



Greenwich/Stow Creek Partnership Schools **Curriculum Guide for Language Arts**

<i>Course Name</i>	Literacy - K
<i>Grade Level(s)</i>	Kindergarten
<i>School</i>	Morris Goodwin School
<i>Initial Year of Implementation</i>	2024-2025
<i>Length of Course</i>	1 School Year

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Approved by the Board of Education

Stow Creek Board of Education: 8-22-2024

Greenwich Board of Education: 8-21-2024

Marking Period 1 Standards (Modules 1, 2, and first 2 weeks of module 3)

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

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

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

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- 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).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

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

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

L.WF.K-1.1 Demonstrate command of the conventions of writing.

A. Match upper and lowercase letters.

B. Write upper and lowercase letters, with reference to a model.

C. Write left to right and include a space between words.

D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

E. Write a common grapheme (letter or letter group) for each phoneme.

F. Orally segment the phonemes in any single syllable, spoken word

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

A. Repeat a sentence, identifying how many words are in the sentence.

B. Write simple sentences.

C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

D. Use end punctuation.

E. Use manipulatives or digital tools to construct complete sentences.

F. Write sentences with increasing complexity.

G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

I. With support, distinguish between a complete sentence and a sentence fragment.

- J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

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

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

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

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

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

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.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.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 🌱

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).

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

- 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).
- B. Continue a conversation through multiple exchanges.

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

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).

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

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

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.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.

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

A. Introduce a topic.

B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

Marking Period 2 Standards (Modules 3 and 4)

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

E. Follow words from left to right, top to bottom, and page by page.

F. Recognize that spoken words are represented in written language by specific sequences of letters.

G. Understand that words are separated by spaces in print.

H. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

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

- G. Recognize and produce rhyming words.
- H. Count, pronounce, blend, and segment syllables in spoken words.
- I. Blend and segment onsets and rimes of single-syllable spoken words.
- J. Orally repeat multi-syllable words and pronounce the separate syllables.
- K. 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. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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

- F. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- G. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- H. Read high-frequency words and grade level irregular words with automaticity.
- I. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- J. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

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

L.WF.K-1.1 Demonstrate command of the conventions of writing.

- G. Match upper and lowercase letters.
- H. Write upper and lowercase letters, with reference to a model.
- I. Write left to right and include a space between words.
- J. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- K. Write a common grapheme (letter or letter group) for each phoneme.
- L. Orally segment the phonemes in any single syllable, spoken word

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

- 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).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- M. Repeat a sentence, identifying how many words are in the sentence.
- N. Write simple sentences.
- O. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- P. Use end punctuation.

- Q. Use manipulatives or digital tools to construct complete sentences.
- R. Write sentences with increasing complexity.
- S. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- T. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- U. With support, distinguish between a complete sentence and a sentence fragment.
- V. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- W. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- X. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

- C. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- D. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

- E. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- F. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- G. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- H. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

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

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

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

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.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.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 🌱

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).

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

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

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.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.

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

C. Introduce a topic.

D. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

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

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

D. Continue a conversation through multiple exchanges.

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

Marking Period 3 Standards (Modules 5, 6, and 7)

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

- I. Follow words from left to right, top to bottom, and page by page.
- J. Recognize that spoken words are represented in written language by specific sequences of letters.
- K. Understand that words are separated by spaces in print.
- L. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

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

- M. Recognize and produce rhyming words.
- N. Count, pronounce, blend, and segment syllables in spoken words.
- O. Blend and segment onsets and rimes of single-syllable spoken words.
- P. Orally repeat multi-syllable words and pronounce the separate syllables.
- Q. 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).
- R. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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

- K. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- L. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- M. Read high-frequency words and grade level irregular words with automaticity.
- N. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

- O. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

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

L.WF.K-1.1 Demonstrate command of the conventions of writing.

- M. Match upper and lowercase letters.

- N. Write upper and lowercase letters, with reference to a model.

- O. Write left to right and include a space between words.

- P. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

- Q. Write a common grapheme (letter or letter group) for each phoneme.

- R. Orally segment the phonemes in any single syllable, spoken word

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

- G. 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).

- H. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

- I. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

- J. Writing frequently used words accurately.

- K. Attempting phonetic spellings of unknown words.

- L. Writing initial and final consonant blends (must, slab, plump).

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

Y. Repeat a sentence, identifying how many words are in the sentence.

Z. Write simple sentences.

AA. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

BB. Use end punctuation.

CC. Use manipulatives or digital tools to construct complete sentences.

DD. Write sentences with increasing complexity.

EE. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

FF. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

GG. With support, distinguish between a complete sentence and a sentence fragment.

HH. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.

II. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

JJ. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

A. Use frequently occurring nouns and verbs.

B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

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

E. Produce and expand complete sentences in shared language activities.

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

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

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

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

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

I. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

J. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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

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

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

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

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.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.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 🌱

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).

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

D. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

E. Provide limited details of experiences, events, or characters.

F. Provide a reaction to the experiences or events.

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.

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.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.

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

E. Introduce a topic.

F. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

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

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

F. Continue a conversation through multiple exchanges.

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

Marking Period 4 Standards (Modules 8 and 9)

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

M. Follow words from left to right, top to bottom, and page by page.

N. Recognize that spoken words are represented in written language by specific sequences of letters.

O. Understand that words are separated by spaces in print.

P. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

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

S. Recognize and produce rhyming words.

- T. Count, pronounce, blend, and segment syllables in spoken words.
- U. Blend and segment onsets and rimes of single-syllable spoken words.
- V. Orally repeat multi-syllable words and pronounce the separate syllables.
- W. 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).
- X. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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

- P. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- Q. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- R. Read high-frequency words and grade level irregular words with automaticity.
- S. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- T. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

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

L.WF.K-1.1 Demonstrate command of the conventions of writing.

- S. Match upper and lowercase letters.
- T. Write upper and lowercase letters, with reference to a model.
- U. Write left to right and include a space between words.

- V. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- W. Write a common grapheme (letter or letter group) for each phoneme.
- X. Orally segment the phonemes in any single syllable, spoken word

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

- M. 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).
- N. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- O. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- P. Writing frequently used words accurately.
- Q. Attempting phonetic spellings of unknown words.
- R. Writing initial and final consonant blends (must, slab, plump).

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- KK. Repeat a sentence, identifying how many words are in the sentence.
- LL. Write simple sentences.
- MM. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- NN. Use end punctuation.
- OO. Use manipulatives or digital tools to construct complete sentences.
- PP. Write sentences with increasing complexity.
- QQ. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- RR. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

SS. With support, distinguish between a complete sentence and a sentence fragment.

TT. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.

UU. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

VV. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

F. Use frequently occurring nouns and verbs.

G. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

H. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

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

J. Produce and expand complete sentences in shared language activities.

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

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

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

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

M. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

N. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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

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

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

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

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

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.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.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 🌱

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).

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

G. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

H. Provide limited details of experiences, events, or characters.

I. Provide a reaction to the experiences or events.

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.

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.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.

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

G. Introduce a topic.

H. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

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

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

H. Continue a conversation through multiple exchanges.

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

ELA Pacing Guide

Grade: Kindergarten

Into Reading and Reading Horizons for Phonics

	Standards	Essential Question	Oral Language:	Foundational Essential Skills	Reading Workshop & Vocabulary Essential Skills	Writing Workshop Essential Skills
<p>Module 1: (Curious About Kindergarten)</p> <p>9/5/24 to 10/4/24</p>	<p>Essential: L.RF.K.1(Lessons: 1-20) L. RF.K.2 (Lessons: 3-5, 8-20) L.RF.K.3 (Lessons: 1-4, 6-20) L.RF.K.4 (Lessons: 2,4-5, 7,9-10, 15,17,19-20) R.K.1 (Lessons: 1-10, 13-15, 18) SL.K.1</p>	<p>Essential Question: What will I discover in Kindergarten ?</p>	<p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Social Communication • Introductions • Greetings • Following Directions • Listen Actively • Take Turns Speaking • Formal and Informal Language 	<p>Phonological Awareness: <i>Oral Sentences</i></p> <ul style="list-style-type: none"> ● Identify Words in Sentences <p><i>Rhyme</i></p> <ul style="list-style-type: none"> ● Identify Rhymes <p><i>Syllables</i></p> <ul style="list-style-type: none"> ● Identify Syllables ● Blend Syllables into Words <p>Horizons lessons 1-11</p>	<p>Vocabulary: <i>Academic Vocabulary</i></p> <ul style="list-style-type: none"> • city, clue, country, idea, map, mistake, offer, plan, polite, puzzled, share, stuck <p><i>Determine Word Meaning</i></p> <ul style="list-style-type: none"> • Meaning Clues <p>Print Concepts: <i>Book Orientation</i></p> <ul style="list-style-type: none"> • Book Handling • Turning Pages 	<p>Writing Process: <i>Opinion Writing</i></p> <ul style="list-style-type: none"> • Plan and Generate Ideas • Organize • Draft • Revise and Edit • Publish and Present <p>Writing Focus: <i>Ideas</i></p> <ul style="list-style-type: none"> • Choosing a Topic • Supporting Reasons <p>Grammar: <i>Conventions</i></p> <ul style="list-style-type: none"> • Common and Proper

(Lessons: 6,11-13, 15-16)

SL.K.4

(Lessons: 10,20)

RL.K.5

(Lessons: 1,3 5-6, 8, 10-11, 13, 15, 20)

RL.K.6

(Lessons: 1-2,5,7,12, 15,17,20)

Need to

Know: R.K.2, R.K.3, R.K.4, SL.K.2, SL.K.3, L.K.2, L.K.3

Familiar

With: R.K.5, R.K.6, R.K.7, R.K.8, W.K.1, W.K.5, W.K.6

Alphabet Knowledge:

Identify Letters

- Letters Aa–Gg

Form Letters

- Letters Aa–Gg

Consonants a-g

Vowel- a

Phonics: PA:

Initial Sounds, medial, final sounds, blending, segmenting, nonsense words

High Frequency Words:

a, see, I

MCWs: list 1

Assessment:

Kinder test 1

Book Parts

- Front and Back Cover, Title Page
- Title, Author, and Illustrator

Multiple Genres:

Discuss Genre

Characteristics

- Fiction
- Poetry
- Informational Text

Text Structures and Story

Elements

- Characters and Setting
- Plot: Beginning, Middle, End
- Rhyme and Rhythm
- Central Idea

Comprehension:

Develop Text

Comprehension

- Monitor Comprehension
- Retell a Story
- Match Pictures to Text
- Use Picture Clues

Response to Text:

Connect Reading and

Writing

- Written and Pictorial Response
- Make Connections

Nouns

- Capitalization
- Present-Tense Verbs

<p>Module 2</p> <p>10/7/24 to 11/1/24</p>	<p>Essential: L.RF.K.1 (Lessons: 1-5,7,9-10,13-15,18-20) L.RF.K.2 (Lessons: 1-20) L.RF.K.3 (Lessons: 1-20) L.RF.K.4 (Lessons: 2, 4-5, 7, 9-10, 13-15, 18-19) R.K.1 (Lessons: 1-2, 6-7, 11-12, 16, 17,18,19, 20) SL.K.1 (Lessons: 6, 11, 16) SL.K.4 (Lessons: 11-13, 15, 19) L.K.5 (Lessons: 1, 5-6, 10-12,14-15, 20) L.K.6 (Lessons: 1-2, 5, 7, 10, 12, 15, 17, 20)</p> <p>Need to Know: SL.K.2, SL.K.3, L.K.2, L.K.3</p>	<p>Essential Question:</p> <p>What makes each of us special?</p>	<p>Listening and Speaking:</p> <ul style="list-style-type: none"> ● Social Communication ● Asking for Help ● Expressing Needs and Wants ● Speak Audibly ● Speak Clearly ● Listen Actively ● Formal and Informal Language 	<p>Phonological Awareness:</p> <p><i>Rhyme</i></p> <ul style="list-style-type: none"> ● Identify Rhymes <p><i>Produce Rhymes</i></p> <ul style="list-style-type: none"> ● Syllables <p><i>Identify Syllables</i></p> <ul style="list-style-type: none"> ● Segment Syllables ● Blend Syllables <p><i>Onset and Rime</i></p> <ul style="list-style-type: none"> ● Blend Onset and Rime into Words <p>Horizons Lessons 12-23</p> <p>Alphabet Knowledge:</p> <p><i>Recognize Letters</i></p> <ul style="list-style-type: none"> ● Letters Hh-Ss <p><i>Form Letters</i></p> <ul style="list-style-type: none"> ● Letters Hh-Ss <p>Phonics:</p> <p><i>Consonants:</i></p> <ul style="list-style-type: none"> ● h-s <p><i>Vowels:</i></p> <ul style="list-style-type: none"> ● e, o <p>High Frequency Words:</p>	<p>Vocabulary:</p> <p><i>Academic Vocabulary</i></p> <ul style="list-style-type: none"> ● bother, change, enormous, exception, height, participate, pronounce, research, same, serious, wise, wish <p><i>Explore Word Relationships</i></p> <ul style="list-style-type: none"> ● Synonyms and Antonyms <p>Print Concepts:</p> <p><i>Directionality</i></p> <ul style="list-style-type: none"> ● Text Direction ● One-to-One Correspondence <p><i>Features of Print</i></p> <ul style="list-style-type: none"> ● Concept of a Word ● Concept of a Sentence <p>Multiple Genres:</p> <p><i>Discuss Genre Characteristics</i></p> <ul style="list-style-type: none"> ● Fiction ● Persuasive Text ● Informational Text ● Fable <p><i>Text Structures and</i></p>	<p>Writing Process:</p> <p><i>Narrative Writing</i></p> <ul style="list-style-type: none"> ● Plan and Generate Ideas ● Organize ● Draft ● Revise and Edit ● Publish and Present <p>Writing Focus:</p> <p><i>Ideas</i></p> <ul style="list-style-type: none"> ● Characters and Setting ● Adding Details <p><i>Organization</i></p> <ul style="list-style-type: none"> ● Order of Events <p><i>Word Choice</i></p> <ul style="list-style-type: none"> ● Adjectives for Color, Size, and Feelings <p>Grammar:</p> <p><i>Conventions</i></p> <ul style="list-style-type: none"> ● Past-Tense Verbs ● Adjectives ● Articles
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	<p>Familiar With: R.K.6, R.K.8, W.K.3, W.K.5, W.K.6, SL.K.5</p>			<ul style="list-style-type: none"> ● <i>Decodable:</i> am, at, can, man ● <i>Partially Decodable:</i> and, no, to ● <i>Non-Decodable:</i> by, go, is, my, you <p>MCWs list 2</p> <p>Assessment Kinder test 2</p>	<p><i>Story Elements</i></p> <ul style="list-style-type: none"> ● Author and Illustrator Roles ● Characters, Setting, and Main Events ● Plot: Problem and Solution ● Topic and Theme ● Topic and Central Idea ● Opinion and Reasons <p>Comprehension: <i>Develop Text :</i></p> <ul style="list-style-type: none"> ● Monitor Comprehension ● Retell a Story ● Make Inferences <p>Response to Text: <i>Connect Reading and Writing:</i></p> <ul style="list-style-type: none"> ● Written and Pictorial Response ● Make Connections 	
<p>Module 3 11/4/24 to 12/13/24</p>	<p>Essential: L.RF.K.1 (Lessons: 1, 3-4, 8-10, 15-20) L.RF.K.2 (Lessons: 1-6, 11, 13-20) L.RF.K.3 (Lessons: 1-20) RF.K.4</p>	<p>Essential Question:</p> <p>What makes a community?</p>	<p>Listening and Speaking:</p> <ul style="list-style-type: none"> ● Collaborative Discussion ● Listen Actively ● Respond in Complete Sentences 	<p>Phonological Awareness:</p> <p><i>Rhyme</i></p> <ul style="list-style-type: none"> ● Identify Rhymes ● Produce Rhymes <p><i>Onset and Rime</i></p> <ul style="list-style-type: none"> ● Blend Onsets and Rimes into Words 	<p>Vocabulary: <i>Topic Words:</i></p> <ul style="list-style-type: none"> ● belong, country, right <p><i>Determine Word Meaning:</i></p> <ul style="list-style-type: none"> ● Meaning Clue 	<p>Writing Process: <i>Informational Writing</i></p> <ul style="list-style-type: none"> ● Plan and Generate Ideas ● Organize ● Draft ● Revise and Edit ● Publish and Present

<p>(Lessons: 2,4-5, 8-10, 13-15, 17, 19-20) R.K.1(Lessons: 6-7, 11-17) W.K.2 (Lessons: 1-2, 4, 8, 10, 13, 15, 18, 20) SL.K.1 (Lessons: 6, 11, 16) SL.K.4 (Lessons: 6, 11-12,14,19) L.K.5 (Lessons: 1-2, 5, 6, 10-16, 19-20) L.K.6 (Lessons: 1-2, 5, 7, 12, 15, 17, 20)</p> <p>Need to Know: R.K.3, R.K.4, SL.K.2, SL.K.3, L.K.2, L.K.3</p> <p>Familiar With: R.K.5, R.K.6, R.K.7, R.K.8, R.K.9, W.K.5, W.K.6, SL.K.5</p>		<ul style="list-style-type: none"> • Intonation 	<ul style="list-style-type: none"> • Segment Words into Onsets and Rimes <p><i>Phonemes</i></p> <ul style="list-style-type: none"> • Identify Initial Sounds • Recognize Alliteration • Identify Final Sounds <p>Horizons lessons 24-35</p> <p>Phonics:</p> <p><i>Consonants</i></p> <ul style="list-style-type: none"> • Consonants Tt-Zz <p><i>Vowels</i></p> <ul style="list-style-type: none"> • u, i <p><i>Inflection</i></p> <ul style="list-style-type: none"> • Inflection –s /s/and –s /z/ (nouns) • Inflection –s (verbs) <p>High Frequency Words:</p> <p><i>Decodable:</i> an, did, in, it, ran, sits</p> <p><i>Partially Decodable:</i> has, me, put, with</p> <p><i>Non-decodable:</i> he, she</p> <p>MCWs list 3 and 4</p> <p>Assessment Kinder test 3 and 4</p>	<p><i>Academic vocabulary:</i></p> <ul style="list-style-type: none"> • brave, busy, earn, expect, help, hope,neighborhood, ordinary, safe, together, wonderful, worried <p><i>Explore word relationships:</i></p> <ul style="list-style-type: none"> • Classify and categorize <p>Print Concepts:</p> <ul style="list-style-type: none"> • <i>Directionality:</i> One to one • Correspondence • Concept of a word • Concept of a sentence <p>Multiple Genres:</p> <p><i>Discuss Genre Characteristics</i></p> <ul style="list-style-type: none"> • Informational Text • Fiction • Fable • Poetry <p><i>Text Structures and Story Elements</i></p> <ul style="list-style-type: none"> • Topic, Central Idea, and Key Details • Characters, 	<p>Writing Focus:</p> <p><i>Ideas</i></p> <ul style="list-style-type: none"> • Examples • Relevant Details <p><i>Organization</i></p> <ul style="list-style-type: none"> • Central Idea and Key Details <p>Grammar:</p> <p><i>Conventions</i></p> <ul style="list-style-type: none"> • Nouns for Places and Things • Adjectives for Shape and Number • Articles
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					<p>Setting, and Main Events</p> <ul style="list-style-type: none"> ● Topic and Theme ● Rhyme and Rhythm <p>Comprehension: <i>Develop Text Comprehension</i></p> <ul style="list-style-type: none"> ● Make and Check Predictions ● Give a Summary ● Use Picture and Text Clues ● Retell a Story ● Identify Authors' Purpose ● Make Connections <p>Response to Text: <i>Connect Reading and Writing</i></p> <ul style="list-style-type: none"> ● Written and Pictorial Response ● Make Connections 	
<p>Module 4</p> <p>12/16/24 to 1/24/25</p>	<p>Essential: L.RF.K.1 (Lessons: 3-5, 7, 9, 13-14, 18-19) L.RF.K.2 (Lessons: 1,6,8-12, 15-17, 19-20)</p>	<p>Essential Question:</p> <p>How can I be my healthiest?</p>	<p>Listening and Speaking:</p> <ul style="list-style-type: none"> ● Collaborative Discussion ● Listen Actively ● Respond in 	<p>Phonological Awareness:</p> <p><i>Rhyme</i></p> <ul style="list-style-type: none"> ● Produce Rhymes <p><i>Onset and Rime</i></p> <ul style="list-style-type: none"> ● Blend Onsets and 	<p>Vocabulary:</p> <p><i>Academic Vocabulary:</i></p> <ul style="list-style-type: none"> ● active, half, muscles, peaceful, relax, relaxing, rest, serving, 	<p>Writing Process: <i>Research Writing;</i></p> <ul style="list-style-type: none"> ● Plan and Generate Ideas ● Organize ● Draft ● Revise and Edit ● Publish and Present

<p>L.RF.K.3 (Lessons: 1-20) L.RF.K.4 (Lessons: 3-5, 7, 9-10, 13-15, 18-20) R.K.1 (Lessons: 8,10, 11-12) W.K.2 (Lessons: 4, 8, 10, 13, 15, 18, 20) SL.K.1 (Lessons: 6, 11, 15, 16) SL.K.4 (Lessons: 16) L.K.5 (Lessons:1, 5-6, 10-11, 15-16, 20) L.K.6 (Lessons: 1-2, 5, 7, 10, 12, 15, 17, 20)</p> <p>Need to Know: R.K.3, R.K.4, W.K.4, SL.K.2, SL.K.3, L.K.3</p> <p>Familiar With: R.K.6, R.K.7, R.K.8, R.K.9, W.K.5, W.K.6, W.K.8,</p>		<p>Complete Sentences</p> <ul style="list-style-type: none"> Asking for Help Expressing Needs and Wants Speak Clearly Phrasing 	<p>Rimes into Words</p> <p><i>Phonemes</i></p> <ul style="list-style-type: none"> Identify Initial Sounds Recognize Alliteration Identify Medial Vowel Sounds Blend Phonemes into Words <p>Horizons Lessons 36-47</p> <p>Phonics:</p> <p><i>Consonants</i></p> <ul style="list-style-type: none"> Consonants c. k R blends l blends s blends doubles s, f, z, and plurals <p>High Frequency Words:</p> <p><i>Decodable:</i> big, got, had, lot, not, on</p> <p><i>Partially Decodable:</i> be, do, good, his, ten</p> <p><i>Non-decodable:</i> are, here, of, very, was</p> <p>MCMs list 5 and 6</p> <p>Assessment Kinder test 5 and 6</p>	<p>stretch, take care, variety, weight</p> <p><i>Explore Word Relationships:</i></p> <ul style="list-style-type: none"> Shades of Meaning <p>Print Concepts:</p> <ul style="list-style-type: none"> Text Direction One-to-One Correspondence <p><i>Directional</i></p> <p>Multiple Genres:</p> <p><i>Discuss Genre Characteristics:</i></p> <ul style="list-style-type: none"> Informational Text Fiction Fairy Tale Poetry <p><i>Text Structures and Story Elements:</i></p> <ul style="list-style-type: none"> Topic, Central Idea, and Key Details Informational Text Features Characters, Setting and Main Events Plot: Beginning, Middle, and End Rhythm and Rhyme <p>Comprehension: <i>Develop Text</i></p>	<p>Writing Focus:</p> <p><i>Ideas:</i></p> <ul style="list-style-type: none"> Generating Questions Using a Variety of Sources <p>Grammar:</p> <p><i>Conventions:</i></p> <ul style="list-style-type: none"> Proper Nouns Capitalization Periods Complete Sentences
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	W.K.9,				<p><i>Comprehension</i></p> <ul style="list-style-type: none"> ● Ask and Answer Questions ● Give a Summary ● Retell a Story ● Discuss Author's Craft <p>Response to Text: <i>Connect Reading and Writing</i></p> <ul style="list-style-type: none"> ● Written and Pictorial Response ● Make Connections 	
Module 5 1/27/25 to 2/21/25	<p>Essential: L.RF.K.1 (Lesson: 2,4-5, 8-10, 12, 14-15,17,19) L.RF.K.2 (Lessons: 1, 3-6, 11, 16-20) L.RF.K.3 (Lessons: 1-20) L.RF.K.4 (Lessons: 2, 4-5, 8-10, 12,14, 15, 18-20) R.K.1 (Lessons: 1-2, 4-5, 11-12, 16-20) SL.K.1(Lessons : 6, 11, 16) SL.K.4 (Lessons: 5, 11, 13)</p>	<p>Essential Question:</p> <p>What does it mean to try hard?</p>	<p>Listening and Speaking:</p> <ul style="list-style-type: none"> ● Collaborative Discussion ● Greetings and Introductions ● Speak Audibly ● Make Eye Contact ● Respond in Complete Sentences ● Intonation ● Formal and Informal Language 	<p>Phonological Awareness:</p> <p>Rhyme</p> <ul style="list-style-type: none"> ● Produce Rhymes <p><i>Onset and Rime</i></p> <ul style="list-style-type: none"> ● Segment Words into Onset and Rime <p><i>Phonemes</i></p> <ul style="list-style-type: none"> ● Blend Phonemes into Words ● Identify Final Sounds ● Identify Medial Vowel Sounds ● Isolate Initial Sounds <p>Horizons Lessons 48-54</p> <p>Phonics:</p>	<p>Vocabulary: <i>Academic Vocabulary</i></p> <ul style="list-style-type: none"> ● allow, disability, energized, hero, important, inspire, lovely, respectful, scared, several, spy, surprise <p><i>Determine Word Meaning</i></p> <ul style="list-style-type: none"> ● Multiple-Meaning Words <p>Print Concepts: <i>Directionality</i></p> <ul style="list-style-type: none"> ● Text Direction ● Return Sweep <p>Multiple Genres:</p>	<p>Writing Process: <i>Narrative Writing</i></p> <ul style="list-style-type: none"> ● Plan and Generate Ideas ● Organize ● Draft ● Revise and Edit ● Publish and Present <p>Writing Focus: <i>Organization</i></p> <ul style="list-style-type: none"> ● Beginning, Middle, End ● Order of Events ● Sequence Words ● Strong Beginnings <p>Grammar: <i>Conventions</i></p> <ul style="list-style-type: none"> ● Pronouns: I, me, we ● Singular and Plural Nouns

L.K.5 (Lessons: 1, 5-6, 10, 11, 15-16, 20)

L.K.6 (Lessons: 2-3, 5, 7, 10, 12, 15, 17, 20)

Need to Know: R.K.3, R.K.4, W.K.3, SL.K.2, SL.K.3, L.K.2, L.K.3

Familiar With: R.K.6, R.K.7, R.K.8, R.K.9, W.K.5, W.K.6

Vowels

- ll, ng, nk

High Frequency Words:

Words to Know

- *Decodable:* but, him, six, up, us, yes
- *Partially Decodable:* for, have, help, her, look, some, they, too, want, we

MCWs list 7 and 8

Assessment

Kinder test 7 and Spelling/Word Recognition

Discuss Genre

Characteristics:

- Fiction
- Folktale
- Play
- Informational Text
- Biography

Text Structures and Story Elements

- Characters, Setting, and Main Events
- Central Idea and Key Details
- People, Places, and Events
- Character Feelings and Traits
- Plot: Problem and Solution
- Topic and Theme

Comprehension:

Develop Text

Comprehension

- Make and Check Predictions
- Use Picture and Text Clues
- Make Inferences
- Compare Characters
- Compare and Contrast Stories

					<p>Response to Text: <i>Connect Reading and Writing</i></p> <ul style="list-style-type: none"> ● Written and Pictorial Response ● Make Connections 	
<p>Module 6 2/24/25 to 3/21/25</p>	<p>Essential: L.RF.K.1 (Lessons: 2,4-5,7,9-10, 12,14-15,17,19-20) L.RF.K.2 (Lessons: 1-2, 5-7, 9-10, 16-17, 20) L.RF.K.3 (Lessons: 1-20) L.RF.K.4 (Lessons: 2,4 5, 7, 9,10, 14-15, 17, 19-20) R.K.1(Lessons: 6-7, 16-17) SL.K.1 (Lessons: 6, 16) SL.K.4 (Lessons: 5, 6, 16, 20) L.K.5 (Lessons:1, 5, 10, 15, 20) L.K.6 (Lessons: 1-2, 5, 7, 10, 12, 15, 17, 20)</p>	<p>Essential Question: What makes the USA special?</p>	<p>Listening and Speaking:</p> <ul style="list-style-type: none"> ● Collaborative Discussion ● Initiate Conversations ● Formal and Informal Language 	<p>Phonological Awareness: <i>Onset and Rime:</i></p> <ul style="list-style-type: none"> ● Segment Words into Onset and Rime <p><i>Phonemes</i></p> <ul style="list-style-type: none"> ● Isolate Final Sounds ● Isolate Initial Sounds ● Blend Phonemes into Words ● Segment Words into Phonemes ● Isolate Medial Vowel Sounds <p>Horizons Lessons 55-66 Phonics: <i>Consonants:</i></p> <ul style="list-style-type: none"> ● review all ● review vowels u ● digraphs th <p>building words</p>	<p>Vocabulary: <i>Topic Words:</i></p> <ul style="list-style-type: none"> ● belong, country, right <p><i>Determine Word Meaning:</i></p> <ul style="list-style-type: none"> ● Meaning Clues <p><i>Academic Vocabulary</i></p> <ul style="list-style-type: none"> ● America, American, anthem, believe, cheer, crowd, customer, law, plain, refuse, sea, team <p><i>Determine Word Meaning:</i></p> <ul style="list-style-type: none"> ● Meaning Clues <p>Print Concepts <i>Features of Print:</i></p> <ul style="list-style-type: none"> ● Concept of a 	<p>Writing Process: <i>Informational Text Writing:</i></p> <ul style="list-style-type: none"> ● Plan and Generate Ideas ● Organize ● Draft ● Revise and Edit ● Publish and Present <p>Writing Focus: <i>Ideas:</i></p> <ul style="list-style-type: none"> ● Important Information <p><i>Organization:</i></p> <ul style="list-style-type: none"> ● Central Idea and Key Details ● Strong Beginnings <p><i>Word Choice:</i></p> <ul style="list-style-type: none"> ● Specific and Descriptive Words <p>Grammar: <i>Conventions:</i></p> <ul style="list-style-type: none"> ● Prepositions

<p>Need to Know: R.K.4, R.K.5, SL.K.2, SL.K.3, L.K.2, L.K.3</p> <p>Familiar With: R.K.6, R.K.7, R.K.8, W.K.5, W.K.6, SL.K.5</p>			<p>word mapping decodable passage</p> <p>High Frequency Words:</p> <p><i>Non-decodable:</i></p> <ul style="list-style-type: none"> • our, where <p><i>Partially Decodable:</i></p> <ul style="list-style-type: none"> • as, come, from, or, said, that, when <p><i>Decodable:</i></p> <ul style="list-style-type: none"> • cut, get, hot, if, must, red, stop 	<ul style="list-style-type: none"> • Word • Concept of a Sentence <p>Multiple Genres: Discuss Genre Characteristics:</p> <ul style="list-style-type: none"> • Poetry and Song • Informational Text • Fiction • Biography • <p><i>Text Structures and Story Elements:</i></p> <ul style="list-style-type: none"> • Characters, Setting, and Main Events • People, Places, and Events • Topic and Central Idea • Informational Text Features • Rhythm and Rhyme <p>Comprehension: <i>Develop Text Comprehension:</i></p> <ul style="list-style-type: none"> • Make and Check Predictions • Visualize • Describe Connections • Discuss Author's 	<ul style="list-style-type: none"> • Pronoun
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					<p>Purpose</p> <ul style="list-style-type: none"> ● Discuss Author's Craft ● Compare and Contrast Adventures <p>Response to Text:</p> <p><i>Connect Reading and Writing:</i></p> <ul style="list-style-type: none"> ● Written and Pictorial Response ● Make Connections 	
<p>Module 7</p> <p>3/24/22 to 4/17/25</p>	<p>Essential:</p> <p>L.RF.K.1 (Lessons: 3-4,8-9,13)</p> <p>L.RF.K.2 (Lessons: 1-2, 5, 6, 11-12, 15, 18-20)</p> <p>L.RF.K.3 (Lessons:1-20)</p> <p>L.RF.K.4 (Lessons: 3-5, 8-10, 13-15, 17, 19-20)</p> <p>R.K.1 (Lessons: 1-7)</p> <p>SL.K.1 (Lessons: 6, 11, 16)</p> <p>SL.K.4 (Lessons: 3, 6, 11, 16-18)</p> <p>L.K.5 (Lessons:1, 5-6,</p>	<p>Essential Question:</p> <p>What can I learn when I look closely?</p>	<p>Listening and Speaking:</p> <p><i>Collaborative Discussion:</i></p> <ul style="list-style-type: none"> ● Add Details 	<p>Phonological Awareness:</p> <p><i>Rhyme:</i></p> <ul style="list-style-type: none"> ● Produce Rhymes <p><i>Phonemes:</i></p> <ul style="list-style-type: none"> ● Isolate Final Sounds ● Segment Words into Phonemes ● Blend Phonemes into Words ● Isolate Initial Sounds <p>Horizons Lessons 67-78</p> <p>Phonics:</p> <p><i>Digraphs:</i></p> <ul style="list-style-type: none"> ● Initial ch, sh, wh <p>L blends: bl, cl, fl, gl, pl. sl, R blends br, cr, dr, fr</p>	<p>Vocabulary:</p> <p><i>Topic Words:</i></p> <ul style="list-style-type: none"> ● watch, wonder, world <p><i>Explore Word Relationships:</i></p> <ul style="list-style-type: none"> ● Shades of Meaning <p>Print Concepts:</p> <p><i>Features of Print:</i></p> <ul style="list-style-type: none"> ● End Punctuation <p>Multiple Genres:</p> <p><i>Discuss Genre Characteristics:</i></p> <ul style="list-style-type: none"> ● Fiction ● Informational Text ● Biography 	<p>Writing Process:</p> <p><i>Creative Story and Poetry Writing:</i></p> <ul style="list-style-type: none"> ● Plan and Generate Ideas ● Organize ● Draft ● Revise and Edit ● Publish and Present <p>Writing Focus:</p> <p><i>Ideas:</i></p> <ul style="list-style-type: none"> ● Descriptive Details <p><i>Organization:</i></p> <ul style="list-style-type: none"> ● Beginning, Middle, End ● Poem Structure <p><i>Word Choice:</i></p>

	<p>10, 11, 15, 16, 20) L.K.6 (Lessons: 1-2, 5, 7, 10, 12, 15, 17, 20)</p> <p>Need to Know: R.K.3, R.K.4, SL.K.2, SL.K.3, L.K.3</p> <p>Familiar With: R.K.5, R.K.6, R.K.7, R.K.8, R.K.9, W.K.3, W.K.5, W.K.6, SL.K.5</p>			<p>word mapping decodable text</p> <p>High Frequency Words: <i>Non-decodable:</i></p> <ul style="list-style-type: none"> • who <p><i>Partially Decodable:</i></p> <ul style="list-style-type: none"> • could, down, now, so, were, what, your <p><i>Decodable:</i></p> <ul style="list-style-type: none"> • back, let, off, tell, then, this, well, will 	<ul style="list-style-type: none"> ● Persuasive Text <p><i>Text Structures and Story Elements:</i></p> <ul style="list-style-type: none"> ● Characters, Setting, and Main Events ● People, Places, and Events ● Topic and Central Idea ● Opinions and Reasons <p>Comprehension: <i>Develop Text Comprehension:</i></p> <ul style="list-style-type: none"> ● Ask and Answer Questions ● Retell a Story ● Visualize ● Make Inferences ● Evaluate Details ● Make and Describe Connections ● Discuss Author's Purpose ● Compare and Contrast Texts <p>Response to Text:</p>	<ul style="list-style-type: none"> ● Sensory and Descriptive Words <p>Grammar: <i>Conventions:</i></p> <ul style="list-style-type: none"> ● Prepositions ● Exclamation
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					<p><i>Connect Reading and Writing:</i></p> <ul style="list-style-type: none"> ● Written and Pictorial Response ● Make Connections 	
<p>Module 8</p> <p>4/28/25 to 5/23/25</p>	<p>Essential: L.RF.K.1 (Lessons: 3-5, 8-10,12, 14,15,18-20) L.RF.K.2 (Lessons: 1, 6-7, 10-12, 15-16) L.RF.K.3 (Lessons:1-20) L.RF.K.4(Lessons: 3-5, 8-10, 12, 14, 15,18-20) R.K.1 (Lessons: 13-14, 16, 17) SL.K.1 (Lessons: 6, 11, 12, 15, 16) SL.K.4 (Lessons: 6, 10-11, 16, 20) L.K.5 (Lessons:1, 5, 10, 15, 20) L.K.6 (Lessons: 1-2, 5, 7, 10, 12, 15, 17, 20)</p> <p>Need to Know: R.K.3,</p>	<p>Essential Question:</p> <p>How do plants become food?</p>	<p>Listening and Speaking: <i>Listening and Speaking</i></p> <ul style="list-style-type: none"> ● Collaborative Discussion ● Multiple Exchanges ● Asking and Answering Questions ● Taking Turns Speaking ● Clarify Information 	<p>Phonological Awareness: <i>Syllables</i></p> <ul style="list-style-type: none"> ● Add Syllables ● Delete Syllables <p><i>Phonemes</i></p> <ul style="list-style-type: none"> ● Blend Phonemes into Words ● Isolate Medial Vowel Sounds ● Segment Words into Phonemes ● Isolate Final Sounds <p>Horizons Lessons 79-90 Phonics: <i>Consonants</i></p> <p>R blends gr, pr, and tr s blends sc, sk, sl, sm, sn, sp, st, sw, sk, sp, and st Plurals s, f, z, es</p> <p>word mapping</p> <p>decodable passage</p>	<p>Vocabulary: <i>Academic Vocabulary</i></p> <ul style="list-style-type: none"> ● bloom, burrow, crop, factory, ingredient, peel, root, row, seed, serve, soil, vine <p><i>Determine Word Meaning</i></p> <ul style="list-style-type: none"> ● Multiple-Meaning Words <p>Print Concepts: <i>Directionality</i></p> <ul style="list-style-type: none"> ● One-to-One Correspondence ● Features of Print ● Concept of a Sentence <p>Multiple Genres: <i>Discuss Genre Characteristics</i></p> <ul style="list-style-type: none"> ● Informational Text ● Fiction 	<p>Writing Process: <i>Opinion Writing</i></p> <ul style="list-style-type: none"> ● Plan and Generate Ideas ● Organize ● Draft ● Revise and Edit ● Publish and Present <p>Writing Focus: <i>Ideas Fact and Opinion</i></p> <ul style="list-style-type: none"> ● Organization ● Opinion and Reasons ● Strong Endings <p>Grammar: <i>Conventions</i></p> <ul style="list-style-type: none"> ● Complete Sentences ● Past-, Present-, and Future-Tense Verbs

R.K.4, SL.K.2,
SL.K.3, L.K.2,
L.K.3

Familiar

With: R.K.6,
R.K.7, R.K.8,
R.K.9, W.K.1,
W.K.5, W.K.6

High Frequency Words:

Words to Know

Decodable:

- home, keep, like, made, make, same, take, time

Partially Decodable:

- all, into, know, many, out, right, why, would

Text Structures and Story Elements

- Central Idea
- Informational Text Features
- Steps in a Sequence
- Characters, Setting, and Main Events
- Order of Events

Comprehension:

Develop Text

Comprehension

- Make and Check Predictions
- Set a Purpose
- Synthesize Information
- Evaluate Details
- Visualize
- Compare and Contrast Information
- Make Connections
- Discuss Author's Purpose and Craft

Response to Text:

Connect Reading and Writing

- Written and Pictorial Response
- Make Connections

<p>Module 9</p> <p>5/27/25 to 6/18/25</p>	<p>Essential: L.RF.K.1 (Lessons: 2,4,5,9,10,12,14, 15,17,19-20) L.RF.K.2 (Lessons:10, 11-15, 19) L.RF.K.3 (Lessons:1-20) L.RF.K.4 (Lessons: 2, 4, 5, 7, 9-10, 12, 14-15,17,19) R.K.1 (Lessons: 6-7,13-17) SL.K.1 (Lessons: 6, 11, 15, 16) SL.K.4 (Lessons: 6, 10, 11, 16, 20) L.K.5 (Lessons: 1, 5, 6, 10, 11, 15, 16, 20) L.K.6 (Lessons: 1-2, 5, 7, 12, 15, 17, 20)</p> <p>Need to Know: R.K.3, R.K.4, W.K.7, SL.K.2, SL.K.3, L.K.3</p>	<p>Essential Question:</p> <p>What makes a habitat home?</p>	<p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Collaborative Discussion • Stay on Topic • Take Turns Speaking 	<p>Phonological Awareness:</p> <p><i>Syllables</i></p> <ul style="list-style-type: none"> • Add Syllables • Delete Syllables <p><i>Phonemes</i></p> <ul style="list-style-type: none"> • Add Phonemes • Delete Phonemes • Substitute Phonemes <p>Horizons Lessons 90-120</p> <p>Phonics:</p> <p><i>Consonants</i></p> <ul style="list-style-type: none"> • Review Consonants • Consonant Blends • Review Consonant Blends <p><i>Digraphs</i></p> <ul style="list-style-type: none"> • Review Digraphs <p><i>Vowels</i></p> <ul style="list-style-type: none"> • Review Short Vowels • Review Long Vowels <p>High Frequency Words:</p> <p><i>Words to Know</i></p> <p><i>Decodable:</i></p> <ul style="list-style-type: none"> • ate, came, gave, just, pick, them <p><i>Partially Decodable:</i></p>	<p>Vocabulary: <i>Academic Vocabulary</i></p> <ul style="list-style-type: none"> • burrow, encounter, forest, journey, living, prey, search, steep, sturdy, underground, weather, young <p><i>Explore Word Relationships</i></p> <ul style="list-style-type: none"> • Classify and Categorize <p>Print Concepts: <i>Review Print Concepts</i></p> <ul style="list-style-type: none"> • Book Parts • Book Orientation and Handling • Directionality • One-to-One Correspondence • Features of Print <p>Multiple Genres: <i>Discuss Genre Characteristics</i></p> <ul style="list-style-type: none"> • Informational Text • Fiction <p><i>Text Structures and Story Elements</i></p> <ul style="list-style-type: none"> • Central Idea and Key Details • Informational Text 	<p>Writing Process: <i>Research Writing</i></p> <ul style="list-style-type: none"> • Plan and Generate Ideas • Organize • Draft • Revise and Edit • Publish and Present <p>Writing Focus: <i>Ideas Using a Variety of Sources</i></p> <ul style="list-style-type: none"> • Organization • Central Idea and Key Details • Strong Endings <p>Grammar: <i>Conventions</i></p> <ul style="list-style-type: none"> • Sentence Types • End Punctuation
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<p>Familiar With: R.K.5, R.K.6, R.K.7, R.K.8, R.K.9, W.K.5, W.K.6, W.K.8, W.K.9, SL.K.5</p>			<ul style="list-style-type: none"> about, again, because, how, one, play <p>Double l: all, oll, ell, ull, and ill,</p> <p>NG Glued Sounds: ang, ing, ong, ung NK Glued Sounds: ank, ink, onk, unk</p> <p>Phonetic Skill 1 Single consonant ending digraph ending spelling with ck</p> <p>Phonetic Skill 2 blends and 2 consonant endings consonant digraph endings</p> <p>Phonetic skill 3 open syllable endings</p> <p>Phonetic skill 4: vowel a, o, i, u, and e</p>	<p>Features</p> <ul style="list-style-type: none"> Characters, Setting, and Main Events Plot: Problem and Solution <p>Comprehension: <i>Develop Text Comprehension</i></p> <ul style="list-style-type: none"> Set a Purpose Evaluate Details Synthesize Information and Ideas Retell a Story Make Connections Discuss Author's Purpose and Craft <p>Response to Text: <i>Connect Reading and Writing</i></p> <ul style="list-style-type: none"> Written and Pictorial Response Make Connections 	
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Career Readiness Practices (CRPs)

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.

- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

Assessments

<i>Formative Assessments</i>	<i>Summative Assessments</i>	<i>Performance Assessments</i>	<i>Major Activities/Assignments</i>
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual ● conferences ● Sharing strategies ● Turn and talk ● Stop and Jots ● Graphic organizers ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses ● Teacher created assessments for progress monitoring and trimesters ● Fountas and Pinnell ● HMH assessments ● Horizons assessments 	<ul style="list-style-type: none"> ● Teacher observations ● Exit tickets ● Students modeling expectations and learned objectives with the teacher using a checklist/rubric ● Dialogue with peers in a variety of languages (ie: appropriate greetings with classmates, hello, goodbye, and thank you) 	<ul style="list-style-type: none"> ● Embedded throughout resources shown above

Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk (ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following</p>	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

<ul style="list-style-type: none"> • Differentiated center-based small group instruction • If a manipulative is used during instruction, allow its use on a test • Provide reteach pages if necessary • Provide several ways to solve a problem if possible • Provide visual aids and anchor charts • Tiered lessons and assignments • Highlight key directions • Test in alternative site • Use of word processor • Allow for redos/retakes 	<p>may be considered:</p> <ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Follow a routine/schedule • Teach time management skills • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work in progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Literacy Intervention Services 	<p>level</p> <ul style="list-style-type: none"> • Extension activities • Pairing direct instruction w/coaching to promote self directed learning 	
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Individualized Learning opportunities

- Possible independent study and online learning opportunities are embedded within the "Possible Resources and Activities" column for each Topic area.

NJSLs Theater Standards Covered in ELA Curriculum

Creating:

- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3a: With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

Performing:

- 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

Responding:

- 1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.
- 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

Connecting:

- 1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).
- 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

Cross-Curricular Connections

Interdisciplinary Connections

Technology

[Climate Change](#)

[Amistad Law](#)

[Holocaust Law](#)

[LGBT Law](#)

Asian Pacific

	Integration and Literacy			(under rationale statement)		Islander
<ul style="list-style-type: none"> Science: <u>The Very Hungry Caterpillar</u> (life cycle of a butterfly) <u>Nature Spy</u> (go on a nature walk on school grounds to “spy” different parts of nature) -Non-fiction pumpkin books (life cycle of a pumpkin) Social Studies: <u>Schools Around the World</u> (exploring different ways children learn around the world) <u>Duck for President</u> (discuss the current president of the US and the role of this position/ discuss the importance of voting and have the class vote for their favorite game for recess)) <u>Places in my Community</u> (who and what makes a community) Character Education: <u>Miss Bindergarten Gets Ready for Kindergarten</u> (acceptance) <u>Recess Queen</u> (fairness, acceptance, feelings) Theatre: Snail & Worm (act out the story using props) 	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the “Possible Resources and Activities” column for each Topic area.</i></p>	<ul style="list-style-type: none"> W.IW.K.2 SL.PE.K.1 	<p><i>In addition to the resources, materials, and supports listed in the pacing guide/lesson outlines, below is a link to texts and materials available to students in Grades K-6.</i></p> <p>Link to Text Ideas and Resources</p>	<p><i>State of NJ has created the following curriculum guides reflecting the following themes:</i></p> <p><i>K-1 = Respecting Ourselves and others</i></p>	<ul style="list-style-type: none"> Have You Filled A Bucket Today? (Character Ed-Virtue: LOVE) Kindness Video (Character Ed-Virtue: LOVE) Respect Video (Character Ed-Virtue: RESPECT) Humility Video (Character Ed-Virtue: HUMILITY) 	<ul style="list-style-type: none"> “Ohana Means Family” by Ilima Loomis Ohana means Family book “Eyes That Kiss in the Corners” by Joanna Ho Eyes That Kiss in the Corners book

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<p align="center"><u>Diversity, Equity, and Inclusion Goals</u> (Links to State Resources)</p>	<p align="center"><u>Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), and Life Literacies and Key Skills (9.4)</u></p>
<p>Our district is committed to supporting all of our diverse learners and allowing students to be exposed to Culturally Responsive Practices. Below is a list of our goals for supporting these practices throughout our district and classrooms.</p> <ol style="list-style-type: none"> 1. Cultivate respect towards minority groups to foster appreciation of their differences as well as recognize their literary contributions. 2. Evaluate experiences of people of diverse backgrounds and their unique journeys, including challenges and successes, and their significant historic contributions to the economic, political, and social development of New Jersey and the Moduleed States. 3. Analyze grade-level texts highlighting the contributions of persons of different genders, ethnicities, and abilities. 4. Apply the design thinking process to develop empathy, challenging biases, to better understand different perspectives and experiences to creatively problem-solve and innovate solutions for diverse groups of people with specific needs. 5. Engage in authentic learning experiences that enable students to acquire and incorporate varied perspectives, and communicate with diverse audiences while applying content knowledge, integrating concepts across disciplines, and developing research, communication, and critical-thinking skills. 6. Reflect on personal experiences and the experiences of others building empathy and promoting a climate of respect and acceptance of people with different backgrounds and abilities. 	<p>Financial Literacy (9.1):</p> <ul style="list-style-type: none"> ● By the end of Grade 2 <ul style="list-style-type: none"> ○ 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ○ 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. <p>Career Awareness, Exploration, and Preparation (9.2):</p> <ul style="list-style-type: none"> ● By the end of Grade 2 <ul style="list-style-type: none"> ○ 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. <p>Life Literacies and Key Skills (9.4):</p> <ul style="list-style-type: none"> ● By the end of Grade 2 <ul style="list-style-type: none"> ○ 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). ○ 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). ○ 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). ○ 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). ○ 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. ○ 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). ○ 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own

culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).