Pacing Guide For ELA Curriculum

Grade Kindergarten

Topic	Marking Period	Number of Days
Foundational Skills: Reading Language	Marking Period 1	16 weeks
Foundational Skills: Writing Language	Marking Period 1	16 weeks
Reading Domain	Marking Periods 2, 3, 4	8 weeks
Writing Domain	Marking periods 2, 3, 4	8 weeks
Speaking and Listening Domain	Marking period 1-4	8 weeks

Alpha Public School
ELA Curriculum Map

Grade: Kindergarten

UNIT: Foundational Skills: Reading Language (Print Concepts)

Standard: L.RF.K.1	**Content Topic:** Demonstrate understanding of the organization and basic features of print.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.RF.K.1.A.	Follow words from left to right, top to bottom, and page by page.
L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
L.RF.K.1.C	Understand that words are separated by spaces in print.
L.RF.K.1.D	Recognize and name all upper and lowercase letters of alphabet.

Practices / Skills & Lesson / Learning Activities
● Introduce a letter using the letter card ● Demonstrate the letter and sound ● Anchor chart for names that begin with that letter ● Word wall for words that begin with that letter ● Identify alphabet letters A-Z ● Match letters to keywords and sounds ● Big Book ABC Rhyme Time ● Additional student practice worksheets ● Fundations alphabet handwriting papers ● Dry erase boards ● Multisensory writing: sky writing, sand writing, glue writing, rice writing, plastic canvas writing, etc. ● Name activities ● Letter matching ● Separate words when writing by finger space (or desired tool) ● Finger tracking

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher observation / anecdotal notes student participation / letter / sound assessment Teaching strategies gold objectives IXL modules ABCya Starfall Epic Multisensory writing (see practices)	Mid-Chapter assessment- Fundations IXL DRA / Running Records Unit 1 assessment- Fundations	Can I play too? By Mo Willems The Birthday Cake by Joy Cowley Mrs. Wishy Washy by Joy Cowley Brown Bear, Brown Bear, What do you See? By Bill Martin Jr. Scholastic News- Let's Find Out The Meanies by Joy Cowley Huggles Breakfast by Joy Cowley Chrysanthemum by Kevin Henkes Chica-Chica Boom Boom

		All by Myself by Mercer Mayer Bat Poem by Shell Silverstein Leaf Troubles Pumpkin Soup Apple Pie There Was an Old Lady who Swallowed some Leaves The Very Hungry Caterpillar by Eric Carle Color Poem Fall Poems Leveled Books for Independent Reading

UNIT: Foundational Skills: Reading Language (Phonological Awareness)

Standard: L.RF.K.2	**Content Topic:** Demonstrate understanding of spoken words, syllables and sounds (phonemes)

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.RF.K.2.A	Recognize and produce rhyming words
L.RF.K.2.B	Count, pronounce, blend and segment syllables in spoken word.
L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends.
L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Practices / Skills & Lesson / Learning Activities
● Big Book ABC Rhyme Time ● Additional student practice worksheets ● Fundations alphabet papers ● Dry erase boards ● Match letters to keywords and sounds ● Separate words by syllable with a line ● Finger tracking ● Multisensory writing: Sand writing, glue writing, rice writing, plastic canvas writing, etc.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)

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Fundations Pocket Chart Word Cards Student Whiteboards / Communicators Teacher observation / anecdotal notes student participation / letter /sound assessment IXL modules	Unit Assessment- Fundations Project- Let's Find Out Running Records	Scholastic News- Let's Find Out Fundations Word Cards / Letter Cards

UNIT: Foundational Skills: Reading Language (Phonics and Word Recognition)

Standard: L.RF.K.3	**Content Topic:** Know and apply grade-level phonics and word analysis in decoding and encoding words.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.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.
L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of letters that differ (e.g., nap and tap; cat and cot).

Practices / Skills & Lesson / Learning Activities

- Utilize Fry's 1st Hundred Words lists for sight word acquisition
- Visual, Auditory and blending drills
- Word work: word chains, grapheme-phoneme maps, word sorts

Mini lesson-

- Review the alphabet using the alphabet chart. Identify each letter and its sound
- Introduce the concept of letter-sound correspondences by explaining that each letter makes a sound
- Explain the difference between vowels and consonants and review the names and sounds of each.
- Show examples of common consonants and model the sound each letter makes. Have students repeat.
- Practice identifying and producing the sounds of consonants using flashcards or the alphabet chart
- Provide examples of words containing these consonants and ask students to identify the beginning sound of each word.
- Introduce the five major vowels (a, e, i, o, u) and their short and long sounds
- Present common spellings (graphemes) for each vowel sound (a as in cat, cake, e as in bed, be, i as in pig, bike, o as in dog, bone, u as in bug, cube)
- Practice pronouncing words containing each vowel sound and identify the spelling pattern for each sound.
- Use flashcards or the whiteboard to display high frequency words and irregular words

- Model reading each word fluently and have students repeat after you
- Encourage students to read the words independently and provide assistance as needed
- Discuss any irregular parts of the words and how they differ from regular spelling patterns

Independent Practice-

- Use flashcards or the whiteboard to display high-frequency words and irregular words
- Model reading each word fluently and have students repeat after you
- Encourage students to read the words independently and provide assistance as needed
- Discuss any irregular parts of the words and how they differ from regular spelling patterns

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
● IXL modules ● Starfall ● ABCya ● Fundations ● Pocket Chart ● Word Cards ● Letter Cards ● Magnetic Letters ● Student Whiteboards / Communicators ● Teacher observation / Student participation ● Evaluate reading fluency and accuracy with high frequency and irregular words during practice activities	Unit Assessment (Fundations) DRA- Running Records	Scholastic Reader- Let's Find Out Fundations Word cards / Letter cards

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UNIT: Foundational Skills: Reading Language (Fluency)

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one to one letter sound correspondences) orally with sufficient decoding accuracy to support comprehension

Practices / Skills & Lesson / Learning Activities

- Interactive Read Alouds
- Shared Reading / Listening station
- Think-Pair-Share
- Decodable Books
- Additional practice worksheets
- Partner Reading
- Recognize common types of texts
- Name and describe familiar people, places or things and, with prompting and support, provide additional details
- Point to the front, back cover and title page of a book
- Listen and respond to questions about literature and informational text
- Listen and respond to questions about literature and informational text in group reading activities
- Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns
- Read emergent reader texts with purpose and understanding
- Express thoughts, feelings and ideas to other clearly
- Produce and expand complete sentences in shared language activities

Whole Group-

- Circle time
- Read alouds
- Morning meetings
- Think pair share
- Shared reading
- Echo reading
- Decoding
- Whole group discussion
- Modeled / shared and guided practice of reading and writing
- Shared language activities
- After Reading, *The Warm and Fuzzy Story* by Claude Steiner or *Do Unto Otters: A Book about Manners* by Laura Keller, collaboratively develop a list of class rules

Individual

- One on One reading
- Reading Conferences
- Literacy Centers
- Decoding

Small Groups

- Guided reading using leveled readers
- Decoding
- Literacy Centers

Formative, Summative and	Benchmark Assessments	Core Instructional and

Alternative Assessments		Supplemental Materials (including various texts at each grade level)
Conferencing- Reading notes Rebus stories Epic Record self and listen Anecdotal notes Weekly progress check ups / teacher checklists Letter / sound assessments	DRA / Running Records	• Leveled readers • Big Books • Scholastic News- Let's Find Out • My View Decodable Books • Fundations Unit 2 • *The Warm Fuzzy Story* by Claude Steiner • *Do Unto Otters: A book about Manners* by Laura Keller • *From Seed to Pumpkin* by Wendy Pfeffer • *What do You do with a tail like this* by Jenkins, Steve, and Robin Page

For all Foundational Skills: Reading Language units:

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
• Use Screencastify to record student reading, partner feedback, and / or student goals • https://storylineonline.net/ for digital storybooks mentor reading examples • www.getepic.com for digital storybook 8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences	Utilize text that align with topics explored in social studies, science, the arts, and mathematics Engage in storytelling via Reader's Theater experiences K.CC.A.2-Count forward beginning from a given number within the known sequence (instead of having to begin at 1)., Billions of Bricks: A Counting Book about building by Kurt Cyrus 6.1.2.Civics.DP.3-The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
• Refer to IEPS for more specific accommodations and modifications for special education students • Refer to 504 plans for more specific accommodations and modifications • Workshop Model • Students read at independent level • Conferencing • Small group instruction	• Graphic organizers • Visual Aids • Peer help / interactions • Speaking slowly and distinctly	• Text at higher levels • Student centered projects • Independent study

● Use of EZ reader		

UNIT: Foundational Skills: Writing Language (Sound Letter Basics)

Standard: L.WF.K.1	**Content Topic:** Demonstrate command of the conventions of writing

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.K.1.A	Match upper and lowercase letters
L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme
L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.

Practices / Skills & Lesson / Learning Activities

- Learn a skyline, a planeline, a grassline, and a worm line
- Form letters in the air and learn and practice letter sounds
- Letter- Keyword- Sound review card
- https://www.youtube.com/watch?v=cRrYgWH8ffw
- Alphabet strip
- Introduce conventions of standard English grammar in written language
- The use of spacing between words

Whole Group

- Decoding
- Modeled / Shared and Guided practice of writing
- Shared language activities
- Directed writing
- Writing prompts
- Journaling
- Use appropriate spacing between words

Individual

- Fundations
- Writing conferences
- Literacy centers
- Decoding

Small Groups

- Literacy centers
- Writing stations

● Decoding

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
● Teaching Strategies Gold objectives- students can identify and write all upper and lowercase letters ● Independent work- hand over hand if needed ● Writing samples ● IXL modules	Beginning- mid- end of year samples	Fundations ● *The Warm Fuzzy Story* by Claude Steiner ● *Do Unto Otters: A book about Manners* by Laura Keller ● *From Seed to Pumpkin* by Wendy Pfeffer ● *What do You do with a tail like this* by Jenkins, Steve, and Robin Page

UNIT: Foundational Skills: Writing Language (Spelling)

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.K.2.A	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
L.WF.K.2.C	Spelling VC (vowel-consonant) <at, in> and CVC <pet, mud> words with short vowel sounds.
L.WF.K.2.D	Writing frequently used words accurately.
L.WF.K.2.E	Attempting phonetic spellings of unknown words
L.WF.K.2.F	Writing initial and final consonant blends (must, slab, plump)

Practices / Skills & Lesson / Learning Activities
● Fundations activities ● Multisensory writing: sand writing, sky writing, etc. Whole Group ● Review sounds of consonants and vowels using flashcards or posters to represent each letter and its corresponding sound ● Review / show examples of CVC words using the flashcards and have students repeat after you, emphasizing the individual sounds in each word ● Display picture cards of CVC words ● Have students identify the sounds they hear in the word and segment the word into its individual phonemes (c-a-t) ● Provide students with letter cards and have them choose the correct letters to spell the word on their mini-whiteboards ● Encourage students to sound out each phoneme as they write their corresponding letter Independent Practice ● Distribute a worksheet with CVC words and missing initial or final consonants ● Students fill in the missing letter and complete each word Small Group ● Work on more complex phonics with blends or digraphs

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
● Teacher observation / anecdotal notes ● Communicators ● CVC worksheets ● Writing Samples ● IXL modules	Writing Samples	● Yo! Yes! By Chris Raschika ● Large flashcards with images of CVC words (e.g., dog, cat, pig) ● Individual mini-whiteboards and markers for each student ● Letter cards (both consonants and vowels) ● Picture cards representing CVC words ● Worksheet with CVC words and missing initial or final consonants

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UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.WF.K.3	**Content Topic:** Demonstrate command of the conventions of sentence composition

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence
L.WF.K.3.B	Write simple sentences
L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation
L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences
L.WF.K.3.F	Write sentences with increasing complexity
L.WF.K.3.G	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame
L.WF.K.3.H	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.WF.K.3.I	With support, distinguish between a complete sentence and a sentence fragment.
L.WF.K.3.J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
L.WF.K.3.K	Elaborate a simple subject or simple predicate, in response to questions, who, what, where, when, how or why
L.WF.K.3.L	Use conjunctions appropriately in sentences (e.g., and, but, so, and because)

Practices / Skills & Lesson / Learning Activities

- Use Scholastic’s Sentence Expansion Wheel graphic organizer

Whole Group

- Gather the students and introduce the concept of sentences. Explain that sentences are groups of words that make complete sense and begin with a capital letter and end with a punctuation mark, like a period.
- Show examples of sentences written on sentence strips and read them aloud to the class. Point out the capital letters and periods.
- Engage the students by asking them to identify the parts of the sentence (capital letter, words, and punctuation)

Activity one- Sentence building with picture cards

- Display the picture cards one by one and ask the students to identify what they see.
- Select a picture card and ask students to help you create a sentence by describing what is happening in the picture
- Model writing the sentence using chart paper, beginning with a capital letter and ending with a period
- Invite individual students to come up and rearrange the sentence strips to recreate the sentence- emphasize proper word order and spacing

Activity two- Sentence creation

- Distribute blank sentence strips to each student
- Instruct students to choose a picture card and write a sentence describing what they see. Encourage them to begin with a capital letter and end with a period.
- Have students share their sentences with the class. Review the concept of the sentence and their components, including proper capitalization and punctuation

Independent Practice
- Sentence building worksheets
- Create their own sentences using a variety of subjects and verbs

Small Group
- Online sentence activities

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Conferencing Sentence building worksheets Communicators Teacher observation / anecdotal notes IXL modules	Writing Sample with Rubric	● Yo! Yes! By Chris Raschka ● Picture cards depicting various actions and objects (e.g., a dog running, a ball bouncing, a book, a tree, etc) ● Large chart paper ● Markers ● Sentence strips ● Glue sticks ● scissors

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.KL.K.1	**Content Topic:** With prompting and support, develop knowledge of language and conventions when speaking and listening.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.KL.K1.A	Use frequently occurring nouns and verbs
L.KL.K1.B	Form regular plural nouns orally by adding -s or -es (e.g, dog, dogs, wish, wishes)
L.KL.K1.C	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.KL.K1.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
L.KL.K1.E	Produce and expand complete sentences in shared language activities.

Practices / Skills & Lesson / Learning Activities
● Discuss nouns and verbs. Show picture cards and ask students to identify the objects (nouns) and actions (verbs) depicted ● Encourage students to repeat the words after you and use them in simple sentences Whole Group Activity One- Forming Plural Nouns ● Show students word cards with singular nouns (e.g., cat, dog, ball) and explain that we can make them more than one by adding -s or -es ● Practice pronouncing the plural forms together ● Have students repeat the words and create simple sentences using the plural nouns (e.g., "I see two cats") Activity Two- Understanding Question Words ● Introduce question words (who, what, where, when, why, how) using flashcards ● Explain the meaning of each question word with simple examples ● Engage students in a question-answer game where they ask and answer questions using the question words. For example, "Who has a red shirt?" or "What is your favorite food?" Activity Three- Exploring Prepositions ● Show visual aids illustrating different prepositions (in, on, under, over,etc) ● Demonstrate each preposition using real objects or drawings ● Encourage students to mimic the actions and describe the positions using the prepositions (e.g, "The toy is under the table")

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
● Teacher observation ● Participation ● White board / communicators ● Teacher conferences ● IXL modules	Written samples Teacher conferences	● Picture cards with nouns and verbs (pictures of animals, actions like running, jumping) ● Word cards with nouns to practice forming plurals ● Question word flashcards ● Visual aids illustrating prepositions (e.g., drawings or real objects to demonstrate concepts like in, on, under, over, etc.) ● Large paper or whiteboard ● *The Warm Fuzzy Story* by Claude Steiner ● *Do Unto Otters: A book about Manners* by Laura Keller ● *From Seed to Pumpkin* by Wendy Pfeffer ● *What do You do with a tail like this* by Jenkins, Steve, and Robin Page

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ELA Curriculum Map

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.Vl.K.2.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.VL.K.2.B	Use the most frequently occurring affixes (e.g., -ed, -s,-ing) as a clue to the meaning of an unknown word

Practices / Skills & Lesson / Learning Activities

Whole Group-
- Introduce the lesson by discussing the importance of understanding words in stories and texts
- Introduce the concept of unknown and multiple meaning words using simple examples that are relevant to kindergarten students. For example, "Does anyone know what the word "puzzle" means? Have you ever seen a puzzle before?"
- Select a picture book with simple, engaging language that contains unknown or multiple meaning words
- Stop at certain points to ask questions about the meaning of specific words. Encourage students to think about what the words might mean based on the context of the story and the illustrations.

Small Groups
- Each group receives a set of flashcards containing illustrations of words from the story
- Instruct students to take turns selecting a flashcard and asking their group mates if they know what the word means. Encourage them to use context clues and prior knowledge to guess the meaning.
- After each guess, have the group discuss whether they think the guess is correct and why

Whole Group
- Discuss the meanings of the words explored during the read aloud and interactive activity
- Write the words on the whiteboard, discuss their meanings together, using examples from the story to illustrate

Independent Practice
- Worksheets with matching exercises where students have to match words to their meanings or pictures
- Provide students with a list of unknown or multiple meaning words from the story and challenge them to create their own sentences using each word correctly
- Allow students to explore their own picture books and identify unknown or multiple meaning words

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
● Flashcards ● Whiteboard / communicators ● Worksheets ● Teacher observation /	Teacher conferencing	● Picture books with simple, familiar vocabulary containing unknown or multiple meaning words ● Flashcards with illustrations

anecdotal notes ● IXL modules		of words ● Whiteboard and markers ● Sticky notes ● Worksheets with matching exercises ● Puppet or stuffed animal ● *The Warm Fuzzy Story* by Claude Steiner ● *Do Unto Otters: A book about Manners* by Laura Keller ● *From Seed to Pumpkin* by Wendy Pfeffer ● *What do You do with a tail like this* by Jenkins, Steve, and Robin Page

UNIT: Foundational Skills: Writing Language (Sentence Composition[Grammar, Syntax, and Punctuation])

Standard: L.VI.K.3	**Content Topic:** With guidance and support from adults, explore word relationships and nuances in word meanings

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.VI.K.3.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.VI.K.3.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
L.VI.K.3.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.VI.K.3.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Practices / Skills & Lesson / Learning Activities
Exploring Word Relationships- ● Introduce word relationships by explaining words can have different meanings and can be related to each other ● Use flashcards to demonstrate examples of word relationships, such as synonyms and antonyms ● Have students identify pairs of words and their meanings ● Engage the students in a group discussion about how words can have similar meanings (synonyms) and opposite meanings (antonyms)

Sorting Common Objects into Categories-
- Present a variety of common objects to the students (shapes, foods, toys, etc)
- Guide the students in sorting the objects into categories based on their characteristic (e.g, shapes with curves, shapes with straight lines, fruits, vegetables, etc)
- Encourage the students to discuss why they placed certain objects in specific categories, promoting critical thinking and understanding of concepts

Demonstrating Understanding of Verbs and Adjectives-
- Show flashcards with verbs and adjectives, along with their opposites (antonyms)
- Have the students match the verbs and adjectives with their opposites, discussing the meanings of each word pair
- Encourage students to use the words in sentences or describe actions related to the words they've matched

Identifying Real-Life Connections
- Display colorful visuals representing real-life connections, such as pictures of colorful places at school
- Guide students in identifying and discussing the connections between words and their use in real-life contexts
- Encourage students to share their own experiences and observations related to the displayed visuals

Acting Out Shades of Meaning
- Introduce the concept of shades of meaning among verbs by explaining that different words can describe similar actions but with slight variations
- Show visual aids representing shades of meaning for verbs (e.g, walk, march, strut, prance)
- Invite students to act out the meaning of each verb, encouraging them to demonstrate differences in actions and movements
- Facilitate a discussion about the subtle differences in meaning among the verbs, emphasizing the importance of context

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Teacher observation / anecdotal notes Student participation Review of student responses with discussions / group activities Matching synonyms and antonyms IXL modules	Individual student assessments Teacher conferences	● *The Warm Fuzzy Story* by Claude Steiner ● *Do Unto Otters: A book about Manners* by Laura Keller ● *From Seed to Pumpkin* by Wendy Pfeffer ● *What do You do with a tail like this* by Jenkins, Steve, and Robin Page ● Various common objects (shapes, foods, toys, etc) ● Flashcards with verbs, adjectives, and their opposites (antonyms) ● Colorful visuals representing real-life connections (e.g., pictures of colorful places at schooL) ● Visual aids representing shades of meaning for verbs (pictures or drawings of walk, march, strut, prance)

For all Foundational Skills: Writing Language units

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
• Use Screencastify to record student reading, partner feedback, and / or student goals • https://storylineonline.net/ for digital storybooks mentor reading examples • www.getepic.com for digital storybooks 8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences	K-LS1-1- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow (LS1.C) K-ESS3-1-living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do (ESS3.A)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
• Refer to IEPS for more specific accommodations and modifications for special education students • Refer to 504 plans for more specific accommodations and modifications • Workshop Model • Students read at independent level • Conferencing • Small group instruction • Use of EZ reader	• Graphic organizers • Visual Aids • Peer help / interactions • Speaking slowly and distinctly	• Text at higher levels • Student centered projects • Independent study

UNIT: READING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
RL.CR.K1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, why, how)
RI.CR.K1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)
RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g, who, what, where, when, why, how)

R1.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g, who, what, where, why, how)
RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.TS.K.4	Recognize common types of literary texts (e.g, storybooks, poems) and identify features of print (front cover, back cover, and title page of a book)
RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RI.MF.K6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.AA.K.7	With prompting and support, identify the reasons an author gives to support points in a text
RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)
RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)

Practices / Skills & Lesson / Learning Activities

- Interactive Read Alouds
- Shared Reading
- Think-Pair-Share
- Guided Reading
- Decodable Books
- Additional Practice worksheets
- Partner Reading
- Individual Reading Conferences (Reader's Workshop)
- Whole group mini lessons (reader's workshop)
- Small group mini lessons (reader's workshop)
- Independent reading (reader's workshop)
- Listen and respond to questions about literature and informational text
- Ask and answer questions in order to seek help or clarify concepts
- Follow words in the text from left to right
- Read common high-frequency words by sight

Whole Group

- Circle time
- Read alouds
- Morning meetings
- Think pair share

- Shared reading
- Echo reading
- decoding

Independent Practice

- One on one reading
- Fundations
- Literacy centers
- Decoding

Small Groups

- Guided reading using leveled readers
- Decoding
- Literacy centers

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher Anecdotal Notes Reading Conference Notes Weekly progress check ups Letter / sound assessments Formative ● Letter / sound recognition ● Sight word recognition ● Teacher observation ● Student work samples ● IXL modules Summative ● Letter / sound recognition ● Sight word recognition	Running Records	My View Decodable books Fundations Leveled books for independent reading When Snowflakes Fall The Snowy Day Polar Bear, Penguin, Seals, Artice Fox Corduroy Pete the Cat and his Four Groovy Buttons Animals Should Definitely Not Wear Clothing by Judi Barrett The Mitten Mrs. Wishy Washy Butterfly Habitat Life Cycle of a Chick (Guided Reading Books) Curious George (author study) Duck and Goose Pete the Cat Apples for Everyone by Jill Esbaun Bugs that go Bump in the night by David Carter Firefighters by Chris L. Demarest Pumpkin Pumpkin by Jeanne Titherington Helpers in my Community by Bobbie Kalman Me and My amazing body by Joan Sweeney My Five Senses by Joan Sweeney Shake Dem Halloween Bones by Mike Reed

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across

	grade levels and content areas (at least 1)
• Use Screencastify to record student reading, partner feedback, and / or student goals • https://storylineonline.net/ for digital storybooks mentor reading examples • www.getepic.com for digital storybooks 8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences	Health- body Ss- community helpers 6.1.2.Civics.PR.3-Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly. 2.1.2.PGD.2-Personal hygiene and self-help skills promote healthy habits

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
• Refer to IEPs for more specific accommodations and modifications for special education students • Refer to 504 plans for more specific accommodations and modifications • Independent reading • Conferencing • Guided reading groups • Partner reading	• Graphic organizers • Visual aids • Peer help / interactions • Speaking slowly and distinctly	• Texts at higher levels • Student centered projects • Independent study

UNIT: WRITING DOMAIN

Standard	**Disciplinary Core Ideas / Essential Statement / Objective**
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is…)
W.IW.K.2.A	Use a combination of drawing, dictating, and writing to compose informative / explanatory texts to convey ideas. Introduce a topic
W.IW.K.2.B	Use a combination of drawing, dictating, and writing to compose informative / explanatory texts to convey ideas. Developing the topic with at least two facts or other information and examples related to

	the topic, including pictures.
W.NW.K.3.A	Use a combination of drawing, dictating,and writing to narrate real or imagined experiences or events. Establish a situation and / or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events. Provide limited details of experiences, events or characters.
W.NW.K.3.C	Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events. Provide a reaction to the experiences or events.
W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.

Practices / Skills & Lesson / Learning Activities

- Listen and respond to questions about literature and informational text
- Review conventions of standard English grammar in written language
- The use of capital letters at the beginning of each sentence
- The use of ending punctuation (period)
- The use of spacing between words
- How can I write my ideas on paper?
- How can I write a story about one small moment in time?

Whole Group

- Circle time
- Read alouds
- Morning meeting
- Decoding
- Group discussion
- Modeled practice of writing
- Shared language activities
- Directed writing
- Writing prompts
- Journaling
- Introduce the question mark
- Introduce the apostrophe
- Introduce plurals

Independent Practice

- One on one writing
- Literacy centers
- Writing conferences
- Journaling

Small Groups

- Literacy centers
- Guided writing

Alpha Public School
ELA Curriculum Map

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Graphic Organizers Conferencing Scripted sentence stem Epic Teacher observation / Checklist IXL modules	Writing samples with rubric	I Wanna series by Karen Kaufman Orloff The Perfect Pet by Margie Palatini The Pumpkin Book by Gail Gibbons Growing Vegetable Soup by Lois Ehlert Arctic Foxes by Emily Rose Townsend Pancakes for Breakfast by Tomi DePaola No David by David Shannon Harold and the Purple Crayon by Crocket Johnston Snowy Day by Ezra Jack Keats Peter's Chair by Ezra Jack Keats Rocket Learned to Write by Tad Hill Little Bird Tales

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
• Use Screencastify to record student reading, partner feedback, and / or student goals • https://storylineonline.net/ for digital storybooks mentor reading examples • www.getepic.com for digital storybooks 8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences	K.PS2-2---- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have acceptable solutions (ETS1.A) 1.2.2.Cr.1.a.-Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
• Refer to IEPS for more specific accommodations and modifications for special education students • Refer to 504 plans for more specific accommodations and modifications • Workshop Model • Students read at independent level	• Graphic organizers • Visual Aids • Peer help / interactions • Speaking slowly and distinctly	• Text at higher levels • Student centered projects • Independent study

● Conferencing ● Small group instruction ● Use of EZ reader		

UNIT: SPEAKING AND LISTENING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
SL.PE.K.1.A	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.PE.K.1.B	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Continue conversations through multiple exchanges.
SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Practices / Skills & Lesson / Learning Activities
● Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns ● Express thoughts, feelings, and ideas to other clearly ● Demonstrate command of the standard English grammar when speaking ● Ask and answer questions in order to seek help or clarify concepts ● Confirm understanding by asking and answering questions about key details presented ● Express thoughts, feelings and ideas to other clearly

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher anecdotal records / checklist Epic Storylineonline.net Justbooksreadaloud.net IXL modules	Presentation	Howard B Wigglebottom Learns to Listen by Howard Binkow Interrupting Chicken by David Ezra Stein Spruce the Moose Cuts Loose by Sarah Stapler

		Trouble with Trolls by Jan Brett My Five Senses by Margaret Miller See, Hear, Taste, Touch, Smell by Melvin Berger Leveled readers

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
• Use Screencastify to record student reading, partner feedback, and / or student goals • https://storylineonline.net/ for digital storybooks mentor reading examples • www.getepic.com for digital storybooks 8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences	K.PS2-2---- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have acceptable solutions (ETS1.A) 1.2.2.Cr.1.a.-Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
• Refer to IEPS for more specific accommodations and modifications for special education students • Refer to 504 plans for more specific accommodations and modifications • Workshop Model • Students read at independent level • Conferencing • Small group instruction • Use of EZ reader	• Graphic organizers • Visual Aids • Peer help / interactions • Speaking slowly and distinctly	• Text at higher levels • Student centered projects • Independent study

For all ELA units:

21st Century Education (NJSLS Standard 9)	Career Education
THEMES: Global Awareness Civic Literacy Environmental Literacy Communication Collaboration Media Literacy SKILLS:	-Arts, A/V Technology & Communication -Government and Public Administration -Education and Training -Health Science -Human Services

CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence	