

Reading

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Reading Literature Text									
Key Ideas and Details									
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)	Mentor Texts <u>Spruce the Moose Cuts Loose</u> - Sarah Stapler <u>Trouble with Trolls</u> - Jan Brett Anchor Charts Classroom Library Leveled Readers Question cubes	Teacher Observation Student participation Oral comprehension check	2 weeks	Scholastic News <u>Let's Find Out</u>	What happens in my head when I read? How can I share important information about a story? How can asking and answering questions help me understand the text?	Oral comprehension assessment	ReadWorks Epic Just Books Read Aloud.com	Re-read text to student Summarize with a peer Reduce visual distractions	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation
RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	Mentor Texts <u>The Mitten</u> - Jan Brett <u>Caps for Sale</u> - Esphyr Slobodkina <u>Brave Irene</u> - William Steig Anchor Charts Classroom Library	DRA / Running Records Teacher Observation Student participation Oral comprehension check	2 weeks	Scholastic News <u>Let's Find Out</u>	How can retelling a story help a reader remember and understand the text? Why is using key details from the story important in retelling the	Oral comprehension assessment	ReadWorks Epic Just Books Read Aloud.com	Re-read text to student Summarize with a peer Reduce visual distractions	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.12- Work productively in teams while using cultural global competence

	Leveled Readers				story?				
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	Mentor Texts <u>If You Give a Mouse a Cookie</u> - Laura Numeroff <u>Mouse's Birthday</u> - Jane Yolen <u>How I Became a Pirate</u> - David Shannon Anchor Charts Classroom Library Leveled Readers	DRA / Running Records Teacher Observation Student participation Oral comprehension check	2 weeks	Scholastic News <u>Let's Find Out</u>	How do readers identify story elements?	Oral comprehension assessment	ReadWorks Epic Just Books Read Aloud.com	Re-read text to student Summarize with a peer Reduce visual distractions Picture organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Craft and Structure									
RL.K.4. Ask and answer questions about unknown words in a text.	Mentor Texts <u>Sploshy Sploshy</u> - Joy Cowley <u>Petunia</u> - Roger Duvoisin Anchor Charts Classroom Library Leveled Readers	DRA / Running Records Teacher Observation Student participation Oral comprehension check	2 weeks	Scholastic News <u>Let's Find Out</u>	Why is it important for readers to identify words they do not know?	Oral comprehension assessment		Provide different picture to engage background knowledge Repeat modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	Mentor Texts <u>Elephants</u> - Kyra Freed <u>We Are in a Book</u> - Mo Willems	DRA / Running Records Teacher Observation	2 weeks	Scholastic News <u>Let's Find Out</u>	How do readers identify the characteristics of a text?	Oral comprehension assessment	ReadWorks Epic Just Books Read Aloud.com		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and

	Anchor Charts Classroom Library Leveled Readers	Student participation Oral comprehension check			Why is it important to know what type of text you are reading?				innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Mentor Texts Anchor Charts Classroom Library Leveled Readers	DRA / Running Records Teacher Observation Student participation Oral comprehension check	2 weeks	Scholastic News <u>Let's Find Out</u>	How do authors and illustrators present information? What role do authors and illustrators have?	Oral comprehension assessment	ReadWorks Epic Just Books Read Aloud.com		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Integration of Knowledge and Ideas									
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).	Mentor Texts <u>The Doorbell Rang</u> - Pat Hutchins <u>Leo the Late Bloomer</u> - Robert Kraus Anchor Charts Classroom Library Leveled Readers	DRA / Running Records Teacher Observation Student participation Oral comprehension check	2 weeks	Scholastic News <u>Let's Find Out</u>	How are the words and illustrations related in the story?	Oral comprehension assessment	ReadWorks Epic Just Books Read Aloud.com	Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RL.K.9. With prompting and support,	Mentor Texts <u>The Little Red</u>	DRA / Running Records	2 weeks	Scholastic News <u>Let's Find Out</u>	How is this story like	Oral comprehension	ReadWorks	Venn Diagram/	CRP.4- Communicate clearly and effectively

compare and contrast the adventures and experiences of characters in familiar stories.	<u>Hen</u> - Diane Muldrow <u>The Gingerbread Man</u> - Eric Kimmel Anchor Charts Classroom Library Leveled Readers	Teacher Observation Student participation Oral comprehension check			another we've read?	assessment	Epic Just Books Read Aloud.com	Chart	and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Range of Reading and Level of Text Complexity									
RL.K.10. Actively engage in group reading activities with purpose and understanding.	Mentor Texts <u>When spring Comes</u> - Kevin Henkes <u>Little White Rabbit</u> - Kevin Henkes <u>Shhh!</u> - Kevin Henkes Leveled Readers Classroom Library	DRA / Running Records Teacher Observation Student participation	ongoing	Scholastic News <u>Let's Find Out</u>	How do readers use comprehension strategies to improve understanding of texts? Why are making connections important when reading texts?	Oral comprehension assessment	ReadWorks Epic Just Books Read Aloud.com	Teacher selected peer grouping Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Reading Informational Text									
Key Ideas and Details									
RI.K.1. With prompting and support, ask and answer questions about key details in a text	Mentor Texts <u>My Five Senses</u> - Margaret Miller <u>See, Hear, Taste, touch, Smell</u> - Melvin Berger	Teacher Observation Student participation Oral comprehension	2 weeks	Scholastic News <u>Let's Find Out</u>	What happens in my head when I read? How can I share important information	Oral comprehension assessment	ReadWorks Epic Just Books Read Aloud.com	Re-read text to student Summarize with a peer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

	Anchor Charts Information Books Classroom Library Leveled Readers	check			about a text? How can asking and answering questions help me understand the text?			Reduce visual distractions	CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	Mentor Texts <u>My Five Senses</u> - Margaret Miller <u>See, Hear, Taste, touch, Smell</u> - Melvin Berger Anchor Charts Information Books Classroom Library Leveled Readers	DRA / Running Records Teacher Observation Student participation Oral comprehension check	2 weeks	Scholastic News <u>Let's Find Out</u>	How can retelling a story help a reader remember and understand the text? Why is using key details from the story important in retelling the text?	Oral comprehension assessment	ReadWorks Epic Just Books Read Aloud.com	Re-read text to student Summarize with a peer Reduce visual distractions	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Mentor Texts <u>Green and Growing</u> - Susan Blackaby Anchor Charts Information Books Classroom Library Leveled Readers	DRA / Running Records Teacher Observation Student participation Oral comprehension check	2 weeks	Scholastic News <u>Let's Find Out</u>	How do readers identify connections in text?	Oral comprehension assessment	ReadWorks Epic Just Books Read Aloud.com	Re-read text to student Summarize with a peer Reduce visual distractions Picture organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

Craft and Structure									
<p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>Mentor Texts <u>Where Do Plants Grow?</u> - Louise Spilsbury</p> <p>Anchor Charts</p> <p>Information Books</p> <p>Classroom Library</p> <p>Leveled Readers</p>	<p>DRA / Running Records</p> <p>Teacher Observation</p> <p>Student participation</p> <p>Oral comprehension check</p>	<p>2 weeks</p>	<p>Scholastic News <u>Let's Find Out</u></p>	<p>How do nonfiction text features and illustrations help us make sense of the text?</p>	<p>Oral comprehension assessment</p>	<p>ReadWorks</p> <p>Epic</p> <p>Just Books Read Aloud.com</p>	<p>Provide different picture to engage background knowledge</p> <p>Repeat modeling</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Information Books</p> <p>Classroom Library</p> <p>Leveled Readers</p>	<p>DRA / Running Records</p> <p>Teacher Observation</p> <p>Student participation</p> <p>Oral comprehension check</p>	<p>1 week</p>	<p>Scholastic News <u>Let's Find Out</u></p>	<p>How does knowing the parts of a book help me to be a better reader?</p>	<p>Oral comprehension assessment</p>	<p>ReadWorks</p> <p>Epic</p> <p>Just Books Read Aloud.com</p>		<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Information Books</p> <p>Classroom Library</p> <p>Leveled Readers</p>	<p>DRA / Running Records</p> <p>Teacher Observation</p> <p>Student participation</p> <p>Oral comprehension check</p>	<p>2 weeks</p>	<p>Scholastic News <u>Let's Find Out</u></p>	<p>How do authors and illustrators present information?</p> <p>What role do authors and illustrators have?</p>	<p>Oral comprehension assessment</p>	<p>ReadWorks</p> <p>Epic</p> <p>Just Books Read Aloud.com</p>		<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams</p>

									while using cultural global competence
Integration of Knowledge and Ideas									
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).	Mentor Texts <u>Amazing Bats</u> - Seymour Simon <u>Owls Live in Trees</u> - Melvin Berger Anchor Charts Information Books Classroom Library Leveled Readers	DRA / Running Records Teacher Observation Student participation Oral comprehension check	2 weeks	Scholastic News <u>Let's Find Out</u>	How can illustrations help me understand information?	Oral comprehension assessment		Graphic organizer Repeat modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	Mentor Texts Anchor Charts Information Books Classroom Library Leveled Readers	DRA / Running Records Teacher Observation Student participation Oral comprehension check	2 weeks	Scholastic News <u>Let's Find Out</u>	How does an author support what he says in the text?	Oral comprehension assessment		Wikki sticks	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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).	Mentor Texts <u>My Five Senses</u> - Margaret Miller <u>See, Hear, Taste, touch, Smell</u> - Melvin Berger	DRA / Running Records Teacher Observation Student participation	2 weeks	Scholastic News <u>Let's Find Out</u>	How are these two books showing the same topic in different ways?	Oral comprehension assessment		Graphic organizer Repeat modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid

	Anchor Charts Information Books Classroom Library Leveled Readers	Oral comprehension check							and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Range of Reading and Level of Text Complexity									
RI.K.10. Actively engage in group reading activities with purpose and understanding.	Mentor Texts Anchor Charts Information Books Classroom Library Leveled Readers	DRA / Running Records Teacher Observation Student participation Oral comprehension check	ongoing	Scholastic News <u>Let's Find Out</u>	How do readers use comprehension strategies to improve understanding of texts? Why are making connections important when reading texts?	Oral comprehension assessment		Teacher selected peer grouping Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Reading Foundation Skills									
Print Concepts									
RF.K.1. Demonstrate understanding of the organization and basic features of print.	<u>Can I Play Too?</u> By Mo Willems <u>The Birthday Cake</u> by Joy Cowley <u>Mrs. Wishy Washy</u> by Joy Cowley <u>Brown Bear, Brown Bear, What Do you See?</u> - Bill	Teacher observation Student participation	1 month	Scholastic News - <u>Let's Find Out</u>	How do we read words on a page? How do books work? How does knowing the different parts of a book make us better	DRA / Running Records	IXL ABCya Starfall Epic		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies

	Martin Jr.				readers?				CRP.12- Work productively in teams while using cultural global competence
A. Follow words from left to right, top to bottom, and page by page.	<u>Can I Play Too?</u> By Mo Willems <u>The Birthday Cake</u> by Joy Cowley <u>Mrs. Wishy Washy</u> by Joy Cowley	Teacher observation Student participation	1 week	Scholastic News - <u>Let's Find Out</u>	How do we read words on a page? How do books work? How does knowing the different parts of a book make us better readers?	DRA / Running Records	IXL ABCya Starfall Epic	Use EZ Reader Finger tracking	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Recognize that spoken words are represented in written language by specific sequences of letters.	<u>Can I Play Too?</u> By Mo Willems <u>The Birthday Cake</u> by Joy Cowley <u>Mrs. Wishy Washy</u> by Joy Cowley	Teacher observation Student participation	1 week	Scholastic News - <u>Let's Find Out</u>	How does the understanding of spoken words, syllables, and sounds support a child's ability to read print?	DRA / Running Records	IXL ABCya Starfall Epic	Skywrite Sand -mix of fine and coarse screenwriting	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Understand that words are separated by spaces in print.	<u>Can I Play Too?</u> By Mo Willems <u>The Birthday Cake</u> by Joy Cowley <u>Mrs. Wishy Washy</u> by Joy Cowley	Teacher observation Student participation	1 week	Scholastic News - <u>Let's Find Out</u>	How do we find words on a page?	DRA / Running Records	IXL ABCya Starfall Epic	EZ reader Separate words by line	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies

									CRP.12- Work productively in teams while using cultural global competence
D. Recognize and name all upper- and lowercase letters of the alphabet.	<u>The Meanies</u> by Joy Cowley <u>Huggles</u> <u>Breakfast</u> - Joy Cowley	Teacher observation Student participation	16 weeks	Scholastic News - <u>Let's Find Out</u>	Why is knowing the names of uppercase and lowercase letters helpful when learning the sounds of those letters?	Mid Chapter Assessment (Foundations) Unit 1 Assessment (Foundations)	IXL ABCya Starfall Epic	Project Let's Find Out Use of tactile modality	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Phonological Awareness									
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Foundations Pocket Chart Word Cards Letter Cards Magnetic Letters Student Whiteboards (Communicators)	Teacher observation Student participation	1 week	Scholastic News - <u>Let's Find Out</u>	How does the understanding of spoken words, syllables, and sounds support a child's ability to read print? Why is knowing the names of uppercase and lowercase letters helpful when learning the sounds of those letters? How does knowing letters and sounds help us to learn to read?	Unit Assessment (Foundations)		Project <u>Let's Find Out</u>	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					<p>How does knowing high-frequency words help us become better readers?</p> <p>How do patterns such as rhymes help us to become better readers?</p>				
A. Recognize and produce rhyming words.	<p>Fundations</p> <p>Pocket Chart</p> <p>Word Cards</p> <p>Letter Cards</p> <p>Magnetic Letters</p> <p>Student Whiteboards (Communicators)</p>	<p>Teacher observation</p> <p>Student participation</p>	2 weeks	Scholastic News - <u>Let's Find Out</u>	<p>How does the understanding of spoken words, syllables, and sounds support a child's ability to read print?</p> <p>Why is knowing the names of uppercase and lowercase letters helpful when learning the sounds of those letters?</p> <p>How does knowing letters and sounds help us to learn to read?</p> <p>How does knowing high-frequency words help us become better readers?</p> <p>How do patterns such as rhymes help us to become better readers?</p>	Unit Assessment (Fundations)		<p>Use of color to distinguish rhyme family</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

<p>B. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>Fundations Pocket Chart Word Cards Letter Cards Magnetic Letters Student Whiteboards (Communicators)</p>	<p>Teacher observation Student participation</p>	<p>1 week</p>	<p>Scholastic News - <u>Let's Find Out</u></p>	<p>How does the understanding of spoken words, syllables, and sounds support a child's ability to read print? Why is knowing the names of uppercase and lowercase letters helpful when learning the sounds of those letters? How does knowing letters and sounds help us to learn to read? How does knowing high-frequency words help us become better readers? How do patterns such as rhymes help us to become better readers?</p>	<p>Unit Assessment (Fundations)</p>		<p>Clapping</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
<p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>Fundations Pocket Chart Word Cards Letter Cards Magnetic Letters Student Whiteboards</p>	<p>Teacher observation Student participation</p>	<p>16 weeks</p>	<p>Scholastic News - <u>Let's Find Out</u></p>	<p>How does the understanding of spoken words, syllables, and sounds support a child's ability to read print? Why is knowing the names of uppercase and</p>	<p>Unit Assessment (Fundations)</p>		<p>Project <u>Let's Find Out</u></p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work</p>

	(Communicator s)				<p>lowercase letters helpful when learning the sounds of those letters?</p> <p>How does knowing letters and sounds help us to learn to read?</p> <p>How does knowing high-frequency words help us become better readers?</p> <p>How do patterns such as rhymes help us to become better readers?</p>			productively in teams while using cultural global competence
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/.)	<p>Foundations</p> <p>Pocket Chart</p> <p>Word Cards</p> <p>Letter Cards</p> <p>Magnetic Letters</p> <p>Student Whiteboards (Communicator s)</p>	<p>Teacher observation</p> <p>Student participation</p>	16 weeks	Scholastic News - <u>Let's Find Out</u>	<p>How does the understanding of spoken words, syllables, and sounds support a child's ability to read print?</p> <p>Why is knowing the names of uppercase and lowercase letters helpful when learning the sounds of those letters?</p> <p>How does knowing letters and sounds help us to learn to read?</p> <p>How does</p>	Unit Assessment (Foundations)	<p>Highlight desired sounds</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					<p>knowing high-frequency words help us become better readers?</p> <p>How do patterns such as rhymes help us to become better readers?</p>				
<p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Foundations</p> <p>Pocket Chart</p> <p>Word Cards</p> <p>Letter Cards</p> <p>Magnetic Letters</p> <p>Student Whiteboards (Communicators)</p>	<p>Teacher observation</p> <p>Student participation</p>	10 weeks	<p>Scholastic News - <u>Let's Find Out</u></p>	<p>How does the understanding of spoken words, syllables, and sounds support a child's ability to read print?</p> <p>Why is knowing the names of uppercase and lowercase letters helpful when learning the sounds of those letters?</p> <p>How does knowing letters and sounds help us to learn to read?</p> <p>How does knowing high-frequency words help us become better readers?</p> <p>How do patterns such as rhymes help us to become better readers?</p>	Unit Assessment (Foundations)		<p>Color coded cards</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

Phonics and Word Recognition									
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	<p>Foundations</p> <p>Pocket Chart</p> <p>Word Cards</p> <p>Letter Cards</p> <p>Magnetic Letters</p> <p>Student Whiteboards (Communicators)</p>	<p>Teacher observation</p> <p>Student participation</p>	16 weeks	Scholastic Reader - <u>Let's Find Out</u>	<p>How does knowing letters and sounds help us to learn to read?</p> <p>How does knowing high-frequency words help us become better readers?</p> <p>How do patterns such as rhymes help us to become better readers?</p>	Unit Assessment (Foundations)	<p>IXL</p> <p>Starfall</p> <p>ABCya</p>	Song	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.	<p>Foundations</p> <p>Pocket Chart</p> <p>Word Cards</p> <p>Letter Cards</p> <p>Magnetic Letters</p> <p>Student Whiteboards (Communicators)</p>	<p>Teacher observation</p> <p>Student participation</p>	16 weeks	Scholastic Reader - <u>Let's Find Out</u>	<p>How does knowing letters and sounds help us to learn to read?</p> <p>How does knowing high-frequency words help us become better readers?</p> <p>How do patterns such as rhymes help us to become better readers?</p>	Unit Assessment (Foundations)	<p>IXL</p> <p>Starfall</p> <p>ABCya</p>	Song	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<p>Foundations</p> <p>Pocket Chart</p> <p>Word Cards</p> <p>Letter Cards</p> <p>Magnetic</p>	<p>Teacher observation</p> <p>Student participation</p>	16 weeks	Scholastic Reader - <u>Let's Find Out</u>	<p>How does knowing letters and sounds help us to learn to read?</p> <p>How does knowing high-frequency</p>	Unit Assessment (Foundations)	<p>IXL</p> <p>Starfall</p> <p>ABCya</p>	Song	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid</p>

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.	Leveled Readers Foundations	DRA / Running Records Conferencing	Ongoing	Big Books Scholastic News - <u>Let's Find Out</u>	How does fluency impact how we read? What does fluent reading sound like? How does listening to and reading with my teacher help me become a fluent reader?	DRA / Running Records		Rebus stories Epic Recorded samples of fluent reader Record self and listen	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A. Read emergent-readers with purpose and understanding.	Leveled Readers Foundations	DRA / Running Records Conferencing	Ongoing	Big Books Scholastic News - <u>Let's Find Out</u>	How does fluency impact how we read? What does fluent reading sound like? How does listening to and reading with my teacher help me become a fluent reader?	DRA / Running Records		Rebus stories Epic Recorded samples of fluent reader Record self and listen	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Read grade level text for purpose and understanding.	Leveled Readers Foundations	DRA / Running Records Conferencing	Ongoing	Big Books Scholastic News - <u>Let's Find Out</u>	How does fluency impact how we read? What does fluent reading sound like? How does listening to and reading with my teacher help me become a fluent reader?	DRA / Running Records		Rebus stories Epic Recorded samples of fluent reader Record self and listen	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

Writing

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Text Types and Purposes									
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., <i>My favorite book is...</i>).	Mentor texts <u>LWanna</u> series by Karen Kaufman Orloff <u>The Perfect Pet</u> - Margie Palatini Anchor charts Word walls	Rubrics conferencing	6 weeks	Little Science Thinkers Little Social Studies Thinkers	How do I use written language to communicate my thoughts with others?	Writing samples	Little Bird Tales website	Scripted sentence stem Modified rubric Google Voice Typing Graphic Organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Mentor texts <u>The Pumpkin Book</u> - Gail Gibbons <u>Growing Vegetable Soup</u> - Lois Ehlert Artic Foxes - Emily Rose Townsend Information books Epic Anchor charts	Rubrics conferencing	8 weeks	Little Science Thinkers Little Social Studies Thinkers	How do authors and illustrators share information they've learned with others?	Writing samples	Epic	Scripted sentence stem Modified rubric Google Voice Typing Graphic Organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work

	Word walls								productively in teams while using cultural global competence
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.	<p>Mentor Texts <u>Pancakes for Breakfast</u> - Tomie dePaola <u>No David</u> - David Shannon <u>Harold and the Purple Crayon</u> - Crockett Johnston <u>Snowy Day</u> - Ezra Jack Keats <u>Peter's Chair</u> - Ezra Jack Keats <u>Rocket Learned to Write</u> - Tad Hill</p> <p>Anchor charts</p> <p>Word walls</p> <p>ABC charts</p> <p>Listening Station</p>	<p>Rubrics</p> <p>Conferencing</p>	8 weeks	Community Helper thank you's	How do authors and illustrators tell stories?	Writing Samples		<p>Scripted sentence stem</p> <p>Modified rubric</p> <p>Google Voice Typing</p> <p>Graphic Organizer</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
Production and Distribution of Writing									
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).	<p>Conference checklist</p> <p>Writing goals anchor chart</p>	checklists	ongoing		How can I make my writing better?	Writing samples		<p>Graphic Organizer</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable</p>

									research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Google Little Bird Tales	Teacher observation	ongoing	Technology	How can I publish my work using digital tools?	Writing samples	Little Bird Tales		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Research to Build and Present Knowledge									
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).	Mentor texts <u>I Wanna</u> series by Karen Kaufman Orloff	Rubrics conferencing	4 weeks	Science - seasons, animals Social Studies- Holidays	How do I use written language to communicate my thoughts with others?	Writing samples	Little Bird Tales website	Scripted sentence stem Modified rubric Google Voice Typing Graphic organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research

									strategies CRP.12- Work productively in teams while using cultural global competence
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Mentor texts Information books Epic	Rubrics conferencing	4 weeks	Science - seasons, animals Social Studies- Holidays	How do authors and illustrators share information they've learned with others? How do I use a source to find an answer to my question?	Writing samples	Epic	Scripted sentence stem Modified rubric Google Voice Typing Graphic organizer Highlighting	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

Speaking and Listening

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Comprehension and Collaboration									
SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and	Mentor Tests: Howard B. Wigglebottom Learns to Listen - Howard Binkow Interrupting Chicken - David Ezra Stein	Teacher observation Student participation	Ongoing	All Subjects	What is my role in communication (as a listener, speaker, thinker)? How can I use my voice, body, and eyes to speak and	Anecdotal records/checklist		Teacher-chosen groups Checklist of conversation norms Visual cue for next speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and

adults in small and larger groups.	Anchor Charts				listen effectively?				innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A.Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).	Mentor Tests: <u>Howard B. Wigglebottom Learns to Listen</u> - Howard Binkow <u>Interrupting Chicken</u> - David Ezra Stein Anchor Charts	Teacher observation Student participation	Ongoing	All Subjects	What is my role in communication (as a listener, speaker, thinker)? How can I use my voice, body, and eyes to speak and listen effectively?	Anecdotal records/checklist		Teacher-chosen groups Checklist of conversation norms Visual cue for next speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B.Continue a conversation through multiple exchanges.	Mentor Tests: <u>Howard B. Wigglebottom Learns to Listen</u> - Howard Binkow <u>Interrupting Chicken</u> - David Ezra Stein Anchor Charts	Teacher observation Student participation	Ongoing	All Subjects	What is my role in communication (as a listener, speaker, thinker)? How can I use my voice, body, and eyes to speak and listen effectively?	Anecdotal records/checklist		Teacher-chosen groups Checklist of conversation norms Visual cue for next speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies

									CRP.12- Work productively in teams while using cultural global competence
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.	<p>Mentor Texts <u>Spruce the Moose Cuts Loose</u> - Sarah Stapler</p> <p><u>Trouble with Trolls</u> - Jan Brett</p> <p><u>My Five Senses</u> - Margaret Miller</p> <p><u>See, Hear, Taste, touch, Smell</u> - Melvin Berger</p> <p>Anchor Charts</p> <p>Classroom Library</p> <p>Leveled Readers</p> <p>Technology</p>	<p>Teacher Observation</p> <p>Student participation</p> <p>Oral comprehension check</p>	Ongoing	All Subjects	<p>How will I ask and answer questions in order to get information?</p> <p>Why do I adapt my communication to different purposes and audiences?</p>	Anecdotal Records/checklist	<p>Storylineonline.net</p> <p>Justbooksread aloud.net</p> <p>Epic</p>		<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>Mentor Texts</p> <p>Leveled Readers</p> <p>Anchor Charts</p> <p>Word Walls</p>	<p>Teacher Observation</p> <p>Student participation</p> <p>Oral comprehension check</p>	Ongoing	All Subjects	<p>How will I ask and answer questions in order to seek help?</p> <p>How will I ask and answer questions in order to get information?</p>	Anecdotal Records/checklist	<p>Storylineonline.net</p> <p>Justbooksread aloud.net</p> <p>Epic</p>		<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global</p>

									competence
Presentation of Knowledge and Ideas									
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Mentor Texts Leveled Readers Anchor Charts	Teacher Observation Student participation Oral comprehension check	Ongoing	All Subjects	How can I provide detail to describe people, places and events to a partner? How do readers share stories with a partner using details?	Anecdotal Records/checklist	Storylineonline.net Justbooksread aloud.net Epic		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Mentor Texts Leveled Readers Anchor Charts	Teacher Observation Student participation Oral comprehension check	Ongoing	All Subjects	How can I use drawings and visuals to provide additional details to retell my story?	Anecdotal Records/checklist	Storylineonline.net Justbooksread aloud.net Epic		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	Mentor Texts Listening Center Literacy and Math Stations	Teacher Observation Student participation Oral comprehension check	Ongoing	All Subjects	How can I verbalize my thoughts, feelings, and ideas in a way that is appropriate for my audience?	Anecdotal Records/checklist	Storylineonline.net Justbooksread aloud.net Epic		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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Language

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Conventions of Standard English									
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Fundations Writing Samples (Teacher modeled) Mentor Texts	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	How can I make purposeful language choices in writing and speaking in order to communicate in a wide range of print and digital text?	Unit assessments Writing Samples	Storylineonline.net Justbooksread aloud.net Epic	Magnet Letters Anchor charts Partner with peer of higher ability	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies

									CRP.12- Work productively in teams while using cultural global competence
A.Print many upper- and lowercase letters.	Foundations Writing Samples (Teacher modeled) Mentor Texts	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	How can I make purposeful language choices in writing and speaking in order to communicate in a wide range of print and digital text?	Unit assessments Writing Samples	Storylineonline.net Justbooksread aloud.net Epic	Magnet Letters Anchor charts Partner with peer of higher ability	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Use frequently occurring nouns and verbs.	Foundations Writing Samples (Teacher modeled) Mentor Texts	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	How can I make purposeful language choices in writing and speaking in order to communicate in a wide range of print and digital text?	Unit assessments Writing Samples	Storylineonline.net Justbooksread aloud.net Epic	Magnet Letters Anchor charts Partner with peer of higher ability	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	Foundations Writing Samples (Teacher modeled) Mentor Texts	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	How can I make purposeful language choices in writing and speaking in order to communicate in a wide range of print and digital text?	Unit assessments Writing Samples	Storylineonline.net Justbooksread aloud.net Epic	Magnet Letters Anchor charts Partner with peer of higher ability	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Foundations Writing Samples (Teacher modeled) Mentor Texts	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	How can I make purposeful language choices in writing and speaking in order to communicate in a wide range of print and digital text?	Unit assessments Writing Samples	Storylineonline.net Justbooksread aloud.net Epic	Magnet Letters Anchor charts Partner with peer of higher ability	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by</i>).	Foundations Writing Samples (Teacher modeled)	Teacher Observation Student participation	Ongoing	All Subjects	How can I make purposeful language choices in writing and speaking in order to communicate	Unit assessments Writing Samples	Storylineonline.net Justbooksread aloud.net	Magnet Letters Anchor charts Partner with peer of higher ability	CRP.4- Communicate clearly and effectively and with reason

<i>with</i>).	Mentor Texts	Writing samples/portfolios			in a wide range of print and digital text?		Epic		CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
F. Produce and expand complete sentences in shared language activities.	Fundations Writing Samples (Teacher modeled) Mentor Texts	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	How can I make purposeful language choices in writing and speaking in order to communicate in a wide range of print and digital text?	Unit assessments Writing Samples	Storylineonline.net Justbooksreadaloud.net Epic	Magnet Letters Anchor charts Partner with peer of higher ability	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Fundations Writing Samples (Teacher modeled) Mentor Texts: <u>Yo! Yes!</u> - Chris Raschka	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing?	Writing samples		Anchor charts Partner with peer of higher ability Magnetic strips Space man	

A.Capitalize the first word in a sentence and the pronoun <i>I</i> .	<p>Fundations</p> <p>Writing Samples (Teacher modeled)</p> <p>Mentor Texts: <u>Yo! Yes!</u> - Chris Raschka</p>	<p>Teacher Observation</p> <p>Student participation</p> <p>Writing samples/portfolios</p>	Ongoing	All Subjects	<p>Why are conventions important when writing?</p> <p>How does using appropriate capitalization, punctuation, and spelling help my writing?</p>	Writing samples		<p>Anchor charts</p> <p>Partner with peer of higher ability</p> <p>Magnetic strips</p> <p>Space man</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
B. Recognize and name end punctuation.	<p>Fundations</p> <p>Writing Samples (Teacher modeled)</p> <p>Mentor Texts: <u>Yo! Yes!</u> - Chris Raschka</p>	<p>Teacher Observation</p> <p>Student participation</p> <p>Writing samples/portfolios</p>	Ongoing	All Subjects	<p>Why are conventions important when writing?</p> <p>How does using appropriate capitalization, punctuation, and spelling help my writing?</p>	Writing samples		<p>Anchor charts</p> <p>Partner with peer of higher ability</p> <p>Magnetic strips</p> <p>Space man</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
C. Write a letter or letters for most consonant and short-vowel sounds (phonemes)	<p>Fundations</p> <p>Writing Samples (Teacher modeled)</p>	<p>Teacher Observation</p> <p>Student participation</p>	Ongoing	All Subjects	<p>Why are conventions important when writing?</p> <p>How does using</p>	Writing samples		<p>Anchor charts</p> <p>Partner with peer of higher ability</p> <p>Magnetic strips</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p>

	Mentor Texts: <u>Yo! Yes!</u> - Chris Raschka	Writing samples/portfolios			appropriate capitalization, punctuation, and spelling help my writing?			Space man	CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Fundations Writing Samples (Teacher modeled) Mentor Texts: <u>Yo! Yes!</u> - Chris Raschka	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing?	Writing samples		Anchor charts Partner with peer of higher ability Magnetic strips Space man	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Vocabulary Acquisition and Use									
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten	Mentor Texts Leveled Readers	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	What strategies can help me determine the meaning of unknown words? How does learning and	Writing samples		Anchor charts Partner with peer of higher ability Pictures to distinguish new vocabulary	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate

reading and content.		s			understanding new words help me become a better speaker, listener, reader, and writer?				creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).	Mentor Texts Leveled Readers	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	What strategies can help me determine the meaning of unknown words? How does learning and understanding new words help me become a better speaker, listener, reader, and writer?	Writing samples		Anchor charts Partner with peer of higher ability Pictures to distinguish new vocabulary	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.	Mentor Texts Leveled Readers	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	What strategies can help me determine the meaning of unknown words? How does learning and understanding new words help me become a better speaker, listener, reader, and writer?	Writing samples		Anchor charts Partner with peer of higher ability Pictures to distinguish new vocabulary	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research

									<p>strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings</p>	<p>Mentor Texts</p> <p>Leveled Readers</p>	<p>Teacher Observation</p> <p>Student participation</p> <p>Writing samples/portfolios</p>	<p>Ongoing</p>	<p>All Subjects</p>	<p>How do I identify real life connections between words and their use?</p> <p>How do the meanings of words help me sort them into categories?</p>	<p>Writing Samples</p>		<p>Visual examples</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>A.Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>Mentor Texts</p> <p>Leveled Readers</p>	<p>Teacher Observation</p> <p>Student participation</p> <p>Writing samples/portfolios</p>	<p>Ongoing</p>	<p>All Subjects</p>	<p>How do I identify real life connections between words and their use?</p> <p>How do the meanings of words help me sort them into categories?</p>	<p>Writing Samples</p>		<p>Visual examples</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global</p>

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B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Mentor Texts Leveled Readers	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	How do I identify real life connections between words and their use? How do the meanings of words help me sort them into categories?	Writing Samples		Visual examples	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Mentor Texts Leveled Readers	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	How do I identify real life connections between words and their use? How do the meanings of words help me sort them into categories?	Writing Samples		Visual examples	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Distinguish shades of meaning among verbs describing	Mentor Texts Leveled Readers	Teacher Observation Student	Ongoing	All Subjects	How do I identify real life connections between words	Writing Samples		Visual examples	CRP.4- Communicate clearly and effectively and

the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.		participation Writing samples/portfolios			and their use? How do the meanings of words help me sort them into categories?				with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Mentor Texts Leveled Readers	Teacher Observation Student participation Writing samples/portfolios	Ongoing	All Subjects	What strategies will I use to learn and use words? How do I use new words I learn in my language?	Writing samples			CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence