the story. 	CFU Make a prediction about the story based on an illustration. Give thumbs up if they agree with your prediction. Call on 2-3 students to explain why they agree or disagree.	During read aloud, model how the illustrations in the text help you better understand what is taking place in the story. Demonstrate how the illustrations allow you to gain clarity on certain parts in the story that are confusing or tricky. Model how the illustrations in the story show what is happening in the text. They bring the words to life.	
RL.K.7 SL.K.6	<ul style="list-style-type: none"> Understand and explain how the illustrations in the text help us make connections to the characters. 	Turn and Talk Turn to a partner (after reading a page of text) and explain to each other how the illustration on that page helps them make connections to the character in the story.	Model using the illustrations in the story to better understand the characters in the story. Explain how the illustration shows you more about the character and helps you connect to what they are doing in the story.	
RL.K.7 SL.K.6	<ul style="list-style-type: none"> Explain how the illustrations in the text help make connections to the setting. 	Turn and Talk Turn to a partner (after reading a page of text) and explain to each other how the illustration on that page helps them make connections to the setting in the story.	Model how in the text, the illustrations help you make connections to the setting. The illustrations allow you to see where the action is taking place. By using the illustrations you can connect the setting to someplace you have been or know about.	
RL.K.7 SL.K.6	<ul style="list-style-type: none"> Explain how the illustrations in the text help us make connections to the theme of the story. 	Turn and Talk Turn to a partner (after reading a page of text) and explain to each other how the illustration on that page helps them make connections to the theme of the story.	Explain that the theme of the story is what the story is all about or what it is trying to have us understand. It is the big picture. The illustrations can help us connect to the theme of the story by showing us details the words don't tell us. We can see what we are not told. Model using the illustrations to better understand the theme by using the details not in the text explicitly.	
			Anchor Chart: <u>How the Illustrations Help Us:</u>	

			<p>We can make predictions</p> <p>We can understand what we are reading</p> <p>We learn more about the story</p> <p>We can see what is happening in the story</p> <p>We can learn about the characters</p> <p>We can learn about the setting</p> <p>We can understand the theme</p>	
			<p>Lucy Calkins</p> <p>Journeys Writing</p> <p>Writing Focus:</p> <ul style="list-style-type: none"> • Narrative writing • Informative/explanatory writing <p>Theme: Being a Good Citizen</p>	
W.K.3	<ul style="list-style-type: none"> • Tell, draw, write a story about something that happened. 			
W.K.3	<ul style="list-style-type: none"> • Show what happens first. 			
W.K.3	<ul style="list-style-type: none"> • Put the pages in order. 			
W.K.3	<ul style="list-style-type: none"> • Tell what happens last. 			
Week Five				
			<p>Suggested Read Aloud – Journeys: <i>The Little Red Hen</i>, Unit 1, T 309</p> <p>Other Suggested Resources: <i>Strega Nona</i> by Tomie dePaola</p>	
RL.K.3 SL.K.4	<ul style="list-style-type: none"> • Understand what the events in a story are. 	<p>Share Out</p> <p>Call on students to identify an event in the read-aloud.</p>	<p>Review the rules of active listening and speaking in a group. Explain that all stories are made up of events. Events are the things that happen in the story that make it interesting. Read a familiar text pointing out the events in the story as you read.</p>	
RL.K.3 SL.K.4	<ul style="list-style-type: none"> • With support, identify the events in a familiar story. 	<p>Share Out</p> <p>Call on students to identify an event in the read-aloud.</p>	<p>Review the rules of active listening and speaking in a group. Remind students that events are the things that happen in a story that tell you what is going on and make the story interesting. Read <u>The Little Red Hen</u>,</p>	

			modeling how to identify the events in the story.	
RL.K.3 SL.K.4	<ul style="list-style-type: none"> With support, identify the problem in a familiar story. 	Share Out Call on students to identify the problem in the read-aloud.	Review the rules of active listening and speaking in a group. Explain that many stories have a problem in them. A problem is something difficult that the characters have to deal with or go through. Without problems, stories might not be very interesting. Reread <u>The Little Red Hen</u> , modeling how to identify the problems in the story.	
RL.K.3 SL.K.4	<ul style="list-style-type: none"> With support, identify how the problem in a familiar story was solved. 	Turn and Talk Turn and talk to a partner about a problem in the text and how it might be solved.	Review the rules of active listening and speaking in a group. Remind students that stories often have problems in them. Explain that problems in stories have a solution. That means the problems are solved or fixed. Read <u>Strega Nona</u> , identifying the problems (characters and setting as well). Model how to find the solution to the problem in the text.	
			Anchor Chart: Stories Have... Main Characters Supporting Characters Settings Events Problems and Solutions	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing Theme: Being a Good Citizen	
W.K.3	<ul style="list-style-type: none"> Tell, draw, write a story about something that happened. 			
W.K.3	<ul style="list-style-type: none"> Show what happens first. 			

W.K.3	<ul style="list-style-type: none"> Put the pages in order. 			
Week 6				
				<p>Suggested Read Aloud – Journeys: <i>Stone Soup</i>, Unit 1, T 440</p> <p>Other Suggested Resources: <i>The Story of Ferdinand</i> by Munro Leaf</p>
RL.K.6 SL.K.3	<ul style="list-style-type: none"> Understand what the events in a story are. 	<p>Share Out Call on students to identify an event in the read-aloud.</p>		<p>Review the rules of active listening and speaking in a group. Explain that all stories are made up of events. Events are the things that happen in the story that make it interesting. Read a familiar text pointing out the events in the story as you read. Model for the students how to identify an event in a story.</p>
RL.K.3 RL.K.10	<ul style="list-style-type: none"> With support, identify the events in a familiar story. 	<p>Share Out Call on students to identify an event in the read-aloud.</p>		<p>Review the rules of active listening and speaking in a group. Remind students that events are the things that happen in a story that tell you what is going on and make the story interesting. Read <i>Stone Soup</i>, modeling how to identify the events in the story.</p>
RL.K.3 RL.K.10	<ul style="list-style-type: none"> With support, identify the problem in a familiar story. 	<p>Share Out Call on students to identify the problem in the read-aloud.</p>		<p>Review the rules of active listening and speaking in a group. Explain that many stories have a problem in them. A problem is something difficult that the characters have to deal with or go through. Without problems, stories might not be very interesting.</p>
RL.K.3 RL.K.10	<ul style="list-style-type: none"> With support, identify how the problem in a familiar story was solved. 	<p>Turn and Talk Turn and talk to a partner about a problem in the text and how it might be solved.</p>		<p>Review the rules of active listening and speaking in a group. Remind students that stories often have problems in them. Explain that problems in stories have a solution. That means the problems are solved or fixed. Read <i>The Story of Ferdinand</i>, identifying the problems. Model how to find the solution to the problem in the text.</p>
				<p>Anchor Chart:</p>

			Stories Have... Main Characters Supporting Characters Settings Events Problems and Solutions	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> • Narrative writing • Informative/explanatory writing Theme: Being a Good Citizen	
W.K.3	<ul style="list-style-type: none"> • Tell, draw, write a story about something that happened. 			
W.K.3	<ul style="list-style-type: none"> • Show what happens first. 			
W.K.3	<ul style="list-style-type: none"> • Put the pages in order. 			
W.K.3	<ul style="list-style-type: none"> • Tell what happens last. 			
Week Seven				
			Suggested Read Aloud – Journeys: <i>How Do Dinosaurs Go to School</i> , Big Book, Unit 1, T130 Other Suggested Resources: <i>Chrysanthemum</i> by Kevin Henkes <i>Caps for Sale</i> by Esphyr Slobodkiina <i>Honey, I Love</i> by Eloise Greenfield	
RL.K.5 SL.K.2	<ul style="list-style-type: none"> • With support, name the author and illustrator of a story and define the role of each in telling the story. 	Share Out Call on students to identify the author and/or illustrator of a familiar story	Review the rules of active listening and speaking in a group. Explain that the person who writes the book is the author. The person who draws the pictures is the illustrator.	
RL.K.5 SL.K.2	<ul style="list-style-type: none"> • With support, describe the relationship between the 	Turn and Talk Tell your partner how the illustrations helped you understand the story.	Review the rules of active listening and speaking in a group. Remind students that stories have an author and an illustrator. Then model how the illustrations from the	

	illustrations and the story in which they appear.		read aloud_support the story the author is telling.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> • Narrative writing • Informative/explanatory writing Theme: Being a Good Citizen	
W.K.5	<ul style="list-style-type: none"> • Add details to written stories. 			
W.K.5	<ul style="list-style-type: none"> • Turn and talk to reflect on writing. 			
W.K.5	<ul style="list-style-type: none"> • Use writing partners and teacher conferences to strengthen writing. 			
Week Eight				
			Read Aloud – Journeys: <i>Everybody Works</i> , Unit 1, T 318 Other Suggested Resources: <i>Apples</i> by Gail Gibbons <i>Pumpkins</i> by Ken Roberts	
RI.K.5	<ul style="list-style-type: none"> • With support, understand the terms informational text, front cover, back cover and title page. 	CFU Students will signal to identify if a type of story is real (touch your nose) or made up (touch your ears).	Review the rules of active listening and speaking in a group. Point out to students that there are many different types of books. Some stories are made up/not real and these are called fiction. Another type of book is one that is all real/true and these are called non-fiction or informational text. Informational texts are true and not made up and can teach us new things. Informational texts are usually about something specific. Hold up various informational texts pointing out the front cover, back cover and title page of the book.	
RI.K.5	<ul style="list-style-type: none"> • With support, identify the front cover, back cover and the title page of a book. 	CFU	Review the rules of active listening and speaking in a group. Remind students that we have been talking about informational	

		Have students identify, by pointing, the front cover of a book.	text. This type of text teaches us new information. Use the book <i>Apples</i> by Gail Gibbons to show the students the front cover, back cover and the title page of a book.	
			Anchor Chart: <u>Informational Texts</u> <ul style="list-style-type: none"> • Real Information • Teach Us New Things • Have a front cover, back cover and a title page 	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> • Narrative writing • Informative/explanatory writing Theme: Being a Good Citizen	
W.K.5	<ul style="list-style-type: none"> • Add details to written stories. 			
W.K.5	<ul style="list-style-type: none"> • Turn and talk to reflect on writing. 			
W.K.5	<ul style="list-style-type: none"> • Use writing partners and teacher conferences to strengthen writing. 			
Week Nine				
			Read Alouds– Journeys: <i>The Little Red Hen</i> , Unit 1, T 390 <i>Listen, Listen</i> , Unit 2, T 14 <i>My Five Senses</i> , Unit 2, T 36 <i>Poems</i> , Unit 2, T 62 Other Suggested Resources: <i>Sam Goes Trucking</i> by Henry Horenstein <i>Hattie and the Fox</i> by Mem Fox <i>It's Raining Pigs and Noodles</i> by Jack Perlutsky	
RL.K.5	<ul style="list-style-type: none"> • Understand that there are various common types of text. 	CFU Students will signal to identify if a type of story is real (touch	Explain that during reading workshop, there are many great books to read. Point out that there are different types of books to read.	

		your nose) or made up (touch your ears).	Read aloud the fiction text, reminding students that this is an example of fiction. Fiction texts tell a story or entertain.									
RL.K.5	<ul style="list-style-type: none"> Identify and name different types of text. 	Turn and Talk Tell your partner about your favorite book.	Review that previously they have read a fiction text (story). Show students an example of informational text and poetry. Identify each genre by name and clarify the purpose of these types of texts. Non-fiction/informational text is to teach us and poetry is to entertain us. Read samples of each.									
RL.K.5	<ul style="list-style-type: none"> Identify specific features of various types of text 	Share Out Call on students to tell about their favorite types of books.	Read aloud a fiction text, reminding students that this is an example of fiction. Fiction texts are to tell a story or entertain us.									
RL.K.5	<ul style="list-style-type: none"> Distinguish which types of text have certain features in them. 	Anecdotal Notes	Read students various types of texts while referencing the chart to identify the type of text as a class. Model how you identify text for students using the anchor chart to guide you.									
			<p>Possible Anchor Chart:</p> <table border="1"> <thead> <tr> <th>Type of Text</th> <th>Special Feature</th> </tr> </thead> <tbody> <tr> <td>Fiction</td> <td>pictures, drawings entertains us</td> </tr> <tr> <td>Informational Text</td> <td>photos teaches us</td> </tr> <tr> <td>Poetry</td> <td>shorter rhymes sometimes</td> </tr> </tbody> </table>	Type of Text	Special Feature	Fiction	pictures, drawings entertains us	Informational Text	photos teaches us	Poetry	shorter rhymes sometimes	
Type of Text	Special Feature											
Fiction	pictures, drawings entertains us											
Informational Text	photos teaches us											
Poetry	shorter rhymes sometimes											
			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing <p>Theme: Being a Good Citizen</p>									
W.K.5	<ul style="list-style-type: none"> Add details to written stories. 											
W.K.5	<ul style="list-style-type: none"> Turn and talk to reflect on writing. 											

W.K.5	<ul style="list-style-type: none"> Use writing partners and teacher conferences to strengthen writing. 			
Week Ten:				
Benchmark Assessment: DRA Tasks 1, 2, 5, 6, 11				
Summative Written Assessments				
Summative Performance Assessment				
Cross-content Project-Based Assessment with Science/Social Studies (Look at what science topics are for this unit)				

<p>Unit: 2 Grade Level: Kindergarten Timeframe: 10 weeks Overarching Theme: We are Readers and Writers</p>
<p>Essential Question</p>
<p>How do I become a better reader?</p> <p>How do I become a better writer?</p>
<p>New Jersey Student Learning Standards (NJSLS)</p>
<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RL.K.10. Actively engage in group reading activities with purpose and understanding. RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.10. Actively engage in group reading activities with purpose and understanding. RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1. B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1. C. Understand that words are separated by spaces in print. RF.K.1. D. Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2. A. Recognize and produce rhyming words. RF.K.2. B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2. C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. RF.K.3. C. Read high-frequency and sight words with automaticity. RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding.</p>

RF.K.4.B. Read grade level text for purpose and understanding.

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

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

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

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

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

SL.K.1. B. Continue a conversation through multiple exchanges.

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

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

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

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

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

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

L.K.1.A. Print many upper- and lowercase letters.

L.K.1.B. Use frequently occurring nouns and verbs.

L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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

ELA High-Frequency Words: TBD

ELA Academic Vocabulary: beginning, middle, end, character, setting, main idea, key details, illustrations, connections, events

Standard	SLO- WALT	Formative Assessment	Activities and Resources	Reflection
Instructional Plan				Reflection
Pre-assessment				
Week One				
			Read Aloud – Journeys: <i>The Three Little Pigs</i> , Unit 6, T344 Other Suggested Resources: <i>Lilly’s Plastic Purse</i> by Kevin Henkes	
RL.K.1 SL.K.2 SL.K.6	<ul style="list-style-type: none"> Review the terms main topic and key details 	Turn and Talk Take turns with a partner explaining the terms <i>main topic</i> and <i>key details</i> .	One habit that good readers have is to be able to ask and answer questions about the things they hear in the texts. The important things we read in text are called the key details. What the text is all about is the main topic. Read aloud part of the text, stopping to model how you as the reader stop and identify the key details and the main topic as you read.	
RL.K.1 SL.K.2 SL.K.6	<ul style="list-style-type: none"> Ask and answer questions about key details in a text. 	Turn and Talk Take turns with a partner asking and answering questions about key details in the story.	Read aloud part of the text, stopping to model how to stop and ask questions about the key details in the text. Model answering your questions when possible. Model the conversation behaviors you expect. Explain how you knew which details were the key details. Remind students that not everything that happens in the text is a key detail.	
RL.K.1 SL.K.2 SL.K.6	<ul style="list-style-type: none"> Ask and answer questions about key details in a text. 	Turn and Talk Take turns with a partner asking and answering questions about key details in the story.	Go over active listening rules. Review the rules for speaking in a group. Read aloud part of the text, stopping to model how you as the reader stop and ask questions about the key details in the text; model answering your questions when possible. Model the conversation behaviors you expect. Model asking and answering questions about the	

			key details you read in the text. Explain how you knew which key details in the text were important.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> • Narrative writing • Informative/explanatory writing Theme: Myself and Others	
W.K.2	<ul style="list-style-type: none"> • Draw, tell, write about a topic. 			
W.K.2	<ul style="list-style-type: none"> • Name what is being written about. 			
W.K.2	<ul style="list-style-type: none"> • Supply additional information on the topic. 			
Week Two				
			Read Aloud – Journeys: <i>The Fort Worth Zoo</i> Unit 2, T156 <i>Move</i> Unit 2, T224 Other Suggested Resources: <i>Apples</i> by Gail Gibbons	
R.I.K.1 SL.K.4	<ul style="list-style-type: none"> • Review the terms informational text, main topic, and key details. 	Anecdotal Notes	Remind students that informational texts are true and not made up and can teach us new things. Informational texts are usually about something specific. The thing that an informational text is all about is called the main topic. Hold up various informational texts pointing out the main topic of each. Select one to read; while reading, identify and define main topic and key details.	
R.I.K.1 SL.K.4	<ul style="list-style-type: none"> • With support, understand and identify the main topic and key details of an informational text. 	Share Out Ask: What is the main topic of today’s text. Have students share out their answers.	Remind students that we have been talking about informational text. These books teach us new information. The main topic is what an informational text is all about. Use the read aloud texts to model how to identify the main topic of the informational texts. Use the titles, the pictures, and the text to help support the identification of	

			the main topic and the key details.	
R.I.K.1 SL.K.4	<ul style="list-style-type: none"> With support, ask questions to identify the main topic and key details of an informational text. 		Review the rules for speaking in a group. Read aloud part of the text, stopping to model how you as the reader stop and ask questions about the key details in the text. Explain how you knew which key details in the text were important.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing Theme: Myself and Others	
W.K.2	<ul style="list-style-type: none"> Draw, tell, write about a topic. 			
W.K.2	<ul style="list-style-type: none"> Name what is being written about. 			
W.K.2	<ul style="list-style-type: none"> Supply additional information on the topic. 			
Week Three				
			Read Aloud – Journeys: <i>David’s Drawings</i> , Unit 2, T390 <i>Signs and Shapes</i> , Unit 2, T43 Other Suggested Resources: <i>Career Day</i> by Anne Rockwell <i>Maebelle’s Suitcase</i> by Tricia Tusa	
SL.K.2 RL.K.1/RI.K.1	<ul style="list-style-type: none"> Demonstrate understanding of key details in text by asking and answering questions. 	Share Out Call on students to ask and answer questions about the text.	Remind students that they have heard many different types of texts during reading workshop. Good readers ask and answer questions about the things they hear in the texts. The important things we read in text are called the key details. What the text is all about is the main topic. There are key details and main topics in both fiction and informational text. Read aloud part of the text, stopping to model how you as the reader stop and identify the key	

			details and the main topic as you read.	
SL.K.2 RL.K.1/RI.K.1	<ul style="list-style-type: none"> With support, ask and answer questions about the main topic and key details of a fiction text 	Share Out Call on students to ask and answer questions about the text.	Remind students that they are learning about key details in text. The key details are the important things that happen in the story. Read aloud part of the text, stopping to model how you as the reader stop and ask questions about the key details in the text; model answering your questions when possible. Explain how you knew which key details in the text were. Not everything that happens in the text is a key detail.	
SL.K.2 RL.K.1/RI.K.1	<ul style="list-style-type: none"> With support, ask and answer questions about the main topic and key details of an informational text 	Turn and Talk Pair up and ask and answer questions about the text.	Review the rules for speaking in a group. Read aloud part of the text, stopping to model how you as the reader stop and ask questions about the key details in the text. Model asking and answering questions about the key details you read in the text. Explain how you knew which key details in the text were important.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing Theme: Myself and Others	
W.K.2	<ul style="list-style-type: none"> Draw, tell, write about a topic. 			
W.K.2	<ul style="list-style-type: none"> Name what is being written about. 			
W.K.2	<ul style="list-style-type: none"> Supply additional information on the topic. 			
Week Four				
			Read Aloud-Journeys <i>What Is Science</i> , Big Book <i>My Five Senses</i> , Big Book Other Suggested Resources:	

			<i>The Napping House Wakes Up</i> by Audrey Wood <i>The House that Jack Built</i> by E. Guifoile	
RF.K.1a	<ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page-by-page. 	CFU Have students point out how they read from left to right, top to bottom, and page-by-page.	Go over active listening rules. Remind students that this is reading workshop time. Review the rules for speaking in a group. Read aloud (part of) the text, stopping to model how to follow the words from left to right, top to bottom, and page by page.	
RF.K.1b	<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters 	CFU Have students tag words they know in the read aloud.	Go over active listening rules. Remind students that this is reading workshop time. Review the rules for speaking in a group. Read aloud (part of) the text, stopping to model how to spot easy to sound out words or high frequency words. Point out that spoken words are represented in written language by specific sequences of letters.	
RF.K.1c	<ul style="list-style-type: none"> Understand that words are separated by spaces in print. 	CFU Have students point out how words in the read aloud are separated by spaces in print.	Go over active listening rules. Remind students that this is reading workshop time. Review the rules for speaking in a group. Read aloud (part of) the text, stopping to model how you as the reader recognize that the words are separated by spaces in print.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing Theme: Myself and Others	
W.K.3	<ul style="list-style-type: none"> Tell, draw, write a story about something that happened. 			
W.K.3	<ul style="list-style-type: none"> Show what happens first. 			
W.K.3	<ul style="list-style-type: none"> Put the pages in order. 			

W.K.3	<ul style="list-style-type: none"> Tell what happens last. 			
Week Five				
			<p>Read Aloud – Journeys: <i>What Do Wheels Do All Day</i>, Unit 2, T318 <i>Wheels Long Ago and Today</i>, Unit 2, T344 Other Suggested Resources <i>Bats</i> by Gail Gibbons</p>	
RI.K.7	<ul style="list-style-type: none"> Understand how the illustrations in informational text help us better understand what the book is about. 		<p>Explain that we use the illustrations in fiction to help us understand all the parts of the story. Now we will read informational text and use the photos to help us understand what the text. During read aloud, model how you are able to better understand the informational text using the photos. The photos clarify what is happening in the text. They bring the words to life.</p>	
RI.K.7	<ul style="list-style-type: none"> Explain how the illustrations in informational text help understand a part that we have read. 	<p>Turn and Talk Students will explain how the photos help them understand the text. <i>The photos help me understand _____.</i></p>	<p>Model using the photos in the story to better understand the words. Demonstrate how the photos clear up any confusion you had from the words alone.</p>	
RI.K.7	<ul style="list-style-type: none"> Understand and explain how illustrations in informational can help make connections to the main idea. 	<p>Turn and Talk Students will explain how the photos help them understand the text. <i>The photos help me understand _____.</i></p>	<p>Explain that in informational text we learn a lot of new information. Good readers are able to connect all that information together to get the big idea. Model how in informational text the photos help all the information in the text connect to each other. Show students how you are able to link everything together using the photos in the text.</p>	
			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing 	

			Theme: Myself and Others	
W.K.3	<ul style="list-style-type: none"> Tell, draw, write a story about something that happened. 			
W.K.3	<ul style="list-style-type: none"> Show what happens first. 			
W.K.3	<ul style="list-style-type: none"> Put the pages in order. 			
W.K.3	<ul style="list-style-type: none"> Tell what happens last. 			
Week Six				
			<p>Read Aloud – Journeys: <i>Storm is Coming</i>, Unit 3, T108 <i>Every Season</i>, Unit 3, T14 <i>Snow</i>, Unit 3, T130 (same author & illustrator) Other Suggested Texts: <i>Biscuit</i> by Alyssa Satin Capucilli <i>The Very Hungry Caterpillar</i> by Eric Carle</p>	
RI.K.6 RL.K.10	<ul style="list-style-type: none"> Identify and understand the role of the author and the illustrator in telling the story or writing the information. Understand and identify the illustrator as the person who creates/draws the pictures in fiction and informational text Recognize that the author and the illustrator can be the same person 	<p>CFU Ask students to give a thumbs up if the author writes the words.</p> <p>Ask students to give a thumbs up if the illustrator creates the pictures.</p>	<p>Show the author’s name on the front cover of the book. Explain that this is the person who wrote the story. He or she decided on the words for the story. Show students the front cover of the book, pointing out the illustrator’s name. Explain that this person made the pictures/drawings. Repeat as needed this week with various texts.</p>	
RI.K.6 RL.K.10	<ul style="list-style-type: none"> Predict what is going to happen in the story using illustrations before reading 	<p>Make a prediction or explain what is happening in the story based on an illustration. Ask students to give thumbs up if they agree with your prediction. Call on 2-3 students to explain why they agree or disagree with you.</p>	<p>With students on the rug, model how to make predictions about the events in the story using the illustrations before reading via a picture walk.</p>	

RI.K.6 RL.K.10	<ul style="list-style-type: none"> Understand how illustrations in the text help us to know what is going on in the story 	<p>Turn and Talk Tell your partner what the illustrator does. Provide this sentence starter: The illustrator _____.</p>	<p>During the read aloud, model how the illustrations help the reader better understand what is taking place in the text.</p>	
			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing <p>Theme: Myself and Others</p>	
W.K.3	<ul style="list-style-type: none"> Tell, draw, write a story about something that happened. 			
W.K.3	<ul style="list-style-type: none"> Show what happens first. 			
W.K.3	<ul style="list-style-type: none"> Put the pages in order. 			
W.K.3	<ul style="list-style-type: none"> Tell what happens last. 			
Week Seven				
			<p>Read Aloud – Journeys <i>Curious George’s Dinosaur Discovery</i>, Big Book <i>Amelia’s Show and Tell Fiesta</i>, Unit 2, T108 <i>Storm is Coming</i>, Unit 3, T108 Other Suggested Texts: <i>The Three Bears</i> by Paul Galdone <i>The Three Little Pigs</i> by Paul Galdone</p>	
RL.K.3 RL.K.10	<ul style="list-style-type: none"> Retell the events that took place in a familiar story 	<p>Partner Talk Tell a partner about the events in a story they are reading</p>	<p>During read aloud, point out certain events taking place in the story. Explain that these are events because things/actions are taking place. After reading model how to retell the story in sequence.</p>	
RL.K.3 RL.K.10	<ul style="list-style-type: none"> Understand that stories include events – <i>things that</i> 	<p>Anecdotal Notes</p>	<p>During read aloud, model how a story is made up of events by stopping periodically to point out events taking place in the story.</p>	

	<i>happen in the story that tell the reader something</i>			
RL.K.3 RL.K.10	<ul style="list-style-type: none"> Understand that some events in a story are more important than others – these are major events 	CFU Give a signal when you hear a major event in the read aloud.	During read aloud, explain that not every event in a story is important. Some events are more important and these are the major events. Model how to determine which events are important by thinking out loud. Read one of the suggested stories over 2 days, identifying the major events in the text.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing Theme: Myself and Others	
W.K.5	<ul style="list-style-type: none"> Add details to written stories. 			
W.K.5	<ul style="list-style-type: none"> Turn and talk to reflect on writing. 			
W.K.5	<ul style="list-style-type: none"> Use writing partners and teacher conferences to strengthen writing. 			
Week Eight				
			Read Aloud – Journeys: <i>Zinnia’s Flower Garden</i> , Big Book <i>Growing Sunflowers</i> , Big Book selection Other Suggested Texts: <i>Frogs</i> by Nic Bishop <i>Caves and Caverns</i> by Gail Gibbons	
RI.K.4 SL.K.3	<ul style="list-style-type: none"> Ask and answer questions about unknown words in an informational text 	Turn and Talk Ask a partner a question about an unknown word in the text. What do you think _____ means? I think it means _____ because _____.	Read aloud the story. Tell children that they will often come across words they don’t know. Stop periodically to the model your thinking out loud about how you ask questions when you come to a word you don’t know. Asking questions about what is going on in the story can help you figure	

			out what a word means.	
RI.K.4 SL.K.3	<ul style="list-style-type: none"> Use illustrations and context to understand unknown words in an informational text. 	<p>Share Out Select 2-4 students to share what they think an unknown word means and how they came up with their answer.</p>	<p>Read aloud the story. Tell students that another way to figure out unknown words in the text is to use the illustrations. Model for students how to do this using the illustration.</p>	
RI.K.4 SL.K.3	<ul style="list-style-type: none"> Understand and use new words learned in informational text. 	<p>Exit Ticket Use a new word in a sentence. The new word should come from the texts, the word wall, or this week's read alouds.</p>	<p>Reread two texts from this week, utilizing the skills taught previously to understand new words. Demonstrate how to use the new words in a sentence. Have the students make sentences with the new words that they have learned. Record answers on a chart.</p>	
			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing <p>Theme: Myself and Others</p>	
W.K.5	<ul style="list-style-type: none"> Add details to written stories. 			
W.K.5	<ul style="list-style-type: none"> Turn and talk to reflect on writing. 			
W.K.5	<ul style="list-style-type: none"> Use writing partners and teacher conferences to strengthen writing. 			
Week Nine				
			<p>Read Alouds – Journeys: <i>Red Eyes or Blue Feathers</i>, Unit 5, T296 <i>Chameleon, Chameleon</i>, Unit 5, T318 Other Suggested Texts: <i>Bats</i> by Gail Gibbons <i>Giant Pandas</i> by Gail Gibbons</p>	
RI.K.3	<ul style="list-style-type: none"> Understand and identify connections between events in informational text. 	<p>Exit Ticket What is the same about birds and bats? Ex. They both have</p>	<p>Explain that good readers can make connections between the events that take place in the text. That means that we can</p>	

RI.K.10		wings.	find things about the events that are the same or alike. The events are the things that happen in the text. Read the text modeling how to connect events in the text to each other.	
RI.K.3 RI.K.10	<ul style="list-style-type: none"> Understand and identify connections between ideas in informational text. 	<p>Partner Talk Tell your partner about how the events in the text are connected to each other. <i>I think the events are connected in the text because _____.</i></p>	Explain that good readers can make connections between the ideas, or concepts, that take place in the text. That means that we can find more than one idea that is connected to other ideas. Ideas are the big concepts in the text. The events are the things that happen in the text. Read the text modeling how to connect events in the text to each other..	
RI.K.3 RI.K.10	<ul style="list-style-type: none"> Understand and identify connections between information in text. 	Anecdotal Notes	Explain that good readers can make connections between the information we learn in the text. That means that we can find things about the events that are the same or alike. The events are the things that happen in the text. Read the text modeling how to connect events in the text to each other.	
RI.K.3 RI.K.10	<ul style="list-style-type: none"> Describe the connections between events, ideas, or/and information in text. 	Anecdotal Notes	Model how you describe the way that events, ideas, or information in the text are connected during the re reading of text. <i>I know these _____ are connected because _____.</i>	
			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing <p>Theme: Myself and Others</p>	
W.K.5	<ul style="list-style-type: none"> Add details to written stories. 			
W.K.5	<ul style="list-style-type: none"> Turn and talk to reflect on writing. 			

W.K.5	<ul style="list-style-type: none"> Use writing partners and teacher conferences to strengthen writing. 			
Week Ten:				
End of Unit Assessment: DRA Word Analysis Tasks 1, 2, 5, 6, 11 RAPID Diagnostic				
Summative Written Assessments				
Summative Performance Assessment				
Cross-content Project-Based Assessment with Science/Social Studies (Look at what science topics are for this unit)				

Unit: 3 ELA and Social Studies

Grade Level: Kindergarten

Timeframe: 10 weeks

Overarching Theme: We are Readers and Writers / In My Neighborhood

Essential Questions

How can I become a better reader?

How can I become a better writer?

New Jersey Student Learning Standards (NJSL)

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

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.4 Ask and answer questions about unknown words in a text.

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

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

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

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

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

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

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

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

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

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

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

RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.

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

RF.K.2.A. Recognize and produce rhyming words.

RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.

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

RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

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

RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., **nap and tap; cat and cot**).

RF.K.4. Read emergent text with **one-to-one correspondence to develop fluency and comprehension skills**.

RF.K.4.A. Read emergent-readers with purpose and understanding.

RF.K.4.B. Read grade level text for purpose and understanding.

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

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

W.K.5. With guidance and support from adults, **strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details)**.

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

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

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

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

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

SL.K.1.B. Continue a conversation through multiple exchanges.

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

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

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

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

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

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

L.K.1.A. Print many upper- and lowercase letters.

L.K.1.B. Use frequently occurring nouns and verbs.

L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.F. Produce and expand complete sentences in shared language activities.

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

L.K.2.A. Capitalize the first word in a sentence and the pronoun I

L.K.2.B. Recognize and name end punctuation.

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

- L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ELA High Frequency Words: TBD

ELA Academic Vocabulary: author, illustrator, illustrations, text, retell, characters, setting, events, key details

Standard	SLO- WALT	Formative Assessment	Activities and Resources	Reflection
Instructional Plan				Reflection
Pre-assessment Baseline Diagnostic Assessments- Word Analysis Tasks: 1, 2, 5, 6 & 11				
Week One				
			Read Alouds – Journeys <i>The Little Red Hen</i> , Unit 1 T391 <i>David’s Drawings</i> , Unit 2 T390 <i>What Do Wheels Do All Day?</i> Unit 2 T318 Other Suggested Texts: <i>Corduroy</i> by Dan Freeman <i>Good Night Owl</i> by P. Hutchins <i>Owls</i> by Gail Gibbons	
RL.K.7 RL.K.10	<ul style="list-style-type: none"> Make a prediction about the story based on the illustrations in the text. 	CFU Make a prediction about what may happen or in the story based on an illustration. Ask the other students to give thumbs up if they agree with the prediction. Call on 2-3 students to explain why they agree or disagree.	During read aloud, model how to make predictions based on the illustrations in the text. Model how the illustrations in the story show what is happening in the text. They bring the words to life.	
RL.K.7 RL.K.10	<ul style="list-style-type: none"> Explain how the illustrations in the story help you understand a part that you have read. 	Turn and Talk Turn to a partner after the teacher reads a page of text and explain how the illustration on that page helps them better understand the story. The illustration helps me understand _____.	During read aloud, model using the illustrations in the story to better understand the story.	
RI.K.7 RI.K.10	<ul style="list-style-type: none"> Understand how the illustrations in informational text help us better understand what the book is about 	Turn and Talk Turn to a partner after the teacher reads a page of text and explain how the illustration on that page helps	During read aloud, model how the illustrations in informational text help us make sense of the information and help us better understand what we are reading.	

		them better understand the story. The illustration helps me understand _____.		
			Possible Anchor Chart How Illustrations Help Us: <ul style="list-style-type: none"> We can make predictions We understand what we are reading We learn more about the story We learn new information We can see what is happening in the story 	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing Shared research writing Theme: In My Neighborhood	
W.K.1	<ul style="list-style-type: none"> Express opinion or likes and dislikes about a topic 			
W.K.1	<ul style="list-style-type: none"> State an opinion or preference 			
W.K.1	<ul style="list-style-type: none"> Dictate thinking and/or illustrate ideas and write ideas 			
Week Two				
			Read Alouds – Journeys <i>A Zebra’s World</i> , Unit 3, T303 <i>Listen, Listen</i> , Unit 2 T14 Other Suggested Texts: <i>From Plant to Seed</i> by Gail Gibbons <i>From Tadpole to Frog</i> by W. Pfeffer	
RI.K.2 RI.K.10	<ul style="list-style-type: none"> Identify key details in an informational text 	Partner Talk Tell your partner a key detail in the informational text you are reading	Point out the key details in the text that support the main topic.	

RI.K.2 RI.K.10	<ul style="list-style-type: none"> Retell the key details in an informational text 	Anecdotal Notes	Model how you can retell the key details in an informational text by stopping periodically while reading to retell what you have learned so far	
RI.K.2 RI.K.10			Possible Anchor Chart: <u>A Zebra's World</u> The Main Topic: Zebras Key Details: 1. Where they live 2. What they eat 3. How they grow up 4. What they drink	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing Shared research writing Theme: In My Neighborhood	
W.K.1	<ul style="list-style-type: none"> Choose self-selected topics 			
W.K.1	<ul style="list-style-type: none"> Begin to develop ability to support opinion or preference with a reason 			
Week Three				
			Read Alouds – Journeys <i>How Do Dinosaurs Go To School</i> , Unit 1, T130 <i>Jonathan and his Mommy</i> , Unit 2, T202 Other Suggested Texts: <i>No David!</i> By David Shannon <i>David Goes To School</i> by David Shannon <i>Too Much Noise</i> by Ann McGovern	
RL.K.2 RI.K.10 SL.K.5	<ul style="list-style-type: none"> Understand that stories have a beginning, middle, and end. 	Exit Ticket Illustrate and label an event from the beginning or middle or end of the read aloud story.	During the read aloud, model how to identify the events taking place in the story. Use the temporal words; first, next, then, last. After reading is completed model retelling the story in your own words again using the temporal	

			words; first, next, then, last.							
RL.K.2 RI.K.10 SL.K.5	<ul style="list-style-type: none"> Identify and recall the events that took place at the beginning or the middle or the end of a familiar story. 	Anecdotal Notes	During the reading stop to point out the character(s) in the story, using their name(s). Do the same for setting, as the place where the story takes place. Explain that there can be more than one character and setting in a story.							
			Possible Anchor Chart: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Features of Fiction</td> </tr> <tr> <td style="padding: 2px;">Illustrations (drawings)</td> </tr> <tr> <td style="padding: 2px;">Characters</td> </tr> <tr> <td style="padding: 2px;">Settings</td> </tr> <tr> <td style="padding: 2px;">Events in Order: beginning, middle, end</td> </tr> <tr> <td style="padding: 2px; text-align: center;">First, Next, Then, Last</td> </tr> </table>	Features of Fiction	Illustrations (drawings)	Characters	Settings	Events in Order: beginning, middle, end	First, Next, Then, Last	
Features of Fiction										
Illustrations (drawings)										
Characters										
Settings										
Events in Order: beginning, middle, end										
First, Next, Then, Last										
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing Shared research writing Theme: In My Neighborhood							
W.K.2	<ul style="list-style-type: none"> Draw tell, write about a topic 									
W.K.2	<ul style="list-style-type: none"> Name what is being written about 									
W.K.2	<ul style="list-style-type: none"> Supply additional information about the topic 									
Week Four										
			Read Alouds – Journeys <i>It Is the Wind</i> , Unit 4 T108 <i>Simon and Molly Plus Hester</i> , Unit 5 T14							

			Other Suggested Texts: <i>The Button Box</i> by Marguerite Reid <i>Tar Beach</i> by Faith Ringgold <i>Poems About Senses</i> , Unit 2	
RL.K.4	<ul style="list-style-type: none"> Ask and answer questions about words in a text 	<p>Turn and Talk</p> <p>Ask a partner a question about an unknown word in the text. What do you think _____ means? I think it means _____ because _____.</p>	Read aloud the story. Tell children that they will often come across words they don't know. Stop periodically to the model your thinking out loud how you ask questions when you come to a word you don't know. Asking questions about what is going on in the story can help you figure out what a word means.	
RL.K.4	<ul style="list-style-type: none"> Use illustrations and context to learn words in a text 	<p>Share Out</p> <p>Have 2-4 students share a definition for an unknown word and how they came up with their answer.</p>	Read aloud the story. Tell students that another way to figure out unknown words in our text is to use the illustrations. Model for students how to do this using the illustration.	
RL.K.4	<ul style="list-style-type: none"> Understand and use new words 	<p>Exit Ticket</p> <p>Use a new word in a sentence. New words can come from the word wall or read aloud.</p>	Read a poem to the students. Utilize the skills taught previously to understand a new word. Demonstrate how to use the new word in a sentence.	
			<p>Lucy Calkins</p> <p>Journeys Writing</p> <p>Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Shared research writing <p>Theme: In My Neighborhood</p>	
W.K.2	<ul style="list-style-type: none"> Draw tell, write about a topic 			
W.K.2	<ul style="list-style-type: none"> Name what is being written about 			
W.K.2	<ul style="list-style-type: none"> Supply additional information about the topic 			
Week Five				
			Read Alouds – Journeys <i>You Can Do It Curious George</i> , Unit 6, T 224	

			<i>The Little Engine That Could</i> , Unit 6, T 202 Other Suggested Resources: <i>Clifford the Big Red Dog</i> by Norman Bridwell	
RL.K.9	<ul style="list-style-type: none"> Compare the adventures/experiences of characters in familiar stories. 	Turn and Talk Tell a partner about how the characters' experiences are similar. One similarity between the characters is _____.	Introduce two read alouds and explain that in these stories, the characters have many adventures. Read aloud both texts to students. Start a T chart and keep track of the characters and the things they experience. Stop periodically throughout the stories to point out how the characters' adventures are similar.	
RL.K.9	<ul style="list-style-type: none"> Contrast the adventures/experiences of characters in familiar stories. 	Turn and Talk Tell a partner about how the characters' experiences are different. One difference between the characters is _____.	Revisit the texts and model to identify how the characters' adventures are different. Record differences on the T chart.	
RL.K.9	<ul style="list-style-type: none"> Compare and contrast the adventures/experiences of characters in familiar stories. 	Anecdotal Notes	Revisit the texts and model how to compare and contrast the experiences of the characters in both texts. Use a Venn Diagram to record the similarities and differences.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing Shared research writing Theme: In My Neighborhood	
W.K.5	<ul style="list-style-type: none"> Add details to written stories 			
W.K.5	<ul style="list-style-type: none"> Turn and talk to reflect on writing 			
Week Six				
			Read Alouds – Journeys <i>What Is Science</i> , Big Book Other Suggested Resources: <i>Bugs! Bugs! Bugs!</i> By Bob Barner <i>Bugs are Insects</i> by Anne F. Rockwell	

RI.K.9	<ul style="list-style-type: none"> Understand and explain that informational texts on the same topic can have similarities and differences. 	<p>Exit Ticket</p> <p>Students will respond to this question: What is the same about both texts?</p>	<p>Explain that when two things have something the same about them they are similar. You can compare the facts you learn in informational texts. Compare means to notice the things that are the same. When two things are not alike they are different and you can contrast them, which is to notice what their differences are. Have the students do the turn and talk. Share out responses. Show students the two texts and point out that they are both informational and both about the same topic. Using just the title and covers you can demonstrate the differences and similarities. Read one of the texts aloud.</p>	
RI.K.9	<ul style="list-style-type: none"> Identify the similarities between two texts on the same topic (compare) using the illustrations and descriptions. 	<p>Anecdotal Notes</p>	<p>Tell students that you are going to be looking for similarities between yesterday's text and today's new read aloud. Look for similarities between the two texts. Point out that they are both about the same topic. Use the illustrations and descriptions to identify similarities. Identify similar facts provided.</p>	
RI.K.9	<ul style="list-style-type: none"> Identify the differences between two texts on the same topic (contrast) using the illustrations and descriptions. 	<p>Exit Ticket</p> <p>Name one way the illustrations in the two texts different. The illustrations in the two texts are different because _____.</p>	<p>Tell students that you are going to be using the same texts but now you are looking for differences between the two. Use the illustrations and descriptions to identify the differences.</p>	
			<p>Lucy Calkins</p> <p>Journeys Writing</p> <p>Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Shared research writing <p>Theme: In My Neighborhood</p>	
W.K.5	<ul style="list-style-type: none"> Use writing partners and teacher conferences to strengthen writing 			
Week Seven				

			<p>Read Alouds- Journeys <i>I Love Spring</i>, Unit 3 T15 Other Suggested Read Alouds <i>Your Skin Holds You In</i> by Becky Baines <i>The Bones You Own</i> by Becky Baines</p>	
RI.K.4	<ul style="list-style-type: none"> Ask and answer questions about unknown words in an informational text 	<p>Share Out Select 2-4 students to share what they think an unknown word means and how they came up with their answer.</p>	<p>Before the read aloud, tell children that they will often come across words they don't know. Stop periodically and model how to ask questions when encountering an unfamiliar word. Asking questions about what is going on in the story can help you figure out what a word means.</p>	
RI.K.4	<ul style="list-style-type: none"> Use illustrations and context to understand unknown words in an informational text. 	<p>Turn and Talk Ask a partner a question about an unknown word in the text. What do you think _____ means? I think it means _____ because _____.</p>	<p>Read aloud a story to the students. Tell them that another way to figure out unknown words in our text is to use the illustrations. Model for students how to do this using the illustrations.</p>	
RI.K.4	<ul style="list-style-type: none"> Understand and use new words learned in informational text. 	<p>Exit Ticket Have students use a new word in a sentence. The new word should come from either text, the word wall, or read alouds.</p>	<p>Reread the two texts to the students. Utilize the skills taught previously to understand new words. Demonstrate how to use the new words in a sentence. Have the students make sentences with the new words that they have learned. Record answers on a chart.</p>	
			<p>Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Shared research writing <p>Theme: In My Neighborhood</p>	
W.K.6	<ul style="list-style-type: none"> Explore use of digital tools with peers and adults to publish writing 			
Week Eight				
			<p><i>Dinosaur Story</i> by Joanna Cole <i>Dinosaurs</i> by Gail Gibbons <i>The Magic School Bus In the Time of Dinosaurs</i> by Joanna Cole</p>	
RI.K.3	<ul style="list-style-type: none"> Understand and identify connections between 	<p>Exit Ticket</p>	<p>Explain that good readers can make connections between the events that take</p>	

SL.K.4	events in informational text.	What is the same about dinosaurs? Ex. They all lived long ago. Provide a graphic organizer for students as guidance. (Venn diagram or T chart)	place in the text. That means that we can find things about the events that are the same or alike. The events are the things that happen in the text. Read the text modeling how to connect events in the text to each other.	
RI.K.3 SL.K.4	<ul style="list-style-type: none"> Understand and identify connections between ideas in informational text. 	<p>Partner Talk</p> <p>Tell your partner about how you think the events in the text are connected to each other. <i>I think the events are connected in the text because _____.</i></p>	<p>Explain that good readers can make connections between the ideas that take place in the text. That means that we can find more than one idea that is connected to other ideas. Ideas are the big concepts in the text. The events are the things that happen in the text. Read the text modeling how to connect events in the text to each other.</p>	
RI.K.3 SL.K.4	<ul style="list-style-type: none"> Understand and identify connections between information in text. 	<p>Partner Talk</p> <p>Tell your partner about how you think the events in the text are connected to each other. <i>I think the events are connected in the text because _____.</i></p>	<p>Explain to students that good readers can make connections between the information we learn in the text. That means that we can find things about the events that are the same or alike. The events are the things that happen in the text. Read the text modeling how to connect events in the text to each other.</p>	
RI.K.3 SL.K.4	<ul style="list-style-type: none"> Describe the connections between events, ideas, or/and information in text. 	Anecdotal Notes	<p>Model how you describe the way that events, ideas, or information in the text are connected during the re reading of text. <i>I know these _____ are connected because _____.</i></p>	
			<p>Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Shared research writing <p>Theme: In My Neighborhood</p>	
W.K.7	<ul style="list-style-type: none"> Understand their job and how they will contribute to the project from beginning to end 			
Week Nine				
			<p>Read Alouds – Journeys</p> <p><i>Miss Bindergarten Celebrates the Last Day of</i></p>	

			<i>Kindergarten, Unit 6, T 412</i> <i>School Now and Then, Unit 6, T 440</i> Other Suggested Texts: <i>Arthur’s Family Vacation</i> by Marc Brown <i>The Fourth of July Story</i> by Alice Dalgliesh	
RL.K.1 SL.K.2 SL.K.3	<ul style="list-style-type: none"> Answer questions about literature in group reading activities. 	Partner Talk Retell your favorite part of the story to a partner. Take turns.	Explain that an important strategy that good readers use it to ask and answer questions before, during, and after they read. Read aloud the story and model out loud how to ask questions before, during, and after you read. Also model how to find the answers to your questions using what you read as well as your background knowledge.	
RI.K.1 SL.K.3	<ul style="list-style-type: none"> Answer questions about various informational texts in group reading activities. 	Exit Ticket Ask one question you have about the material in the text you are reading.	Remind students how good readers ask questions before, during, and after they read. We can use this strategy in informational text as well as literature. Model the strategy while reading aloud the text for students.	
			Writing Focus: <ul style="list-style-type: none"> Opinion writing Shared research writing Theme: In My Neighborhood	
W.K.8	<ul style="list-style-type: none"> Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support 			
Summative Written Assessments				
Unit 3 Benchmark				
Summative Performance Assessment				
Cross-content Project-Based Assessment with Science/Social Studies (Look at what science topics are for this unit)				

Unit: 4 ELA and Social Studies
Grade Level: Kindergarten
Timeframe: 10 weeks
Overarching Theme: We are Readers and Writers / Taking Care of Earth

Essential Questions

How can I become a better reader?

How can I become a better writer?

New Jersey Student Learning Standards (NJSL)

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

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.4 Ask and answer questions about unknown words in a text.

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

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

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

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

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

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

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

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

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

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

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

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

RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.

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

RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1
(This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

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

RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., **nap and tap; cat and cot**).

RF.K.4. Read emergent text with **one-to-one correspondence to develop fluency and comprehension skills**.

RF.K.4.A. Read emergent-readers with purpose and understanding.

RF.K.4.B. Read grade level text for purpose and understanding.

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

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

W.K.5. With guidance and support from adults, **strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details)**.

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

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

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

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

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

SL.K.1.B. Continue a conversation through multiple exchanges.

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

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

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

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

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

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

L.K.1.A. Print many upper- and lowercase letters.

L.K.1.B. Use frequently occurring nouns and verbs.

L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., **dog, dogs; wish, wishes**).

L.K.1.D. Understand and use question words (interrogatives) (e.g., **who, what, where, when, why, how**).

L.K.1.E. Use the most frequently occurring prepositions (e.g., **to, from, in, out, on, off, for, of, by, with**).

L.K.1.F. Produce and expand complete sentences in shared language activities.

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

L.K.2.A. Capitalize the first word in a sentence and the pronoun I.

L.K.2.B. Recognize and name end punctuation.

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

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

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

L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., **knowing duck is a bird and learning the verb to duck**).

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

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

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

L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

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

ELA High Frequency Words: TBD

ELA Academic Vocabulary: author, text, events, characters, compare, contrast

Standard	SLO- WALT	Formative Assessment	Activities and Resources	Reflection
Instructional Plan				Reflection
Pre-assessment Baseline Diagnostic Assessments- Word Analysis Tasks: 1, 2, 5, 6 & 11				
Week One				
			Read Alouds – Journeys: <i>Nicky and the Rainy Day</i> , Unit 4 T296 <i>Zin! Zin! Zin! A Violin</i> , Unit 5 T36 <i>Dragonfly</i> , Unit 3 T250 Other Suggested Texts: <i>Fancy Nancy</i> by Jane O'Connor	
RL.K.4	<ul style="list-style-type: none"> Ask and answer questions about words in a text 	Turn and Talk Ask a partner a question about an unknown word in the text. What do you think _____ means? I think it means _____ because _____.	Read aloud the story. Tell children that they will often come across words they don't know. Stop periodically to model your thinking out loud how you ask questions when you come to a word you don't know. Asking questions about what is going on in the story can help you figure out what a word means.	
RL.K.4	<ul style="list-style-type: none"> Use illustrations and context to learn words in a text 	Share Out Teacher will select 2-4 students to share what they think an unknown word means and how they came up with their answer.	Read aloud the story. Tell students that another way to figure out unknown words in our text is to use the illustrations. Model for students how to do this using the illustration.	
RL.K.4	<ul style="list-style-type: none"> Understand and use new words 	Exit Ticket Have students use one of the new words in a sentence. New word can come from the word wall, text, or read aloud.	Read a poem to the students. Utilize the skills taught previously to understand a new word. Demonstrate how to use the new word in a sentence.	
			Possible Anchor Chart: <u>When We Read Words We Don't Know:</u> <ul style="list-style-type: none"> Ask questions Answer questions 	

			<ul style="list-style-type: none"> Use the illustrations 	
			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Narrative writing Shared research writing <p>Theme: Taking Care of Earth</p>	
W.K.1	<ul style="list-style-type: none"> Express opinion or likes and dislikes about a topic 			
W.K.1	<ul style="list-style-type: none"> State an opinion or preference 			
W.K.1	<ul style="list-style-type: none"> Dictate thinking and/or illustrate ideas and write ideas 			
Week Two				
			<p>Read Alouds – Journeys: <i>Atlantic</i>, Unit 4 T243 (Big Book) <i>Bread Comes to Life</i>, Unit 5 T 390 Other Suggested Texts: <i>Caves and Caverns</i> by Gail Gibbons</p>	
RI.K.4	<ul style="list-style-type: none"> Ask and answer questions about words in a text 	<p>Turn and Talk Ask a partner a question about an unknown word in the text. What do you think _____ means? I think it means _____ because _____.</p>	<p>Point out that today’s read aloud is an informational text. Remind students that informational text is a book written about something real and contains facts Read aloud the text to the students. Tell children that they will often come across words they don’t know. Stop periodically to the model your thinking out loud how you ask questions when you come to a word you don’t know. Asking questions about what is going on in the story can help you figure out what a word means.</p>	
RI.K.4	<ul style="list-style-type: none"> Use illustrations and context to learn words in a text 	Share Out	Read aloud the informational text. Tell students that another way to figure out	

		Teacher will select 2-4 students to share what they think an unknown word means and how they came up with their answer.	unknown words in our text is to use the illustrations. Model for students how to do this using the illustrations.	
RI.K.4	<ul style="list-style-type: none"> Understand and use new words 	Exit Ticket Have students use one of the new words in a sentence. New word can come from the word wall, text, or read aloud.	Read a poem to the students. Utilize the skills taught previously to understand a new word. Demonstrate how to use the new word in a sentence.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing Narrative writing Shared research writing Theme: Taking Care of Earth	
W.K.1	<ul style="list-style-type: none"> Choose self-selected topics 			
W.K.1	<ul style="list-style-type: none"> Begin to develop ability to support opinion or preference with a reason 			
Week 3				
			Read Alouds – Journeys <i>Turtle Splash</i> , Unit 3 T318 <i>What a Beautiful Sky</i> , Unit 3 T412 Other Suggested Texts: <i>Who Eats What?</i> By Patricia Lauber <i>Let's Find Out About Toothpaste</i> by K. Barabas	
RI.K.8	<ul style="list-style-type: none"> Identify the main topic of an informational text. 	Share Out Have students share out the main topic of today's informational text.	Point out that today's read aloud is an informational text. Remind students that this genre is about something real and contains facts. Read the text aloud stopping periodically to point out something in the text that tells you that it is informational	

			text.	
RI.K.8	<ul style="list-style-type: none"> Understand and identify the supporting points the author makes in the text. 	<p>Turn and Talk</p> <p>Have students tell a partner one reason an author would have for putting supporting points in their text.</p>	<p>Reread or continue the read aloud. Remind students that authors write for different reasons. Point out the reason the author wrote the text is to teach us about turtles. While reading the text identify the supporting points in the text. Model how you know that something is a supporting point and how it supports the topic.</p>	
RI.K.8	<ul style="list-style-type: none"> Name the reasons an author gives to support points in a text. 	<p>Exit Ticket</p> <p>Tell one supporting point learned from today's read aloud.</p>	<p>Read the text to the students while modeling how to identify the supporting points in the text. Name some of the reasons an author has for including supporting points in the informational text. (It helps us learn more about the topic).</p>	
			<p>Lucy Calkins</p> <p>Journeys Writing</p> <p>Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Narrative writing Shared research writing <p>Theme: Taking Care of Earth</p>	
W.K.3	<ul style="list-style-type: none"> Tell, draw, write a story about something that happened 			
W.K.3	<ul style="list-style-type: none"> Show what happens first 			
Week Four				
			<p>Read Alouds – Journeys</p> <p><i>The Three Billy Goats Gruff</i>, Unit 4, T344</p> <p><i>The Builder and the Oni</i>, Unit 4, T346</p> <p>Other Suggested Resources:</p> <p><i>Goldilocks & the Three Bears</i> by Paul Gladone</p> <p><i>The Three Little Pigs</i> by Paul Gladone</p>	
RL.K.9	<ul style="list-style-type: none"> Students will compare the adventures of characters in 	<p>Partner Talk</p> <p>Tell a partner about a</p>	<p>Introduce the read alouds by explaining that these are traditional tales, stories told by</p>	

	familiar stories by identifying similarities in the two stories.	similarity you notice between the two read alouds. One similarity between the stories is _____.	many people over many years. Read aloud both texts. Start a T chart keeping track of the similarities in various adventures that the characters experience. Stop periodically throughout the story to point out the adventures. Model your thinking in recognizing the adventures of the characters.					
RL.K.9	<ul style="list-style-type: none"> Students will contrast the adventures of characters in familiar stories by identifying differences between the two stories. 	Partner Talk Tell a partner about a difference you notice between the two read alouds. One difference between the stories is _____.	Reread aloud the texts. Model how to identify the differences between the adventures that the characters in the stories experience. Continue to complete the T chart comparing and contrasting the stories.					
RL.K.9	<ul style="list-style-type: none"> Students will compare the experiences of characters in familiar stories by identifying similarities between the two stories. 	Anecdotal Notes	Reread the texts to the students. Model out loud how to compare the experiences of the characters in both texts. Add on to the T chart, tracking the characters' experiences.					
			Possible Anchor Chart: Three Billy Goats Gruff/The Builder and the Oni <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Similarities</th> <th style="width: 50%;">Differences</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table>	Similarities	Differences			
Similarities	Differences							
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing Narrative writing Shared research writing Theme: Taking Care of Earth					
W.K.3	<ul style="list-style-type: none"> Put the pages in order 							

W.K.3	<ul style="list-style-type: none"> Tell what happens last 			
Week Five				
				<p>Read Alouds – Journeys <i>Someone Bigger</i>, Unit 6, T108 <i>One of Three</i>, Unit 6, T130 <i>Cross Country Trip</i>, Unit 6, T156 Other Suggested Resources: <u>Wemberly Worried</u> by Kevin Henkes <u>Chrysanthemum</u> by Kevin Henkes</p>
RL.K.7	<ul style="list-style-type: none"> Make a prediction about the story based on the illustrations in the text. 	<p>CFU Make a prediction about what may happen or in the story based on an illustration. Ask the other students to give thumbs up if they agree with the prediction. Call on 2-3 students to explain why they agree or disagree.</p>		<p>During read aloud, model how to make predictions based on the illustrations in the text. Model how the illustrations in the story show what is happening in the text. They bring the words to life.</p>
RL.K.7 RL.K.1	<ul style="list-style-type: none"> Explain how the illustrations in the story help you understand a part that you have read. 	<p>Turn and Talk Ask a question about a key detail in the read aloud.</p>		<p>During read aloud, model using the illustrations in the story to better understand the story.</p>
RI.K.7	<ul style="list-style-type: none"> Understand how the illustrations in informational text help us better understand what the book is about 	<p>Turn and Talk Turn to a partner after the teacher reads a page of text and explain how the illustration on that page helps them understand what you have just read. The illustration helps me understand_____.</p>		<p>During read aloud, model how the illustrations in informational text help us make sense of the information and help us better understand what we are reading.</p>
				<p>Possible Anchor Chart How Illustrations Help Us:</p> <ul style="list-style-type: none"> We can make predictions We understand what we are reading We learn more about the story We learn new information

			<ul style="list-style-type: none"> We can see what is happening in the story 		
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing Narrative writing Shared research writing Theme: Taking Care of Earth		
W.K.5	<ul style="list-style-type: none"> Add details to written stories 				
W.K.5	<ul style="list-style-type: none"> Turn and talk to reflect on writing 				
Week Six					
			Read Alouds – Journeys <i>Red Eyes or Blue Feathers</i> , Unit 5 T296 <i>Chameleon, Chameleon</i> , Unit 5 T318 Other Suggested Texts: <i>Healthy Habits</i> by Rebecca Weber <i>Your Insides</i> by J. Cole		
RI.K.2 RI.K.10	<ul style="list-style-type: none"> Identify key details in an informational text 	Partner Talk Tell your partner one key detail about the informational text.	Point out the key details in the text that support the main topic. Create a list on chart paper as an anchor chart.		
RI.K.2 RI.K.10	<ul style="list-style-type: none"> Retell the key details in an informational text 	Partner Talk Tell your partner one key detail about the informational text.	Model how to retell the key details in an informational text by stopping periodically while reading to retell what you have learned so far.		
			Possible Anchor Chart: <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Red Eyes or Blue Feathers</td> </tr> </table> The Main Topic: Animals are all different colors. Key Details: <ul style="list-style-type: none"> Tree frogs are green. Red foxes are red. 	Red Eyes or Blue Feathers	
Red Eyes or Blue Feathers					
			Lucy Calkins Journeys Writing		

			Writing Focus: <ul style="list-style-type: none"> • Opinion writing • Narrative writing • Shared research writing Theme: Taking Care of Earth	
W.K.5	<ul style="list-style-type: none"> • Use writing partners and teacher conferences to strengthen writing 			
Week Seven				
			Read Alouds – Journeys <i>Red Eyes or Blue Feathers</i> , Unit 5, T 296 <i>Chameleon, Chameleon</i> , Unit 5, T318 Other Suggested Texts: <i>Bats</i> by Gail Gibbons <i>Giant Pandas</i> by Gail Gibbons	
RI.K.3	<ul style="list-style-type: none"> • Identify the key people, events, ideas, or information in a text. 	Partner Talk Tell your partner about a key person, event, idea, or piece of information from the read aloud.	Explain that good readers are able to identify the key people, events, ideas or information in a text. Model this during the read aloud.	
RI.K.3	<ul style="list-style-type: none"> • Explain how two individuals, events, ideas or pieces of information are linked.. 	Partner Talk Explain to your partner how the events of the read aloud are connected.	Explain that good readers can make connections between the ideas, or concepts, that take place in the text. That means that we can find more than one idea that is connected to other ideas. Ideas are the big concepts in the text. The events are the things that happen in the text. Read the text modeling how you are bale to connect events in the text to each other.	
RI.K.3	<ul style="list-style-type: none"> • Explain how two individuals, events, ideas, or pieces of information are linked. 	Anecdotal Notes	Model how to describe the way that events, ideas, or information in the text are connected during the rereading of text. <i>I know these _____ are connected because _____.</i>	
			Lucy Calkins Journeys Writing	

			<p>Writing Focus:</p> <ul style="list-style-type: none"> • Opinion writing • Narrative writing • Shared research writing <p>Theme: Taking Care of Earth</p>	
W.K.6	<ul style="list-style-type: none"> • Explore use of digital tools with peers and adults to publish writing 			
Week Eight				
			<p>Read Alouds – Journeys:</p> <p><i>Curious George Makes Pancakes</i>, Unit 6, T 14</p> <p><i>Kitten’s First Full Moon</i>, Unit 6, T 36</p> <p>Other Suggested Texts:</p> <p><i>Please Don’t Let The Pigeon Drive The Bus!</i> by Mo Willems</p>	
RL.K.2	<ul style="list-style-type: none"> • Identify and determine key details in familiar stories. 	<p>Turn and Talk</p> <p>Tell a partner a key detail from today’s read aloud and include how you knew it was a key detail.</p>	<p>Read aloud the story. Explain that the important things/events that happen in the story are the key details. Key details let you know what is happening in the story. Not everything in a story is a key detail; only the important events. Stop periodically to the model your thinking out loud how to identify the key details in the story. Asking questions about what is going on in the story can help you figure out what events are key details.</p>	
RL.K.2	<ul style="list-style-type: none"> • Answer questions about familiar stories using key details to support your answers 	<p>Share Out</p> <p>Teacher will select students to answer questions about the text and encourage students to use key details to support their answers.</p>	<p>Reread aloud the story. Explain that using key details helps readers answer questions they might have while reading. Model how to answer questions you have by using the key details in the story.</p>	
RL.K.2	<ul style="list-style-type: none"> • Retell familiar stories including key details 	<p>Exit Ticket</p> <p>Have students draw or write one detail from a story they have read.</p>	<p>Read the story to the students. Model how to stop at certain points and retell what you have read in your own words. Explain how this helps you as the reader make sure that you understand what you are reading. This is a strategy that good readers employ.</p>	

			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> • Opinion writing • Narrative writing • Shared research writing Theme: Taking Care of Earth	
W.K.7	<ul style="list-style-type: none"> • Understand their job and how they will contribute to the project from beginning to end 			
Week Nine				
			Read Alouds – Journeys: <i>Look At Us</i> , Big Book, Unit 6, T318 Other Suggested Recourses: <i>Moonshow: The Flight of Apollo 11</i> by Brian Focca <i>Houses and Homes</i> by Ann Morris	
RI.K.7 RI.K.1	<ul style="list-style-type: none"> • Understand how the illustrations in informational text help us better understand what the book is about. 	CFU Ask your partner a question about one of the photos in the text.	Explain that we use the illustrations in fiction to help us understand all the parts of the story. Now we will read informational text and use the photos to help us understand what the text. During read aloud, model how you are able to better understand the informational text using the photos. The photos clarify what is happening in the text. They bring the words to life.	
RI.K.7	<ul style="list-style-type: none"> • Explain how the illustrations in informational text help understand a part that we have read. 	Turn and Talk Students will explain how the photos help them understand the text. <i>The photos help me understand _____.</i>	Model using the photos in the story to better understand the words. Demonstrate how the photos clear up any confusion you had from the words alone.	
RI.K.7	<ul style="list-style-type: none"> • Understand and explain how illustrations in informational can help make connections to the main idea. 	Turn and Talk Students will explain how the photos help them understand the text. <i>The photos help me understand _____.</i>	Explain that in informational text we learn a lot of new information. Good readers are able to connect all that information together to get the big idea. Model how in informational text the photos help all the information in the text connect to each	

			other. Show students how you are able to link everything together using the photos in the text.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> • Opinion writing • Narrative writing • Shared research writing Theme: Taking Care of Earth	
W.K.8	<ul style="list-style-type: none"> • Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support 			
Week 10				
Summative Written Assessments				
EAU Assessment				
Summative Performance Assessment				
Cross-content Project-Based Assessment with Science/Social Studies (Look at what science topics are for this unit)				