

Kindergarten - ELA Curriculum

My View Literacy - Savvas

Written in July 2023- Standards updated in July 2024

Unit 1 - Going Places

STANDARDS

L.RF.K.2	RL.MF.K.6	L.KL.2.1
L.RF.K.3	RL.CT.K.8	W.AW.K. 1
RI.CI.K. 2	SL.PE.K.1	W.IS.K. 2
RI.MF.K.6	SL.ES.K.3	W.WP.K.4
RI.AA.K.7	SL.AS.K.6	W.SW.K.5
RL.CR.K.1	L.WF.K.1	W.SE.K.6
RL.CI.K.2	L.VL.K.2	W.RW.K.7
RL.IT.K. 3	L.VI.K.3	

Objectives:

- Demonstrate phonological awareness.
- Match capital and lowercase letters.
- Identify and match the common sounds that letters represent.
- Identify and read common high-frequency words by sight.
- Identify and describe the main characters.
- Identify the elements of plot development including the main events, the problem, and the resolution for texts and read aloud with adult assistance.
- Respond using newly acquired vocabulary as appropriate.
- Explore word relationships and nuances in word meanings.
- Identify the front cover, back cover, and title page of a book.
- Establish purpose for reading assigned and self-selected texts with adult assistance.
- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- Describe the relationship between illustrations and the story in which they appear.
- Listen actively and ask questions to understand information and answer questions using multi-word responses.
- Use text evidence to support an appropriate response.
- Identify new meanings for familiar words and apply them accurately.

- Describe the setting.
- Discuss with adult assistance how the author uses words that help the reader visualize.
- Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.
- Compare and contrast the adventures and experiences of characters in familiar stories.
- Provide oral, pictorial, or written responses to a text.
- Interact with sources in meaningful ways such as illustrating or writing.
- Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with a return sweep.
- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
- Listen to and experience first- and third-person texts.
- Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.
- Understand and use question words (interrogatives) (e.g. who, what , where, when, why, how).
- Blend spoken onsets and rimes to form simple words.
- Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- Orally repeat multi-syllable words and pronounce the separate syllables.
- Share information and ideas by speaking audibly and clearly using the conventions of language.
- Make connections between personal experiences, ideas in other texts, and society with adult assistance.
- Retell texts in ways that maintain meaning.
- Identify the physical characters of a place such as landforms, bodies of water, natural resources, and weather.
- Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.
- Spell common high-frequency words.
- Describe personal connections to a variety of sources.
- Identify basic similarities and differences between texts on the same topic.
- Distinguish shades of meaning among verbs describing the same general action.
- Synthesize information to create new understanding with adult assistance.
- Work collaboratively with others by following agreed- upon rules for discussion, including taking turns.
- Identify tools that aid in determining location, including maps and globes.

- Create and interpret visuals, including pictures and maps.
- Discuss with adult assistance the author's purpose for writing text.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- Recognize that sentences are comprised of words separated by words and spaces and recognize word boundaries.
- Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.
- Plan by generating ideas for writing through class discussions and drawings.
- Write left to write and include spaces between words.
- Edit drafts with adult assistance using standard English conventions including singular and plural nouns.
- Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
- Develop drafts in oral, pictorial, or written form by organizing ideas.
- Recognize the difference between a letter and printed word.
- Recognize that spoken words are represented in written language in specific letter sequence.
- Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.
- Use a combination of drawing, dictating, and writing to compose information texts that name a topic and supply information about it.
- Identify and retell important details in an opinion text.
- Use a combination of drawing, dictating, and writing to select a topic for an opinion piece, state an opinion, create an opinion book that includes topics, opinions, and reasons.
- Identify and use descriptive words. With assistance, edit drafts to include descriptive words.
- Identify and use the conjunction "and" correctly in speaking and writing.
- Identify the parts of a complete sentence.
- Edit writing for the correct use of the word "and".
- Edit drafts with adult assistance using standard English conventions including conjunctions, complete sentences, initial capitalization, and ending punctuation.
- Improve writing with the use of descriptive words.
- Generate questions for formal and informal inquiry with adult assistance.
- Gather information from a variety of sources with adult assistance.
- Continue a conversation through multiple exchanges.

- Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.
- Use a resource such as a picture dictionary or digital resource to find words.

Activities:

1. Have students draw a picture of Rena and Chrisopher from *Mission Accomplished!* to show what they are like. They will use details from the story on pages 31-39.
2. Help students compare *At the Library* with the infographic on pages 90-91. [“Comparing across texts helps you develop a good understanding of a topic. When you compare texts, you tell how they are the same and how they are different.”](#)

Gifted and Talented

1. Read “What is in the pond?” read aloud to the class. Work with students to use the description of a pond in a read aloud (TE page T246) to draw a pond on the whiteboard. Each pond drawn should represent different details mentioned in the story: a frozen pond, a pond full of fish, a pond with insects flying around it, and so on. Have students identify the features of the different pictures that were mentioned in the story.
2. As students begin to write independently, remind them to use proper spacing between words. They should review what they have written so far to be sure letters and words are spaced correctly. Call on students to b show their sentences to the class using the document camera. Ask the students if there is too little, too much, or the right amount of space between each word.

Unit 2 - Living Together

STANDARDS

L.RF.K. 1	RL.TS.K.4	L.VL.K.2
L.RF.K. 2	RL.MF.K.6	L.VI.K.3
L.RF.K. 3	RL.CT.K.8	W.IW.K.2
RI.CI.K.2	SL.PE. 1	W.WP.K.4
RI.MF.K.6	SL.ES.K.3	W.WR.K.5
RI.AA.K.7	SL.A. 6	W.RW.K.6
RL.CR.K.1	L.KL.K.1	W.RW.K.7
RL.CI.K. 2	L.WF.K.1	
RL.IT.K. 3	L.WF.K.2	

Objectives

- Demonstrate phonological awareness.
- Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- Orally segment the phonemes in any single syllable, spoken word.
- Identify and match the common sounds that letters represent.
- Identify and read common high-frequency words by sight.
- Interact with sources in meaningful ways such as illustrating or writing.
- Identify events that have repeating patterns, including seasons of the year and day and night.
- Listen actively and ask questions to understand information and answer questions using multi-word responses.
- 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.
- Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.
- Respond using newly acquired vocabulary as appropriate.
- Explore word relationships and nuances in word meanings.
- Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.
- Orally repeat multi-syllable words and pronounce the separate syllables.
- Recognize that sentences are comprised of words separated by words and spaces and recognize word boundaries.
- Identify real life connections between words and their uses.
- Ask and answer questions about unknown words in a text with adult assistance.

- Establish a purpose for reading assigned and self-selected texts with adult assistance.
- Describe the relationship between illustrations and the story in which they appear.
- Use text evidence to support an appropriate response.
- Discuss with adult assistance how the use of text structure contributes to the author's purpose.
- Identify and match the common sounds that letters represent.
- Make inferences and use evidence to support understanding with adult assistance.
- Segment spoken one-syllable words into individual phonemes.
- Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.
- Provide oral, pictorial, or written responses to a text.
- Retell texts in ways that maintain meaning.
- Interact with sources in meaningful ways such as illustrating or writing.
- Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.
- Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.
- Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.
- Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.
- Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.
- Discuss with adult assistance how the author uses words that help the reader visualize.
- Spell common high-frequency words.
- Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- Identify and describe the main characters.
- Identify the elements of plot development including the main events, the problem, and the resolution for texts and read aloud with adult assistance.
- Describe the setting.
- Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with a return sweep.

- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- Blend spoken onsets and rimes to form simple words.
- Listen to and experience first- and third-person texts.
- Make connections between personal experiences, ideas in other texts, and society with adult assistance.
- Identify basic similarities and differences between texts on the same topic.
- Recognize the difference between a letter and printed word.
- Make and confirm predictions using text features and structures with adult assistance.
- Discuss with adult assistance the author's use of print and graphic features to achieve a specific purpose.
- Synthesize information to create new understanding with adult assistance.
- Identify and produce rhyming words.
- Describe familiar people, places, things, and events, and with support provide additional detail.
- Recognize characteristics of persuasive text with adult assistance and state what the author is *trying to* persuade the reader to think or do.
- Evaluate details to determine what is most important with adult assistance.
- Recall or gather information to answer a question.
- Describe personal connections to a variety of sources.
- Use a combination of drawing, dictating, and writing to compose information texts that name a topic and supply information about it.
- Write left to write and include spaces between words.
- Edit drafts with adult assistance using standard English conventions including singular and plural nouns.
- Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.
- Generate ideas for writing through class discussions and drawings.
- Develop drafts in oral, pictorial, or written form by organizing ideas.
- Revise drafts by adding details in pictures or words.
- Edit drafts with adult assistance using standard English conventions, including verbs.
- Edit drafts with adult assistance using standard English conventions, including complete sentences.
- Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.
- Distinguish shades of meaning among verbs describing the same general action.
- Edit drafts with adult assistance using standard English conventions, including prepositions.

- Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- Share writing.
- Identify traits of opinion writing.
- Identify and retell important details in opinion texts.
- Listen actively, ask questions, and make pertinent comments.
- Plant the elements of writing an opinion piece.
- Use a combination of drawing, dictating, and writing to select a topic for an opinion piece, state an opinion, reference the topic, create an opinion book that includes topics, opinions, and reasons.
- Improve writing with the use of descriptive words.
- Identify and use the conjunction “and” correctly in speaking and writing.
- Identify the parts of a complete sentence.
- Edit for proper use of the conjunction “and”.
- Generate questions for formal and informal inquiry with adult assistance.
- Gather information from a variety of sources with adult assistance.
- Develop and follow a research plan with adult assistance.
- Continue a conversation through multiple exchanges.
- Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.
- Use a resource such as a picture dictionary or digital resource to find words.
- Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
- Write initial and final consonant blends.

Activities:

1. After reading the story *From Nectar to Honey*, have students work with a partner and assign each partner with a vocabulary word from the text. (bees, honey, nectar, hive) Then have them think about how they would teach their word to others. Suggest that they provide a definition, use the word in a sentence, and draw a picture of the word. Then have the pairs teach the definition of the words to their class.
2. Write the letter F in a large size on a sheet of paper. Then give four students a second piece of paper with either *ad*, *in*, *it*, or *an* on it. Call on students to stand next to each other and hold their papers up for the class to see as they spell the words *fad*, *fin*, *fit*, and *fan*.

Gifted and Talented:

1. Have students look at and read fiction texts during independent reading. Have them using sticky notes or colored tape on words and pictures that tell about the characters, setting,

and main events. Then have them describe the story elements to a partner. To increase the rigor, have the students use different colored sticky notes to sort the words as either characters, setting, or events.

2. Have students look in the classroom for words that begin with the blended sounds learned (dr, fr, cl, mp, lk, nd). Tell them to find at least one word that begins with a blended sound and one word that ends with a blended sound.

Unit 3 - Tell Me A Story

STANDARDS

L.RF.K. 1	RL.TS.K.4	L.VI.K.3
L.RF.K. 2	RL.MF.K.6	W.AW.K. 1
L.RF.K. 3	RL.CT.K.8	W.NW.K.3
RL.CR.K. 1	SL.PE.K.1	W.WR.K.5
RL.CI.K.2	L.WF.K.1	W.RW.K.7
RL.IT.K.3	L.KL.K.1	

Objectives

- Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with a return sweep.
- Self-select a text and interact independently with a text for increasing periods of time.
- Establish purpose for reading assigned and self-selected texts with adult assistance.
- Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.
- Recognize characteristics of multimedia and digital texts.
- Respond using newly acquired vocabulary as appropriate.
- Identify syllables in spoken words.
- Blend syllables to form multisyllabic words.
- Segment multisyllabic words into syllables.
- Orally segment the phonemes in any single syllable, spoken word.
- Identify and match the common sounds that letters represent.
- Identify and read common high-frequency words by sight.
- Interact with sources in meaningful ways such as illustrating or writing.
- Listen actively and ask questions to understand information and answer questions using multi-word responses.
- 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.

- Discuss topics and determine the basic theme using text evidence with adult assistance.
- Explore word relationships and nuances in word meanings.
Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.
- Orally repeat multi-syllable words and pronounce the separate syllables.
- Name the author and illustrator of a story and define the role of each in telling the story.
- Ask and answer questions about unknown words in a story with adult assistance.
- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
- Use text evidence to support an appropriate response.
- Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.
- Demonstrate phonological awareness.
- Identify and match the common sounds that letters represent.
- Discuss with adult assistance how the author uses words that help the reader visualize.
- Create mental images to deepen understanding with adult assistance.
- Identify characters, settings, and major events in the story with adult assistance.
- Describe familiar people, places, things, and events, and with support provide additional detail.
- Compare and contrast the adventures and experiences of characters in familiar stories.
- Provide oral, pictorial, or written responses to a text.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- Distinguish shades of meaning among verbs describing the same general action.
- Ask and answer questions about unknown words in a text.
- Make inferences and use evidence to support understanding with adult assistance.
- Retell texts in a way that maintains meaning.
- Discuss rhyme and rhythm in nursery rhymes and a variety of poems.
- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.
- Identify the individual words in a spoken sentence.
- Spell high-frequency words.
- Make connections between personal experiences, ideas in other texts, and society with adult assistance.
- Recognize common types of texts (story books, poems)
- Discuss with adult assistance the author's purpose for writing text.

- Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
- Make and confirm predictions using text features and structures with adult assistance.
- Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.
- Listen to and experience first- and third- person texts.
- Identify and produce rhyming words.
- Recognize that sentences are comprised of words separated by words and spaces and recognize word boundaries.
- Identify and describe the main characters.
- Discuss with adult assistance how the use of text structure contributes to the author's purpose.
- Edit drafts with adult assistance using standard English conventions, including verbs.
- Develop drafts in oral, pictorial, or written form by organizing ideas.
- Identify all uppercase and lowercase letters.
- Plan by generating ideas for writing through class discussions and drawings.
- Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- Edit drafts with adult assistance using standard English conventions, including complete sentences.
- Edit drafts with adult assistance using standard English conventions, including prepositions.
- Revise drafts by adding details in pictures or words.
- Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.
- Write left to write and include spaces between words.
- Recognize and name end punctuation marks.
- Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.
- Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- Share writing.
- Identify traits of opinion writing.
- Identify and retell important details from a text.
- Listen actively, ask questions, and make pertinent comments. Plan the elements for writing an opinion piece.

- Use a combination of drawing, dictating, and writing to select a topic for an opinion piece, state an opinion, reference the topic, create an opinion book that includes topics, opinions, and reasons.
- Identify and use descriptive words. With assistance, edit drafts to include descriptive words.
- Identify and use the conjunction “and” correctly in speaking and writing.
- Identify the parts of a complete sentence.
- Edit for proper use of the conjunction “and”.
- Improve writing with the use of descriptive words.
- Synthesize information to create new understanding with adult assistance.
- Evaluate details to determine what is most important with adult assistance.
- Develop and follow a research plan with adult assistance.
- Recognize characteristics of persuasive text with adult assistance and state what the author is *trying to* persuade the reader to think or do.
- Generate questions for formal and informal inquiry with adult assistance.
- Gather information from a variety of sources with adult assistance.
- Demonstrate understanding of information gathered with adult assistance.
- Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.
- Describe personal connections to a variety of sources.
- Continue a conversation through multiple exchanges.
- Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
- Use a resource such as a picture dictionary or digital resource to find words.
- Write initial and final consonant blends.

Activities:

1. Have students draw and label an object that ends with the sound /ks/. Have them share their drawings with a partner.
2. Provide students with a blank sheet of paper, and have students think about two texts they have read so far. On one side, have students draw a picture of one story and on the other side, have them draw a picture of another character or even that is similar to the first character or event. Extend the activity by having the students label each picture or write a sentence telling about each picture.

Gifted and Talented:

1. Students will rewrite a fairy tale that they are familiar with. Provide a sheet of paper with three sections (beginning, midding, and end. Then have the students draw the events in

the fairy tale. Higher level students can write a sentence for each picture and others can label each picture.

2. For vocabulary development, write one word on the board such as “baking”. Then have the class come up with words that are related. This may include baked goods, tools for baking, or other words related to baking. To extend the activity further, provide a pre-made group of words relating to a certain verb such as “playing” and have students find a word in the group that does *not* belong. (soccer, baseball, checkers, sleeping)

Unit 4 -Then and Now

STANDARDS

RL.CR.K. 1	RI.MF.K.6	W.NW.K. 3
RL.CI.K.2	RI.AA.K.7	W.SP.K.4
RL.IT.K.3	RI.CT.K.8	W.WR.K.5
RL.TS.K.4	L.RF.K. 1	W.SE.K.6
RL.MF.K.6	L.RF.K.2	SL.PE.K. 1
RL.CT.K.8	L.RF.K. 3	SL.II.K.2
RI.CR.K.1	L.RF.K.4	SL.ES.K.3
RI.CI.K.2	L.WF.K.1	SL.PI.K.4
RI.IT.K.3	L.KL.K.1	SL.UM.K.5
RI.TS.K.4	L.WF.K.2	SL.AS.K.6
RI.PP.K.5	L.WF.K.3	W.RW.K.7
	L.VL.K.2	
	L.VI.K.3	

Objectives:

- Demonstrate phonological awareness.
- Interact with sources in meaningful ways.
- Recognize characteristics of multimedia and digital texts.
- Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.
- Listen actively and ask questions to understand information and answer questions using multi-word responses. Respond using newly acquired vocabulary as appropriate.
- Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep.
- Identify and match the common sounds that letters represent.

- Recognize that sentences are comprised of words separated by spaces and recognize word boundaries.
 - Ask and answer questions about unknown words in a text with adult assistance.
 - Describe the relationship between illustrations and the text in which they appear.
 - Spell words with VC, CVC, and CCVC.
- Orally segment the phonemes in any single syllable, spoken word.
- Spell words using sound-spelling patterns.
 - Spell high-frequency words.
 - Identify and read common high-frequency words by sight.
 - Use text evidence to support an appropriate response.
 - Listen to and experience first- and third-person texts.
 - Recognize the difference between a letter and a printed word.
 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
 - Evaluate details to determine what is most important with adult assistance.
 - Plan by generating ideas for writing through class discussions and drawings.
 - Edit drafts with adult assistance using standard English conventions, including complete sentences.
 - Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.
 - Identify the individual words in a spoken sentence.
 - Recognize that new words are created when letters are changed, added, or deleted.
 - Describe familiar people, places, things, and events and, with support, provide additional detail.
 - Make connections to personal experiences, ideas in other texts, and society with adult assistance.
 - Provide an oral, pictorial, or written response to a text.
 - Retell texts in ways that maintain meaning.
 - Describe personal connections to a variety of sources.
 - Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.
 - Respond using newly acquired vocabulary as appropriate.
 - Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.
- Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- Orally repeat multi-syllable words and pronounce the separate syllables.
- Establish purpose for reading assigned and self-selected texts with adult assistance.
 - Recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance.
 - Discuss with adult assistance how the author uses words that help the reader visualize.

- Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
 - Make inferences and use evidence to support understanding with adult assistance.
 - Recognize and name end punctuation.
 - Identify syllables in spoken words.
 - Generate questions for formal and informal inquiry with adult assistance.
 - Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
 - Develop drafts in oral, pictorial, or written form by organizing ideas.
 - Describe the setting.
 - Create mental images to deepen understanding with adult assistance.
 - Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
 - Recognize and name end punctuation.
 - Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
 - Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.
 - Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.
 - Edit drafts with adult assistance using standard English conventions, including verbs
 - Synthesize information to create new understanding with adult assistance.
 - Understand and use question words (interrogatives).
 - Identify and produce rhyming words.
 - Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.
 - Describe familiar people, places, things, and events in detail.
 - Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.
- Write left to write and include spaces between words.
- Identify the front cover, back cover, and title page of a book.
 - Edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
 - Discuss topics and determine the basic theme using text evidence with adult assistance.
 - Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
 - Develop social communication.
 - Share writing.

- Compare and contrast the adventures and experiences of characters in familiar stories.
 - Identify basic similarities and differences between two texts on the same topic.
 - Develop and follow a research plan with adult assistance.
 - Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.
 - Gather information from a variety of resources with adult assistance.
 - Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
 - Revise drafts by adding details in pictures and words.
 - Demonstrate understanding of information gathered with adult assistance.
 - Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
 - Use an appropriate mode of delivery whether written, oral, or multi-media, to present results.
- Write initial and final consonant blends.

Activities:

1. Tape high-frequency words to paper cups. Have students read the words and stack the cups. If they miss a word, tell them the word and have them try again.
2. Write *I _____ my shirt from a red one to a blue one* and model using context clues to figure out the word. *I will look at the other words in the sentence to figure out this word. This sentence is about a red shirt and a blue shirt. If I have on a red shirt and then I put on a blue shirt, my shirt is different. I know that **change** means “to become different,” so I think the word is **change**.* Read aloud the first sentence on p. 121 in the *Student Interactive* with students. Ask what word fits in the blank. Then ask students which words in the sentence help them know the missing word is *change*.

Gifted and Talented:

1. Ask students to think of one real and one not real story and draw a picture representing each story. Have students take turns telling their stories (with pictures) to a partner. They should then figure out whether the stories are real or not, based on whether they have facts and that the stories really happened.
2. Students will identify and label the problem and solution of the story “Grandma’s Phone”. They will fold a paper in half and draw the problem and solution of the story. Higher level students will write a sentences for each picture and emerging students will label parts of the pictures .

Unit 5 - Outside My Door

STANDARDS

RL.CR.K. 1	RI.CT.K.8	SL.PI.K.4
RL.CI.K.2	L.RF.K. 1	SL.UM.K.5
RL.IT.K.3	L.RF.K.2	SL.AS.K.6
RL.TS.K.4	L.RF.K. 3	L.WF.K.1
RL.MF.K.6	L.RF.K.4	L.WF.K.2
RL.CT.K.8	W.IW.K. 2	L.WF.K.3
RI.CR.K. 1	W.WP.K.4	L.KL.K.1
RI.IT.K.3	W.WR.K.5	L.VL.K.2
RI.TS.K.4	SL.PE.K.1	L.VI.K.3
RI.MF.K.6	SL.II.K.2	W.RW.K.7
RI.AA.K.7	SL.ES.K. 3	

Objectives:

- Blend syllables to form multisyllabic words.
- Segment multisyllabic words into syllables.

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

- Interact with sources in meaningful ways.
- Recognize characteristics of multimedia and digital texts.
- Listen actively and ask questions to understand information and answer questions using multi-word answers.
- Respond using newly acquired vocabulary as appropriate.
- Identify and match the common sounds that letters represent.

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

- Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.
- Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep.
- Use illustrations and texts to learn or clarify word meanings.
- Respond using newly acquired vocabulary as appropriate.
- Describe the relationship between illustrations and the text in which they appear.
- Manipulate syllables within a multisyllabic word.
- Recognize characteristics and structures of informational text, including titles and simple graphics, to gain information.

- Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.
- Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information.
- Make inferences and use evidence to support understanding with adult assistance.
- Use text evidence to support an appropriate response.
- Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.
- Blend spoken phonemes to form one-syllable words.
- Segment spoken one-syllable words into individual phonemes.
- Make connections to personal experiences, ideas in other texts, and society with adult assistance.
- Provide an oral, pictorial, or written response to a text.
- Plan by generating ideas for writing through class discussions and drawings.
- Identify syllables in spoken words.
- Identify new meanings for familiar words and apply them accurately.
- Develop drafts in oral, pictorial, or written form by organizing ideas.
- Recognize that sentences are comprised of words separated by spaces and recognize word boundaries.
- Ask and answer questions about unknown words in a text.
- Understand and use question words (interrogatives).
- Spell words with VC, CVC, and CCVC.
- Orally repeat multi-syllable words and pronounce the separate syllables.
- Spell words using sound-spelling patterns.
- Spell common high-frequency words.
- Identify and match the common sounds that letters represent.
- Identify and read common high-frequency words by sight.
- Recognize characteristics and structures of informational text, including the steps in a sequence, with adult assistance.
- Discuss with adult assistance how the use of text structure contributes to the author's purpose.
- Discuss with adult assistance how the author uses words that help the reader visualize.
- Evaluate details to determine what is most important with adult assistance.
- Recognize and name end punctuation.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.
- Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.
- Demonstrate phonological awareness.

- Describe familiar people, places, things, and events and, with support, provide additional detail.
- Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.
- Recognize that new words are created when letters are changed, added, or deleted.
- Establish purpose for reading assigned and self-selected texts with adult assistance.
- Discuss rhyme and rhythm in nursery rhymes and a variety of poems.
- Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.
- Revise drafts by adding details in pictures or words.
- Restate and follow oral directions that involve a short, related sequence of actions.
- Edit drafts with adult assistance using standard English conventions, including verbs.
- Identify basic similarities in and differences between two texts on the same topic.
- Discuss with adult assistance how the use of text structure contributes to the author's purpose.
- Identify and match the common sounds that letters represent.
- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- Use text evidence to support an appropriate response.
- Edit drafts with adult assistance using standard English conventions, including complete sentences.

Write left to write and include spaces between words.

- Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.
- Share information and ideas by speaking audibly and clearly using the conventions of language.
- Edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
- Discuss main characters in drama.
- Discuss with adult assistance the author's purpose for writing text.

Synthesize information to create new understanding with adult assistance.

- Develop social communication.
- Edit drafts with adult assistance using standard English conventions, including prepositions.
- Retell texts in ways that maintain meaning.
- Evaluate details to determine what is most important with adult assistance.
- Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
- Develop and follow a research plan with adult assistance.
- Recognize characteristics and structures of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

- Generate questions for formal and informal inquiry with adult assistance.
 - Gather information from a variety of resources with adult assistance.
 - Recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance.
 - Recognize characteristics and structures of informational text, including titles, simple graphics to gain information.
 - Demonstrate understanding of information gathered with adult assistance.
 - Share writing.
 - Use appropriate mode of delivery, whether written, oral, or multimedia, to present results.
- Write initial and final consonant blends.

Activities:

1. Write high-frequency words on wooden craft sticks and place them in a cup. Have students draw a stick and read the word. If they do not know the word, gently tell it to them, and have the student put the stick back. The goal is to read all of the words and empty the cup.
2. Students will be handed out a specific three-step process. For example, a chicken hatching from an egg, a plant growing in soil, or a person peeling an orange. Then, the students will place the picture cards in the correct order. Once placed, the students will compose sentences telling about each step using the phrases “first, next, last” to begin each sentence. Students will share their writing with their peers.

Gifted and Talented:

1. Have students use the infographic on pp. 50–51 of the *Student Interactive* to learn about plants in the desert. Have students write down several questions about the desert ecosystem that they would like to investigate. Throughout the week, have them conduct research about the topic. They can use the website PebbleGo to look up answers to their questions. See *Extension Activities*, pp. 311–315, in the *Resource Download Center*.
2. Select a book from the stack and read it aloud to the class. As you read, do a Stop and Jot, using sticky notes to write the opinion that is stated in the book. Using a different color of sticky notes, jot reasons given that support the opinion. Write one reason per sticky note. When you have finished reading, review the sticky notes. Remind students that opinions are someone’s thoughts or feelings and that not everyone will have the same opinion. Explain that even people who share the same opinion may have different reasons to support that opinion. Give each student a sticky note. As you read aloud a different stack text, have students jot words or pictures to record the opinion and a reason they hear in the text. When you finish reading, have students share what they recorded on their sticky note. [The author of this book wrote an opinion on a topic and gave us some reasons to explain that opinion. When you write your own opinion book, you will need to think about your opinion on a topic and give at least one reason to explain your opinion.](#)

Additional Phonics Activities:

1. Two students play Tic Tac Toe on the white boards using sight words instead of Xs and Os.
2. Students write/mark in the decodable readers following various directions. For example: "Circle the title". "Write how many words are in the title". "Find the words that rhymes with ____" "Find all the words that begin with/end with ____". Etc. This can be done in a small group or whole class.
3. Spelling game- in a small group, each student gets the chance to be the teacher. They read one sight word from the sight word wall and the rest of the group spells the word on a white board. The student acting as a teacher walks around the table to check the students' work. Then a different student becomes the teacher.
4. The students read from leveled readers and independently chosen picture books on the rug. They use a whisper phone so that they can hear themselves read aloud without distracting other students.
5. Musical Sight Words- small groups of students walk around a table in the classroom. On the table are several sight words written on cards, but turned over. When the music stops, the students point to a card, flip it over, read it to themselves, read it to a friend, and then read it to themselves again. They then put the card back down, face down, and continue to play the game.
6. CVC word building- students use stamps to spell CVC words based on the picture cards they have. This can be altered using magnetic tiles, play doh letter stamps, or various games set up on Google Slides.
7. Sight Word Pop It- students in a small group take turns turning over a sight word card. If they read it correctly, they get to pop three dots on their pop-it. If they do not read it correctly, they ask someone to help them and their turn is over. Students help each other to tell if the student taking the turn is correct or not.

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

	x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	x	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>
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