

Ocean Academy Charter School
Curriculum Guide
Kindergarten - ELA



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL English Language Arts Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	
Grade Level: Kindergarten	
Trimester	Pacing Guide in Days
<p style="text-align: center;">Trimester 1</p> <p>Reading Skills: Basic Literary Concepts and Fiction Writing Skills: Launching Writer’s Workshop and Informative/Explanatory Writing (List and Label Books) Fundations: Letter name and sound recognition for all consonants and short vowels; print and word awareness, rhyming, phonemic awareness (initial and final sounds) Heggerty: Phonemic Awareness</p> <p>Amistad Law Diversity and Inclusion Asian Americans and Pacific Islanders Climate Change</p>	<p>60 days September-December</p>
<p style="text-align: center;">Trimester 2</p> <p>Reading Skills: Nonfiction Writing Skills: Narrative Writing and Opinion Writing Fundations: Phonemic Awareness (blending, segmenting, and manipulation of sounds); blending and reading CVC real words and nonsense words; alphabetical order; distinguishing long and short vowel sounds Heggerty: Phonemic Awareness</p>	<p>60 days December-March</p>

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<p>Amistad Diversity and Inclusion Climate Change</p>	
<p style="text-align: center;">Trimester 3</p> <p>Reading Skills: Fiction and Nonfiction Writing Skills: Informative/Explanatory Writing/Shared Research (How-To) and Narrative Writing Foundations: Phoneme segmentation; concept of digraphs; Trick Words Heggerty: Phonemic Awareness</p> <p>Amistad Law. Diversity and Inclusion Asian Americans and Pacific Islanders Climate Change</p>	<p style="text-align: center;">60 days March-June</p>

OCEAN ACADEMY CHARTER SCHOOL
Trimester 1
Overview

<p>Content Area: English Language Arts</p>	
<p style="text-align: center;"><u>Unit Title: Trimester 1</u></p> <p>Phonological and Phonemic Awareness (Heggerty Program): Kindergarten students will engage in daily activities designed to build foundational phonemic awareness. Skills include recognizing and producing rhyming words, identifying initial, medial, and final sounds in spoken words, and developing onset fluency. Students will also practice blending and segmenting phonemes, as well as manipulating sounds through adding, deleting, and substituting phonemes. Alphabet knowledge and general language awareness are integrated to support early literacy development.</p> <p>Foundational Skills (Foundations & Geodes - Modules 1 & 2): Instruction will focus on letter name and sound recognition for all consonants and short vowels. Students will build print awareness, explore concepts of word and sentence, and engage in activities that support rhyming and phonemic awareness (e.g., identifying initial and final sounds). Through Geodes texts aligned with phonics instruction, children will begin to apply decoding skills in connected reading.</p> <p>Reading Skills - Literary Concepts and Fiction: Students will be introduced to basic literary elements such as characters, setting, and major events in stories. Through listening and shared reading</p>	<p>Duration: 60 days</p>

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of fiction texts, students will learn to retell key details, ask and answer questions about text, and begin to make personal connections to what they read. The goal is to foster comprehension and a love of reading from an early age.

Writing Skills - Writer’s Workshop and Informational Texts:

Kindergarten writers will begin the year by launching Writer’s Workshop, learning how to share ideas through pictures, labels, and simple words. They will practice writing for a variety of purposes, with an early focus on informative/explanatory writing. Students will create “List and Label” books to communicate factual information and build early writing stamina. Lessons emphasize drawing, labeling, and beginning sentence formation.

Target Course/Grade Level: Kindergarten

Introduction/Unit Focus:

Building Workshop Routines and Expectations:

Students will be introduced to the structure and routines of the ELA workshop model. They will learn how to participate independently and cooperatively in reading and writing activities, understand classroom expectations, and practice transitions, partner work, and active listening during lessons. These foundational routines support a successful year of literacy growth.

Understanding Story Elements Through Interactive Read-Alouds:

Children will engage in shared and interactive read-alouds to explore story structure, including identifying characters, setting, and major events. Discussions will encourage students to think and talk about stories, make predictions, retell key details, and begin to understand narrative structure.

Developing Print Concepts and Early Literacy Skills:

Students will begin recognizing that spoken words are represented in print. Instruction will include identifying letters, understanding the difference between letters and words, tracking print from left to right and top to bottom, and recognizing the basic structure of a sentence. These foundational concepts of print are critical for reading and writing development.

Foundations of Writing - Drawing, Dictating, and Labeling to Inform:

Kindergarteners will begin expressing their ideas using a combination of drawing, oral storytelling, and beginning writing. They will be introduced to informative/explanatory writing by creating simple pieces that label and describe familiar objects or topics. The emphasis will be on using visuals and words to share factual information clearly.

Speaking and Listening for Communication and Comprehension:

Students will develop their ability to listen actively to stories and to their peers during discussions. They will practice speaking in complete sentences to express ideas, respond to

questions, and participate in collaborative conversations. Listening and speaking are emphasized as essential tools for learning and communication in the classroom.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

(1) highlight and promote diversity, including economic diversity, equity, inclusion,

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tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) [New Jersey Student Learning Standards](#)

Content Standards: [New Jersey Student Learning Standards for English Language Arts](#)

[Kindergarten ELA Standards with Practices](#)

READING DOMAIN

(CR) Close Reading of Text:

By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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)

(CI) Central Ideas and Themes of Texts:

By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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)

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<p>(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story</p>
<p>(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p>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).</p>
<p>(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.</p>
<p>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.</p>
<p>(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words</p>
<p>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).</p>
<p>(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.</p>
<p>RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.</p>
<p>(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>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).</p>
<p>LANGUAGE DOMAIN</p> <p>Foundational Skills Reading/Language (Phonics, Word Recognition, Fluency)</p>

(RF) Foundational Skills:

Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English

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.

WRITING DOMAIN

(AW) Argumentative Writing:

By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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...).

<p>(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.</p> <ul style="list-style-type: none">A. Introduce a topic.B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
<p>(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating 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). understanding of the subject under investigation.</p>
<p>(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.</p>
<p>W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>
<p>(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</p>
<p style="text-align: center;">SPEAKING AND LISTENING DOMAIN</p>
<p>(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>
<p>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.</p> <ul style="list-style-type: none">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.
<p>(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and</p>

<p>formats, including visually, quantitatively, and orally.</p>
<p>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.</p>
<p>(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>
<p>SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p>SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p>(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>FOUNDATIONAL SKILLS - WRITING</p>
<p>Sentence Composition (Grammar, Syntax, and Punctuation)</p>
<p>(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.</p>
<p>L.WF.K.1 Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none">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.

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- 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).

(KL) Knowledge of Language:

By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

(VL) Vocabulary Acquisition, Use and Literal Meaning:

By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

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).

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

(VI) Vocabulary Acquisition, Use and Interpretative Meaning:
By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

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.

New Jersey Student Learning Standards: Interdisciplinary Connections
[New Jersey Student Learning Standards](#)

Science

- K-PS3-1 Make observations to determine the effect of sunlight on Earth’s surface.
- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
- K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather

Social Studies

- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people’s lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

6.1.5.CivicsPR.3: Evaluate school and community rules, laws, and/or policies and determine if they meet their intended purpose.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas		Performance Expectations (Identified with Standard Number and statement)
There are actions an individual can take to help make this world a better place.		9.1.2.CR.1: Recognize ways to volunteer in the

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		classroom, school, and community
Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.		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).
Individuals from different cultures may have different points of view and experiences.		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
Information is shared or conveyed in a variety of formats and sources		9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts
Digital tools have a purpose.		9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the too
Technology Literacy: Digital tools have a purpose.		9.4.2.TL.4: Navigate a virtual space

New Jersey Student Learning Standards: Computer Science and Design Thinking		
Core Ideas		Performance Expectations (Identified with Standard Number and Statement)

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<p>Technology has changed the way people live and work.</p> <p>Various tools can improve daily tasks and quality of life</p>		<p>8.2.2.ITH.3: Identify how technology impacts or improves life.</p> <p>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.</p>
<p>New Jersey Student Learning Standards: Climate Change Mandate</p>		
<p>Core Ideas</p>		<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Reading Language Arts</p>		<p>RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear. Climate Change Example: In a science unit, students may look at images of the impact(s) humans have on land, water, air, and/or other living things in the local environment and describe the relationship between the illustrations and the text in which they appear.</p>
		<p>W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. Climate Change Example: Students may draw, dictate, and compose text that explains which plants and animals they see in their local areas, and where and when they see those plants and animals.</p> <p>SL.PE.K.1. Participate in collaborative conversations</p>

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		<p>with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Climate Change Example: Students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.</p> <ul style="list-style-type: none"> 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.
<p>Environmental characteristics influence the how and where people live.</p>		<p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p>

<p>Knowledge and Skills</p>
<p>Unit Learning Targets (Objectives):</p> <p><i>Students will be able to...</i></p>

Reading:

- Listen to and enjoy a wide variety of texts including stories, poems, chants, nursery rhymes, folktales, fables, and songs.
- Participate in group reading activities such as choral reading, echo reading, and shared rhyming games.
- Join in independent and shared reading experiences and actively participate in follow-up discussions.
- Begin to retell familiar or emergent texts by naming the beginning, middle, and end, including key details.
- Sequence story events in order using pictures or prompts.
- Use illustrations to make predictions, confirm understanding, and describe characters, settings, and events in a story.
- Ask and answer questions about key details (who, what, where, when, why, and how) with teacher support.
- Activate prior knowledge to make predictions and enhance comprehension before and during reading.
- Recognize and identify common features of a book (front cover, back cover, title, author, illustrator, etc.) with guidance.
- Understand and begin to use print concepts, including tracking print from left to right and top to bottom, recognizing letters and words, and using a finger to follow along while reading.
- Begin to compare characters or story elements across different texts, with support.
- Identify characters and setting in a story with teacher support.
Begin making text-to-self and text-to-world connections.
- Recognize and name uppercase and lowercase letters of the alphabet.
- Use Foundations VAKT (visual, auditory, kinesthetic, tactile) strategies to learn letter-sound associations.
- Identify syllables and distinguish between individual phonemes in spoken words (e.g., cat, bat, fat).
Identify and generate rhyming words during phonological awareness activities.
- Recognize and begin reading some high-frequency words.
- Begin to select “just-right” books using the “I PICK” strategy.

Speaking and Listening:

- Follow classroom rules for listening and speaking, including taking turns and staying on topic during group discussions.
- Participate in structured conversations about texts, media, or shared experiences by asking and answering questions.
- Express personal responses to stories and information (e.g., share a favorite part or make a simple comment).
- Ask and answer questions about media or digital content with support.
- Use complete sentences when describing people, places, things, and events, adding details with prompting.

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- Practice using standard grammar, including common nouns and verbs and frequently occurring prepositions (e.g., in, out, on, off, by, with, to, from).
- Explore and expand vocabulary by talking about words in daily activities and through content-based discussions.
- Generate word lists based on familiar topics or themes.
- Sort and classify everyday objects into categories and explain their thinking using descriptive language.

Writing:

- Use a combination of drawing, dictating, and phonetic (developmental) spelling to express ideas in writing.
- Create List and Label Books to share factual information on familiar topics.
- Participate in shared writing experiences to produce simple informative/explanatory texts.
- Differentiate between letters, words, and sentences in writing and print.
- Begin writing from left to right and top to bottom with correct directionality.
- Use beginning sounds and phonetic spelling to label drawings and begin writing words.
- Attempt to use writing conventions such as finger spacing between words and basic punctuation (e.g., periods).
- Explain their own writing or drawings during conferences and peer discussions.
- Write their first name independently using correct letter formation.
- With support, reflect on their writing, offer feedback to peers, and revise during small-group and partner writing time.

Unit Enduring Understandings:

Students will understand that...

READING:

- Reading helps us understand our world and ourselves.
- Words are made of letters and their sounds.
- There is a relationship between illustrations and words.

WRITING:

- Writing with pictures and words helps us communicate our ideas.
- We can write for different purposes.

LANGUAGE:

- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.

LISTENING & SPEAKING:

- Good listening and speaking skills help us better understand each other.

- Asking questions helps us become better thinkers.

MEDIA:

- What different types of media can I use for different purposes?

Unit Essential Questions:

- How do good readers employ strategies to help them understand text?
- How do good writers develop their ideas in order to produce stories from personal experiences?

READING:

- How do we use our knowledge of letters and sounds to read words?
- How do we use comprehension strategies to understand what we read?
- How can retelling help readers understand stories?
- How can reading help us to explore and understand the world?

WRITING:

- How can we communicate our ideas and show a purpose through writing?
- How do writers use both illustrations and words to create a book?

LANGUAGE:

- Does my writing and my speaking make sense?
- How are words built? (phonemes and phonetic awareness)

LISTENING & SPEAKING:

- What is my purpose for listening?
- ...for speaking?
- How can I become a better listener and speaker?

MEDIA:

- Why do we have media?

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

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- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - iReady
- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
 - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
 - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
 - Student book bins should include books on independent reading level and at least one choice book.
 - Classroom Library
 - Geode Readables
 - Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.
 - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
 - OR**
 - Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
 - Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop

periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
- Share- Students share work with their peers offering comments, noticings and/or suggestions.

Phonics

- Wilson Foundations is a systematic, scripted language program that allows for students to build a solid foundation for phonemic awareness and phonics skills. The Scope and Sequence in Foundations should be followed with one lesson presented each day, which focuses on the designated skill/concept for the unit. This will include: phonemic awareness, word study, trick words (high frequency words), fluency, vocabulary, and strategies to understand a text.

Phonemic Awareness

- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. The Scope and Sequence in Foundations should be followed with one lesson presented each day. Skills include: rhyming, onset fluency, blending, isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, substituting phonemes, alphabet knowledge, language awareness.

Evidence of Student Learning

Formative Assessments

- Teacher Observations during centers, small groups, and whole-group activities
- Verbal Questioning to check understanding and prompt thinking
- Anecdotal Notes on student behaviors, skills, and progress
- Learning Logs or Drawing Journals to reflect on learning
- Running Records to monitor early reading development
- Graphic Organizers (e.g., sorting mats, story maps, Venn diagrams)

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- Peer and Self-Assessments (with visual tools like thumbs-up/thumbs-down or smiley faces)
- Kinesthetic Assessments (e.g., movement-based responses, body spelling, letter hopping)
- Hands-On Tasks and Manipulatives
- Sight Word Checks
- Foundations Progress Monitoring Tools
- Heggerty Phonemic Awareness Check-ins
- Standards-Based Rubrics aligned to kindergarten goals
- Student Work Samples (drawings, writing attempts, labeling)

Summative Assessments

- Writing Pieces from Writer's Workshop
- Reading Assessments, including Running Records
- Foundations Unit Tests
- Pre- and Post-Tests on math or literacy concepts
- Teacher-Created Assessments with visual supports
- Student Portfolios demonstrating growth over time

Benchmark Assessments

- District Benchmark or Interim Assessments
- DRA-3 (Developmental Reading Assessment)
- Aimsweb Literacy and Math Screeners

Performance Tasks

- Retelling a Story Orally or with Picture Cards

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- Identifying Story Elements (characters, setting, events)
- Sequencing Events from a Story using visuals
- Completing Graphic Organizers to show understanding
- Explanatory Writing: Labeling Pictures or Creating a “List Book”

Alternative Assessments

- Modified Tasks or Supports based on IEP or 504 Plan
- Re-assessment of Foundations Units when mastery is below 80%
- Visual, auditory, or tactile accommodations as appropriate

Suggested Options for Differentiation

Special Education

- Incorporate visuals and realia to support comprehension
- Introduce and pre-teach key vocabulary with pictures, gestures, or motions
- Use read-alouds and audio books daily
- Provide peer tutoring or pair with a classroom “buddy”
- Utilize choral reading, songs, and chants to promote fluency
- Offer preferential seating and structured routines
- Implement Total Physical Response strategies for engagement
- Provide guided reading and guided writing in small groups
- Allow extended time for assignments and assessments
- Permit oral or dictated responses as needed
- Use large print texts or Braille as appropriate
- Follow all IEP accommodations and modifications

- Provide a scribe or augmentative communication device when necessary
-

Students with 504 Plans

- Provide extended time for tasks and tests
 - Permit small group settings for instruction and assessment
 - Accept oral or dictated responses in place of written work
 - Offer large print or Braille materials as needed
 - Implement all accommodations listed in the 504 Plan
 - Allow use of a scribe or communication aid if required
-

Students at Risk of School Failure

- Support comprehension with visuals and pre-taught vocabulary
 - Use daily teacher read-alouds to model fluency and comprehension
 - Assign peer mentors or buddies for academic and social support
 - Use choral reading, songs, and chants to build engagement and confidence
 - Provide preferential seating to reduce distractions
 - Scaffold tasks using small group instruction and frequent check-ins
 - Encourage success through structured routines and positive reinforcement
-

Gifted and Talented

- Pose open-ended questions to promote critical thinking
- Encourage higher-level thinking using Bloom's Taxonomy (e.g., analyze, evaluate, create)

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- Provide opportunities for discovery learning and problem solving
 - Offer interest-based enrichment activities and project choices
 - Group students by ability or interest during center time
 - Provide leveled texts and advanced reading materials
 - Use learning contracts, centers, and flexible grouping
 - Incorporate creative thinking tools such as concept maps and puzzles
 - Conduct whole-group enrichment experiences and simulations
 - Vary assessments through journals, portfolios, or oral presentations
 - Debrief and reflect on learning to promote metacognition
-

Multilingual Learners (MLs)

- Provide small-group instruction for guided reading and writing
 - Use audio books and read-alouds for language exposure
 - Allow extended time for assignments and tests
 - Permit oral or dictated responses to demonstrate understanding
 - Assign movements or visuals to support vocabulary development
 - Label classroom objects to build word recognition
 - Pre-teach and review vocabulary regularly
 - Encourage continued use of home language while building English proficiency
-

Diversity and Inclusion

- Foster strong school-home partnerships and involve families in learning

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- Respect and acknowledge students' cultural traditions and experiences
- Offer alternative assignments that reflect diverse perspectives and learning preferences
- Ensure access to academic materials and visual supports
- Assign peer tutors or collaborative partners for support
- Collaborate with ML teachers and cultural liaisons when applicable
- Speak clearly, avoid slang/idioms, and provide adequate wait time for responses
- Use closed captioning and visual aids when available
- Display academic vocabulary and provide outlines for complex concepts
- Create a nurturing environment with predictable routines and inclusive practices

Supplemental Resources

Instructional Materials

Reading

- Wilson Foundations
- Leveled Readers (Fiction/Nonfiction Selections)
- RAZ Kids
- Heggerty Phonemic Awareness
- Primary Phonics Decodable Books
- Ready Reading (iReady Teacher Toolbox)
- Mentor Texts
 - Strictly No Elephants, by Lisa Mantchev
 - You Matter, by Christian Robinson
 - Eyes that Kiss in the Corners by Joanna Ho
 - The King of Kindergarten by Derrick Barnes
 - A Chair for My Mother, by Vera B. Williams
- Geodes by Great Minds
 - Pele
 - Fabric of Andes
 - A Day at the Market
 - Museum Cat
 - Treasure of King Tut
 - Galapagos Adventures
 - Lei Harvest

Writing

- Fundamentals Writing
 - To Be a Kid by Maya Ajmera and John Ivanko

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Supplemental Resources

- i-Ready Teacher Toolbox
- Wilson FUN HUB
- Learning A-Z
- Epic Books

Intervention Materials

- Double Dose of Foundations
- DRA Progress Monitoring
- Foundations Fluency Kit
- [MTSD Elementary Intervention Connection Google Site](#)

Websites

- BrainPop Jr.
- Starfall
- Epic
- ABCya
- RAZ Kids
- Read Think Write
- ReadWorks
- Wilson Academy
- Heggerty
- Scholastic News “Let’s Find Out” Print and Digital

[Grade K Curriculum Map](#)

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL
Trimester 2
Overview

Content Area: English Language Arts

Unit Title: Trimester 2

Duration: 60 days

In Trimester 2, kindergarten students continue to build on the foundational literacy skills introduced in the first trimester. Instruction will focus on developing deeper comprehension of nonfiction texts,

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strengthening phonemic awareness and decoding skills, and beginning to express ideas clearly through narrative and opinion writing. Students will engage in interactive reading and writing experiences that support their growth as confident, independent learners.

Reading Skills: Exploring Nonfiction Texts

Students will dive into informational texts to learn about real-world topics. They will begin identifying main ideas and key details, asking and answering questions, and using illustrations and text features to support comprehension. Through group reading activities and discussions, students will learn to differentiate between types of texts and develop strategies for understanding nonfiction.

Writing Skills: Developing Narrative and Opinion Pieces

In writing, students will use drawing, dictation, and developmental spelling to compose simple narrative stories based on personal experiences. They will learn to sequence events with a clear beginning, middle, and end. Students will also be introduced to opinion writing, learning to express what they think or feel about a topic and provide a reason for their opinion. These writing experiences help students organize their thoughts and begin to use written language to communicate meaningfully.

Foundations: Phonics and Word Study

This trimester, students will focus on phonemic awareness through blending, segmenting, and manipulating individual sounds in words. They will practice reading and decoding real and nonsense CVC (consonant-vowel-consonant) words, begin working with alphabetical order, and continue distinguishing between long and short vowel sounds. These foundational phonics skills support early reading fluency and spelling development.

Heggerty: Phonemic Awareness and Language Development

Daily Heggerty lessons will reinforce essential phonological skills. Students will continue practicing rhyming, onset fluency, and blending sounds, while also learning to isolate final and medial phonemes. Instruction will include segmenting words into individual sounds and manipulating them through adding, deleting, or substituting phonemes. These activities, along with continued alphabet knowledge and language awareness, support the development of strong listening and decoding skills that are vital for early literacy success.

Target Course/Grade Level: Kindergarten

Introduction/Unit Focus:

In this unit, kindergarten students will continue developing foundational literacy skills through a variety of engaging reading, writing, speaking, and listening activities. The unit places a

strong emphasis on building print awareness, exploring nonfiction texts, and beginning narrative and opinion writing. Children will be guided through developmentally appropriate tasks to strengthen comprehension, phonemic awareness, and expressive language.

Reading Informational Texts:

Students will explore nonfiction books to build knowledge and understanding of the world around them. With teacher support, they will ask and answer questions about key details in a text and identify important features such as the front cover, back cover, and title page. Students will begin identifying the main topic of a nonfiction text and retelling key details using both words and illustrations.

Text Features and Comprehension:

Children will examine how illustrations help explain and support the meaning of the text. Through guided comparison of two texts on the same topic, students will begin to recognize similarities and differences in information and presentation. These skills encourage critical thinking and deeper engagement with informational reading.

Group Reading and Print Awareness:

Students will participate in shared and group reading experiences, allowing them to practice reading behaviors such as listening attentively, tracking print, and discussing ideas with peers. Instruction will reinforce core concepts of print including the understanding of letters, words, and sounds, along with the structure and directionality of print.

Phonological and Phonemic Awareness:

Kindergarten learners will continue developing their understanding of sounds in spoken language. They will match words with the same beginning and ending sounds, blend and segment individual sounds in simple (real and nonsense) words, and begin identifying both long and short vowel sounds. These essential pre-reading skills lay the foundation for successful decoding and word recognition.

Narrative and Opinion Writing:

Students will use a combination of drawing, dictating, and developmental writing to create narrative texts that describe personal experiences or familiar events. They will also be introduced to opinion writing, learning that authors can express what they think or feel about a topic and give a reason to support their opinion. Students will begin to compose their own opinion pieces using drawings, spoken language, and written words.

This unit supports emerging readers and writers by integrating speaking, listening, and writing into daily literacy routines, helping young learners develop confidence and a growing independence in reading and writing.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) [New Jersey Student Learning Standards](#)

Content Standards: [New Jersey Student Learning Standards for English Language Arts](#)

[Kindergarten ELA Standards with Practices](#)

READING DOMAIN

(CR) Close Reading of Text:

By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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).

(CI) Central Ideas and Themes of Texts:

By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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).

(IT) Interactions Among Text Elements:

By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

(TS) Text Structure:

By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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).

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<p>(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.</p>
<p>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.</p>
<p>(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<p>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).</p>
<p>(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.</p>
<p>RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.</p>
<p>(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>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).</p>
<p style="text-align: center;">LANGUAGE DOMAIN</p>
<p style="text-align: center;">Foundational Skills Reading/Language (Phonics, Word Recognition, Fluency)</p>
<p>(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.</p>
<p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">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.
<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none">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.

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- 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.

FOUNDATIONAL SKILLS - WRITING

(WF) Foundational Skills: Writing Language:

By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system

L.WF.K.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.

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- 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).

WRITING DOMAIN

(IW) Informative and Explanatory Writing:

By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

(NW) Narrative Writing:

By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

(WP) Writing Process:

By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

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

(WR) Writing Research:

By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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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).

(SE) Sources of Evidence:

By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

(RW) Range of Writing:

By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

SPEAKING AND LISTENING DOMAIN

(PE) Participate Effectively:

By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

(II) Integrate Information:

By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

(ES) Evaluate Speakers:

By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

(PI) Present Information:

By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are

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appropriate to task, purpose, and audience.
SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
LANGUAGE DOMAIN
Foundational Skills Writing Sentence Composition (Grammar, Syntax, and Punctuation)
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
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.

(VI) Vocabulary Acquisition, Use and Interpretative Meaning:
By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

- 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.

New Jersey Student Learning Standards: Interdisciplinary Connections
[New Jersey Student Learning Standards](#)

Science

K-LS1: From Molecules to Organisms: Structures and Processes

Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-2-ETS1: Engineering Design:

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Mathematics

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of/less of” the attribute, and describe the difference. **(K-LS-1)**

Social Studies

Civics, Government, and Human Rights: Participation and Deliberation: When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

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Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Financial Psychology: External factors can influence the items that an individual wants or needs.	9.1.2.FP.2: Differentiate between financial wants and needs.
Technology Literacy: Digital tools have a purpose.	9.4.2.TL.4: Navigate a virtual space
Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.	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).
Information and Media Literacy: Digital tools can be used to display data in various ways	9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10)
New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Algorithms & Programming: Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps
Networks and the Internet: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.	8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
Engineering Design: Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions	8.2.2.ED.1: Communicate the function of a product or device.
New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear. Climate Change Example: In a science unit, students may look at images of the impact(s) humans have on land, water, air, and/or other living things in the local

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	<p>environment and describe the relationship between the illustrations and the text in which they appear.</p> <p>W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. Climate Change Example: Students may draw, dictate, and compose text that explains which plants and animals they see in their local areas, and where and when they see those plants and animals.</p> <p>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. Climate Change Example: Students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.</p> <ul style="list-style-type: none"> 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.
<p>All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.</p>	<p>K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>
<p>Asking questions, making observations, and gathering information are helpful in thinking about problems.</p>	<p>K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.</p>
<p>Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.</p>	<p>K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading

Kindergarten students will build foundational reading skills through daily experiences with a variety of texts. They will learn to distinguish between types of texts and use strategies to develop comprehension and vocabulary.

- Distinguish between fiction and nonfiction texts by identifying text features and content.
- Participate in both shared and independent reading activities to develop reading behaviors and fluency.
- Identify the front cover, back cover, and title page of a book with guidance.
- Explain the roles of the author and illustrator and how they work together to create a book.
- Preview a text and use illustrations or text features to make initial predictions about the topic or story.
- Visualize images in their mind to represent ideas and concepts from the text.
- Monitor comprehension while reading or listening by using illustrations and rereading when needed.
- Identify and demonstrate awareness of basic nonfiction text features such as photographs, labels, and headings.
- Use background knowledge to make sense of new information in a story or informational text.
- Check for understanding by ensuring key questions have been answered after reading.
- With prompting and support, revisit texts to respond orally or in writing.
- Orally share favorite parts of a text using evidence or supporting details from the story.
- Compare and contrast two texts on the same topic, with teacher support.
Talk about new vocabulary words and word meanings in daily conversations and during text discussions.
- Match words to the correct objects or concepts as vocabulary is introduced.
- Track print from left to right and top to bottom while reading.
- Match spoken words to printed words while pointing during reading.

Writing

Through a blend of drawing, dictating, and early writing, students will develop skills in narrative and opinion writing. They will begin forming complete thoughts, experimenting with sentence structure, and seeing purpose in writing.

- Use a combination of drawing, dictating, and developmental spelling to compose narrative writing that tells events in sequence and includes a reaction or conclusion.
- Use a combination of drawing, dictating, and writing to create opinion pieces that name a topic or book and express a simple opinion or preference.
- Match writing to pictures and generate writing ideas based on observations, stories, or personal experiences.

- Differentiate between letters, words, and sentences in their writing.
- Begin to write with appropriate directionality: left-to-right and top-to-bottom.
- Begin to capitalize the first word in a sentence and important words in a title.
- Begin to use punctuation correctly at the end of a sentence (e.g., period, question mark, exclamation point).
- Use spaces between words to separate thoughts.
- Apply consonant sounds and phonetic spelling for unfamiliar words.
- Produce and write beginning and ending sounds in words.
- Read aloud their own sentences to peers or adults.
- Use a variety of prewriting techniques (e.g., drawing, brainstorming, webbing) to plan writing.
- See purpose in writing and respond to informational texts with drawings or written responses.
- Label pictures or objects and generate lists related to classroom topics or personal interests.
- Write both first and last name legibly and independently.
- Work with peers and teachers to revise and edit writing, using feedback to improve ideas or mechanics.
- Collaborate with classmates during all parts of the writing process.

Listening and Speaking

Students will strengthen oral communication skills by learning how to listen respectfully, ask meaningful questions, and express their ideas clearly in structured conversations.

- Attend and respond appropriately to classmates and adults during classroom discussions and activities.
- Demonstrate active listening strategies such as making visual contact, nodding, or restating information.
- Focus on the speaker and remain engaged in the topic being discussed.
- Ask clarifying questions using the 5 Ws (who, what, where, when, why) to deepen understanding.
- Respond to questions and use clues from conversation or text to formulate answers.
- Use appropriate body language (e.g., posture, eye contact) that shows active listening.
- Follow multi-step directions given by teachers or peers.
- Speak clearly using an appropriate tone and volume for the setting and purpose.
- Use the BKWLQ chart as a tool to activate background knowledge, set learning goals, reflect on new knowledge, and generate follow-up questions.

Media

Students will begin exploring various sources of information, including print and digital media. They will learn how tools like books, the Internet, and videos can be used to research and build knowledge.

- Learn that information can be gathered from a variety of sources including books, videos, the Internet, and people.

- Use the library and classroom resources, with teacher guidance, to locate and explore texts.
- Observe the teacher modeling how to gather information using books and digital tools such as websites or videos.
Identify the topic, author, and illustrator or photographer using the title page of a text.
- Recognize and begin to identify visual features in informational texts, such as photos, diagrams, timelines, graphs, charts, and labels.
- View, listen to, and respond to media presentations that share simple messages or factual content.
- Speak with a resource person (e.g., librarian, guest speaker) to ask questions or gain more information.
- Use classroom tools like word walls, anchor charts, and posters to support reading and writing.

Unit Enduring Understandings:

Students will know...

READING:

- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.
- Reading is a lifetime skill that enhances learning and enjoyment.

WRITING:

- How can we communicate our ideas and show a purpose through writing?
- How can writers use both illustrations and words to tell a story?

LANGUAGE:

- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.
- By knowing the structure of words and sentences we find meaning.

LISTENING & SPEAKING:

- Good listening and speaking skills help us better understand each other.
- Asking questions helps us become better thinkers.
- Listening and responding to what we hear develops our understanding and knowledge.

MEDIA:

- What different types of media can I use for different purposes?

Unit Essential Questions:

READING:

- How do we use our knowledge of letters and sounds to read words?

- How do we use comprehension strategies to understand what we read?

WRITING:

- How can we communicate our ideas and show a purpose through writing?

RESEARCH:

- Why is it important to solve problems and where can I find the information to answer my questions?

LANGUAGE:

- Does my writing and my speaking make sense?
- How are words built?

LISTENING & SPEAKING:

- What is my purpose for listening?
- ...for speaking?
- How can I become a better listener and speaker?

MEDIA:

- Why do we have media?

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - iReady

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher

will confer with individual readers, partnerships, and/or small groups, providing support as needed.

- Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
- During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
- Student book bins should include books on independent reading level and at least one choice book.
- Classroom Library
- Geode Readables
- Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.
 - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
 - Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
 - Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.
- OR**
- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
 - Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
 - Share- Students share work with their peers offering comments, noticings and/or suggestions.

Phonics

- Wilson Foundations is a systematic, scripted language program that allows for students to build a solid foundation for phonemic awareness and phonics skills. The Scope and Sequence in Foundations should be followed with one lesson presented each day, which focuses on the designated skill/concept for the unit. This will include: phonemic awareness, word study, trick words (high frequency words), fluency, vocabulary, and strategies to understand a text.

Phonemic Awareness

- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. The Scope and Sequence in Foundations should be followed with one lesson presented each day. Skills include: rhyming, onset fluency, blending, isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, substituting phonemes, alphabet knowledge, language awareness.

Supplemental Resources

Instructional Materials

Reading

- Wilson Foundations
- Leveled Readers (Fiction/Nonfiction Selections)
- RAZ Kids
- Heggerty Phonemic Awareness
- Primary Phonics Decodables
- Ready Reading (iReady Teacher Toolbox)
- Mentor Texts
 - Mae Among the Stars by Roda Ahmed
 - Who
- Geodes by Great Minds
 - Garden Party
 - Three Sisters
 - Ella Sang Back

Writing:

- Writing Workshop
- Mentor Texts:
 - Bigmama's by Donald Crews
 - Shortcut by Donald Crews
 - What We Wear: Dressing Up Around the World by Maya Ajmera, Elise Hofer Derstine, and Cynthia Pon

Supplemental Resources

- i-Ready Teacher Toolbox
- Wilson FUN HUB
- Learning A-Z
- Epic Books

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Intervention Materials

- Double Dose of Foundations
- DRA Progress Monitoring
- Foundations Fluency Kit

Websites

- BrainPop Jr.
- Starfall
- Epic
- ABCya
- Reading A-Z
- Read Think Write
- ReadWorks
- Wilson Academy
- Heggerty

Evidence of Student Learning

Formative Assessments

- Teacher Observations during centers, small groups, and whole-group activities
- Verbal Questioning to check understanding and prompt thinking
- Anecdotal Notes on student behaviors, skills, and progress
- Learning Logs or Drawing Journals to reflect on learning
- Running Records to monitor early reading development
- Graphic Organizers (e.g., sorting mats, story maps, Venn diagrams)
- Peer and Self-Assessments (with visual tools like thumbs-up/thumbs-down or smiley faces)
- Kinesthetic Assessments (e.g., movement-based responses, body spelling, letter hopping)
- Hands-On Tasks and Manipulatives
- Sight Word Checks
- Foundations Progress Monitoring Tools

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- Heggerty Phonemic Awareness Check-ins
- Standards-Based Rubrics aligned to kindergarten goals
- Student Work Samples (drawings, writing attempts, labeling)

Summative Assessments

- Writing Pieces from Writer’s Workshop
- Reading Assessments, including Running Records
- Foundations Unit Tests
- Pre- and Post-Tests on math or literacy concepts
- Teacher-Created Assessments with visual supports
- Student Portfolios demonstrating growth over time

Benchmark Assessments

- District Benchmark or Interim Assessments
- DRA-3 (Developmental Reading Assessment)
- Aimsweb Literacy and Math Screeners

Performance Tasks

- Retelling a Story Orally or with Picture Cards
- Identifying Story Elements (characters, setting, events)
- Sequencing Events from a Story using visuals
- Completing Graphic Organizers to show understanding
- Explanatory Writing: Labeling Pictures or Creating a “List Book”

Alternative Assessments

- Modified Tasks or Supports based on IEP or 504 Plan

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- Re-assessment of Foundations Units when mastery is below 80%
- Visual, auditory, or tactile accommodations as appropriate

Suggested Options for Differentiation

Special Education

- Incorporate visuals and realia to support comprehension
- Introduce and pre-teach key vocabulary with pictures, gestures, or motions
- Use read-alouds and audio books daily
- Provide peer tutoring or pair with a classroom “buddy”
- Utilize choral reading, songs, and chants to promote fluency
- Offer preferential seating and structured routines
- Implement Total Physical Response strategies for engagement
- Provide guided reading and guided writing in small groups
- Allow extended time for assignments and assessments
- Permit oral or dictated responses as needed
- Use large print texts or Braille as appropriate
- Follow all IEP accommodations and modifications
- Provide a scribe or augmentative communication device when necessary

Students with 504 Plans

- Provide extended time for tasks and tests
- Permit small group settings for instruction and assessment
- Accept oral or dictated responses in place of written work

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- Offer large print or Braille materials as needed
 - Implement all accommodations listed in the 504 Plan
 - Allow use of a scribe or communication aid if required
-

Students at Risk of School Failure

- Support comprehension with visuals and pre-taught vocabulary
 - Use daily teacher read-alouds to model fluency and comprehension
 - Assign peer mentors or buddies for academic and social support
 - Use choral reading, songs, and chants to build engagement and confidence
 - Provide preferential seating to reduce distractions
 - Scaffold tasks using small group instruction and frequent check-ins
 - Encourage success through structured routines and positive reinforcement
-

Gifted and Talented

- Pose open-ended questions to promote critical thinking
- Encourage higher-level thinking using Bloom's Taxonomy (e.g., analyze, evaluate, create)
- Provide opportunities for discovery learning and problem solving
- Offer interest-based enrichment activities and project choices
- Group students by ability or interest during center time
- Provide leveled texts and advanced reading materials
- Use learning contracts, centers, and flexible grouping
- Incorporate creative thinking tools such as concept maps and puzzles

- Conduct whole-group enrichment experiences and simulations
 - Vary assessments through journals, portfolios, or oral presentations
 - Debrief and reflect on learning to promote metacognition
-

Multilingual Learners (MLs)

- Provide small-group instruction for guided reading and writing
 - Use audio books and read-alouds for language exposure
 - Allow extended time for assignments and tests
 - Permit oral or dictated responses to demonstrate understanding
 - Assign movements or visuals to support vocabulary development
 - Label classroom objects to build word recognition
 - Pre-teach and review vocabulary regularly
 - Encourage continued use of home language while building English proficiency
-

Diversity and Inclusion

- Foster strong school-home partnerships and involve families in learning
- Respect and acknowledge students' cultural traditions and experiences
- Offer alternative assignments that reflect diverse perspectives and learning preferences
- Ensure access to academic materials and visual supports
- Assign peer tutors or collaborative partners for support
- Collaborate with ML teachers and cultural liaisons when applicable
- Speak clearly, avoid slang/idioms, and provide adequate wait time for responses

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- Use closed captioning and visual aids when available
- Display academic vocabulary and provide outlines for complex concepts
- Create a nurturing environment with predictable routines and inclusive practices

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL
Trimester 3
Overview

Content Area: English Language Arts

Unit Title: Trimester 3

Duration: 60
days

In this unit, kindergarten students continue to deepen their understanding of both fiction and nonfiction texts, while expanding their writing abilities through informative, narrative, and shared research projects. Foundational reading skills, including phonemic awareness and phonics, remain a daily focus to support growing readers.

Reading Skills: Understanding Fiction and Nonfiction Texts

Students will explore a variety of fiction and nonfiction texts to build comprehension, vocabulary, and a love of reading. They will learn to distinguish between stories and informational texts, discuss key details, identify story elements (such as characters and setting), and use text features to locate important information. These experiences foster critical thinking, prediction, and oral discussion skills while helping students understand the different purposes texts can serve.

Writing Skills: Informative, Narrative, and Shared Research Writing

In writing, students will use a combination of drawing, dictation, and developmental spelling to express their ideas in multiple formats. They will

participate in shared research projects to create “How-To” writing pieces that explain simple tasks or procedures. Students will also continue working on narrative writing, sequencing events and expressing their reactions. These writing experiences help build confidence in expressing ideas, organizing thoughts, and understanding that writing has a purpose.

Foundations: Phonics and Early Word Work

Foundational phonics instruction continues with an emphasis on phoneme segmentation—breaking words into individual sounds—and the introduction of digraphs (two letters that make one sound, such as *sh*, *ch*, *th*). Students will also work with Trick Words (high-frequency words that don’t follow regular phonetic patterns), and begin to apply decoding strategies to both reading and spelling.

Heggerty: Phonemic Awareness and Language Development

Students will participate in daily phonemic awareness activities through the Heggerty curriculum. This includes practicing rhyming, onset fluency, and blending sounds in spoken words. They will isolate final and medial phonemes, and engage in advanced phonological manipulation by segmenting, adding, deleting, and substituting phonemes. Alphabet knowledge and oral language awareness continue to be reinforced to strengthen overall reading readiness and expressive language skills.

Target Course/Grade Level: Kindergarten

Introduction/Unit Focus:

In this unit, kindergarten students will strengthen their reading comprehension, writing, and phonemic awareness skills through a variety of engaging literacy experiences. Instruction will focus on helping students understand the structure and meaning of texts, develop early writing conventions, and build foundational phonological awareness for reading success.

Develop and Apply Comprehension Strategies:

Students will learn to apply comprehension strategies—such as predicting, visualizing, questioning, and summarizing—while listening to or reading fiction and nonfiction texts. These strategies help them better understand and engage with all types of reading material.

Identify and Discuss Story Elements:

Through shared and independent reading, students will begin to recognize and describe key elements of a story, including characters, setting, and major events.

Sequence Events in a Text:

Students will practice retelling stories and informational texts in the correct order, using pictures, oral storytelling, and written responses to show an understanding of beginning, middle, and end.

Strengthen Phonological and Phonemic Awareness:

Students will continue developing their ability to hear, identify, and manipulate sounds in spoken words. This includes rhyming, blending syllables and sounds, segmenting words into individual phonemes, and experimenting with changing sounds to create new words.

Use Capitalization and Punctuation in Writing:

Students will begin applying basic writing conventions, including capitalizing the first word in a sentence and proper nouns, as well as ending sentences with periods, question marks, or exclamation points.

Write to Share or Explain Information:

Students will engage in informative and explanatory writing tasks, using drawing, dictation, and writing to share facts or explain how to do something familiar, such as in “how-to” writing.

Write Personal Narrative Stories:

Students will use their growing writing skills to tell simple stories about their own experiences. These personal narratives will include a sequence of events and a reaction or conclusion, helping students see themselves as authors with stories to tell.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) [New Jersey Student Learning Standards](#)

**Content Standards: [New Jersey Student Learning Standards](#)
for English Language Arts
[Kindergarten ELA Standards with Practices](#)**

READING DOMAIN

(CR) Close Reading of Text:

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<p>By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p>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).</p>
<p>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).</p>
<p style="text-align: center;">(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>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).</p>
<p>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).</p>
<p style="text-align: center;">(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>
<p>RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p style="text-align: center;">(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p>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).</p>
<p>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).</p>
<p style="text-align: center;">(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.</p>
<p>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.</p>
<p>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.</p>
<p style="text-align: center;">(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<p>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).</p>
<p>RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the</p>

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text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

(AA) Analysis of an Argument:

By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

(CT) Comparison of Texts:

By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

LANGUAGE DOMAIN

Foundational Skills Reading/Language (Phonics, Word Recognition, Fluency)

(RF) Foundational Skills: Reading Language:

By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

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.

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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.

WRITING DOMAIN

(AW) Argumentative Writing:

By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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...).

(IW) Informative and Explanatory Writing:

By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

(NW) Narrative Writing:

By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

(WP) Writing Process:

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<p>By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.</p>
<p>W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.</p>
<p>(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>
<p>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).</p>
<p>(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.</p>
<p>W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</p>
<p>SPEAKING AND LISTENING DOMAIN</p>
<p>(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>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.</p> <ul style="list-style-type: none">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.
<p>(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>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.</p>

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(ES) Evaluate Speakers:

By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

(PI) Present Information:

By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

(UM) Use Media:

By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

(AS) Adapt Speech:

By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

FOUNDATIONAL SKILLS - WRITING

Sentence Composition (Grammar, Syntax, and Punctuation)

(WF) Foundational Skills: Writing Language:

By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

L.WF.K.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.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

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- 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.

- 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).

(KL) Knowledge of Language:

By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

(VL) Vocabulary Acquisition, Use and Literal Meaning:

By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

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- 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.

(VI) Vocabulary Acquisition, Use and Interpretative Meaning:
By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

- 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.

New Jersey Student Learning Standards: Interdisciplinary Connections
[New Jersey Student Learning Standards](#)

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

6.1.2.EconET.1: Explain the difference between needs and wants.

6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

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Individuals from different cultures may have different points of view and experiences.	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).
Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
Information is shared or conveyed in a variety of formats and sources	9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life	8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear. Climate Change Example: In a science unit, students may look at images of the impact(s) humans have on land, water, air, and/or other living things in the local environment and describe the relationship between the illustrations and the text in which they appear. W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

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	<p>Climate Change Example: Students may draw, dictate, and compose text that explains which plants and animals they see in their local areas, and where and when they see those plants and animals.</p> <p>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.</p> <p>Climate Change Example: Students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.</p> <p style="padding-left: 40px;">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).</p> <p style="padding-left: 40px;">D. Continue a conversation through multiple exchanges.</p>
<p>All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.</p>	<p>K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>
<p>Plants and animals can change their environment.</p>	<p>K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading

Kindergarten students will continue to build foundational reading skills by exploring a range of genres, applying decoding strategies, and using comprehension tools to understand and enjoy texts. They will begin to think more deeply about what they read and make meaningful text-to-self and text-to-world connections.

- Participate in shared and independent reading activities and discussions to build fluency and comprehension.
- Set a clear purpose for reading and begin to monitor for understanding.
- Identify and distinguish between fiction and nonfiction texts, and begin to recognize other genres such as poetry and informational texts.
- Become aware of and explore text features (e.g., table of contents, labels, captions, diagrams, charts) with teacher support.
- Apply basic print concepts, including tracking print from left to right and top to bottom, identifying spaces between words, and pointing to words while reading.

- Continue selecting appropriate reading materials for independent reading using strategies such as "I PICK" or teacher modeling.
- Ask and answer questions with increasing detail about a variety of texts with teacher guidance.
Use a combination of comprehension strategies including context clues, illustrations, background knowledge, and questioning to make meaning.
- Begin to construct meaning beyond what is explicitly stated in the text by making inferences and personal connections.
- Use prior knowledge before, during, and after reading to support comprehension and to relate texts to personal experiences, other books, and the world.
- Identify key story elements such as characters, setting, problem, and solution in fiction texts.
- Identify the main topic and supporting details in nonfiction texts.
- Compare and contrast texts, topics, or characters with teacher guidance.
- Name and identify all uppercase and lowercase letters and their corresponding sounds, including short vowel sounds.
- Use Foundations VAKT (visual, auditory, kinesthetic, tactile) strategies for letter-sound correspondence and phonics instruction.
- Blend spoken sounds to form words and begin segmenting two-syllable words orally.
- Begin reading CVC (consonant-vowel-consonant) words using phonetic decoding strategies.
- Use a variety of decoding strategies including tapping out sounds, using beginning and ending sounds, picture clues, chunking, and known phonics patterns.
- Recognize and produce rhyming words, and match or sort words by beginning and/or ending sounds.
- Recognize the difference between long and short vowel sounds in spoken words.
- Begin to read grade-level texts with appropriate fluency and expression.
- Expand high-frequency word recognition and begin identifying compound words.

Speaking and Listening

Students will develop their ability to listen actively, respond appropriately, and express their ideas clearly. They will participate in structured conversations and group discussions, and begin to use academic vocabulary with greater confidence.

- Demonstrate active listening using appropriate body language, facial expressions, and focus.
- Ask and answer questions during group discussions, shared reading, and media presentations.
- Use clear speech with appropriate tone, volume, and word choice to communicate for different purposes.
- Express thoughts, opinions, and feelings—such as favorite parts of a story—with increasing detail and support.
- Follow multi-step oral directions during classroom activities.
- Sort and categorize familiar objects and words; match words with pictures and real-world items.

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- Use standard grammar and frequently occurring nouns, verbs, and prepositions in speaking tasks (e.g., to, from, in, out, on, off, for, of, by, with).
- Describe familiar people, places, and events, and add detail with prompting and support.
- Ask questions about media sources and respond to information shared through books, videos, and classroom tools.
- Participate in vocabulary-building activities by talking about new and interesting words in everyday contexts.
- Contribute to class BKWLQ charts (What I Believe, Know, Want to learn, Learned, and remaining Questions) to guide topic exploration and research.

Writing

Students will strengthen their ability to communicate through writing by composing narrative and informative pieces. They will learn to apply early writing conventions, organize their thoughts, and revise with guidance to improve clarity and purpose.

- Use a combination of drawing, dictating, and developmental spelling to write narrative texts that recount personal experiences with some sense of order and feeling.
- Write informational/explanatory texts (e.g., how-to writing) to share knowledge and explain simple processes or ideas.
- Generate ideas and use prewriting techniques (e.g., brainstorming, sketching, listing) to organize thoughts.
- Write independently at least two complete sentences that demonstrate a clear idea.
- Begin writing questions and using question marks appropriately.
- Demonstrate proper directionality in writing—left to right and top to bottom.
- Use capitalization for the first word in a sentence and for important words in a title.
- Use appropriate spacing between words and begin to apply end punctuation (. ? !) independently.
- Experiment with adding dialogue through quotation marks or speech bubbles in illustrations.
- Take creative risks in both writing and drawing to express ideas.
- Transition from unconventional spelling to more phonetic and conventional spelling, including medial vowels and blends.
- Use consonant sounds and beginning/ending sound knowledge in early writing.
- Read their own writing aloud to others with support.
Label illustrations and diagrams clearly to support written text.
- Write their first and last name independently.
- Work with peers and teachers to revise and edit writing, incorporating feedback into improved drafts.
- Create neat and legible final drafts to share with classmates or an audience.

Media

Students will begin to explore how information can be gathered from different media sources. They will learn to navigate both print and digital resources with teacher support and begin developing foundational research skills.

- Use a classroom library or teacher-curated resources to locate information related to a topic.
- With guidance, use print and non-print resources (e.g., books, photos, videos, digital tools) to gather basic information.
- Begin to identify and talk about visual features in texts, such as photographs, illustrations, captions, diagrams, and charts.
- Observe and reflect on how the teacher models using the internet to answer questions or explore topics of interest.

Unit Enduring Understandings:

Students will know...

READING:

- Books on the same topic can have similar and different features
- Books/texts are written for a variety of purposes
- Readers have many strategies to decoding and comprehension
- Readers have different purposes for choosing what to read
- Texts can have similarities and differences with one another and with other forms of media

WRITING:

- Using a writing process helps us communicate our ideas, describe an experience, and inform an audience.
- Writers have many purposes for writing
- Writers follow rules (conventions) to make their writing clear

RESEARCH:

- Research is the process of gathering information from a variety of resources.

LANGUAGE:

- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.
- By knowing the structure of words and sentences we find meaning.

LISTENING & SPEAKING:

- Good listening and speaking skills help us better understand each other.
- Asking questions helps us become better thinkers.
- Listening and responding to what we hear develops our understanding and knowledge.

MEDIA:

- What different types of media can I use for different purposes?

Unit Essential Questions:

READING:

- How do we use our knowledge of letters and sounds to read words?
- How do we use comprehension strategies to understand what we read?

WRITING:

- How can we communicate our ideas and show a purpose through writing?

RESEARCH:

- Why is it important to solve problems and where can I find the information to answer my questions?

LANGUAGE:

- Does my writing and my speaking make sense?
- How can I communicate effectively?

LISTENING & SPEAKING:

- What is my purpose for listening?
- ...for speaking?
- How can I become a better listener and speaker?

MEDIA:

- Why do we have media?

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - iReady

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
 - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
 - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
 - Student book bins should include books on independent reading level and at least one choice book.
 - Classroom Library
 - Geode Readables
 - Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.
 - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
 - Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
 - Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their

writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.

- Share- Students share work with their peers offering comments, noticings and/or suggestions.

Phonics

- Wilson Foundations is a systematic, scripted language program that allows for students to build a solid foundation for phonemic awareness and phonics skills. The Scope and Sequence in Foundations should be followed with one lesson presented each day, which focuses on the designated skill/concept for the unit. This will include: phonemic awareness, word study, trick words (high frequency words), fluency, vocabulary, and strategies to understand a text.

Phonemic Awareness

- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. The Scope and Sequence in Foundations should be followed with one lesson presented each day. Skills include: rhyming, onset fluency, blending, isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, substituting phonemes, alphabet knowledge, language awareness.

Supplemental Resources

Instructional Materials

Reading

- Wilson Foundations
- Leveled Readers (Fiction/Nonfiction Selections)
- RAZ Kids
- Heggerty Phonemic Awareness
- Primary Phonics Decodables
- Ready Reading (iReady Teacher Toolbox)
- Leveled Readers (Fiction/Nonfiction Selections)
- Heggerty
- Mentor Texts
 - Catch the Moon by Jeanne Kaufman
- Geodes by Great Minds
 - Land of Wonder
 - The Great Reef
 - LADÍŚ POTS
 - Anansi and His Legs
 - Floating Market
 - Made of Mud
 - One Dot
 - Brush & Ink

Writing:

- Writing Workshop
- Mentor Texts

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- How To Be by Lisa Brown
- Building a House by Byron Barton
- How to Lose All Your Friends by Nancy Carlson
- I Can Draw People by Ray Gibson
- The Pizza That We Made by Joan Holub
- Snow by Uri Shulevitz
- Hello Ocean by Pam Munoz Ryan
- The Knuffle Bunny by Mo Willems

Supplemental Resources

- i-Ready Teacher Toolbox
- Wilson FUN HUB
- Learning A-Z
- Epic Books

Intervention Materials

- Double Dose of Foundations
- DRA Progress Monitoring
- Foundations Fluency Kit

Websites

- BrainPop Jr.
- Starfall
- Epic
- ABCya
- Reading A-Z
- Read Think Write
- ReadWorks
- Wilson Academy
- Heggerty

Evidence of Student Learning

Formative Assessments

- Teacher Observations during centers, small groups, and whole-group activities
- Verbal Questioning to check understanding and prompt thinking
- Anecdotal Notes on student behaviors, skills, and progress
- Learning Logs or Drawing Journals to reflect on learning
- Running Records to monitor early reading development

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- Graphic Organizers (e.g., sorting mats, story maps, Venn diagrams)
- Peer and Self-Assessments (with visual tools like thumbs-up/thumbs-down or smiley faces)
- Kinesthetic Assessments (e.g., movement-based responses, body spelling, letter hopping)
- Hands-On Tasks and Manipulatives
- Sight Word Checks
- Foundations Progress Monitoring Tools
- Heggerty Phonemic Awareness Check-ins
- Standards-Based Rubrics aligned to kindergarten goals
- Student Work Samples (drawings, writing attempts, labeling)

Summative Assessments

- Writing Pieces from Writer's Workshop
- Reading Assessments, including Running Records
- Foundations Unit Tests
- Pre- and Post-Tests on math or literacy concepts
- Teacher-Created Assessments with visual supports
- Student Portfolios demonstrating growth over time

Benchmark Assessments

- District Benchmark or Interim Assessments
- DRA-3 (Developmental Reading Assessment)
- Aimsweb Literacy and Math Screeners

Performance Tasks

- Retelling a Story Orally or with Picture Cards
- Identifying Story Elements (characters, setting, events)
- Sequencing Events from a Story using visuals
- Completing Graphic Organizers to show understanding
- Explanatory Writing: Labeling Pictures or Creating a “List Book”

Alternative Assessments

- Modified Tasks or Supports based on IEP or 504 Plan
- Re-assessment of Foundations Units when mastery is below 80%
- Visual, auditory, or tactile accommodations as appropriate

Suggested Options for Differentiation

Special Education

- Incorporate visuals and realia to support comprehension
- Introduce and pre-teach key vocabulary with pictures, gestures, or motions
- Use read-alouds and audio books daily
- Provide peer tutoring or pair with a classroom “buddy”
- Utilize choral reading, songs, and chants to promote fluency
- Offer preferential seating and structured routines
- Implement Total Physical Response strategies for engagement
- Provide guided reading and guided writing in small groups
- Allow extended time for assignments and assessments
- Permit oral or dictated responses as needed
- Use large print texts or Braille as appropriate

- Follow all IEP accommodations and modifications
 - Provide a scribe or augmentative communication device when necessary
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Students with 504 Plans

- Provide extended time for tasks and tests
 - Permit small group settings for instruction and assessment
 - Accept oral or dictated responses in place of written work
 - Offer large print or Braille materials as needed
 - Implement all accommodations listed in the 504 Plan
 - Allow use of a scribe or communication aid if required
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Students at Risk of School Failure

- Support comprehension with visuals and pre-taught vocabulary
 - Use daily teacher read-alouds to model fluency and comprehension
 - Assign peer mentors or buddies for academic and social support
 - Use choral reading, songs, and chants to build engagement and confidence
 - Provide preferential seating to reduce distractions
 - Scaffold tasks using small group instruction and frequent check-ins
 - Encourage success through structured routines and positive reinforcement
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Gifted and Talented

- Pose open-ended questions to promote critical thinking

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- Encourage higher-level thinking using Bloom’s Taxonomy (e.g., analyze, evaluate, create)
 - Provide opportunities for discovery learning and problem solving
 - Offer interest-based enrichment activities and project choices
 - Group students by ability or interest during center time
 - Provide leveled texts and advanced reading materials
 - Use learning contracts, centers, and flexible grouping
 - Incorporate creative thinking tools such as concept maps and puzzles
 - Conduct whole-group enrichment experiences and simulations
 - Vary assessments through journals, portfolios, or oral presentations
 - Debrief and reflect on learning to promote metacognition
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Multilingual Learners (MLs)

- Provide small-group instruction for guided reading and writing
 - Use audio books and read-alouds for language exposure
 - Allow extended time for assignments and tests
 - Permit oral or dictated responses to demonstrate understanding
 - Assign movements or visuals to support vocabulary development
 - Label classroom objects to build word recognition
 - Pre-teach and review vocabulary regularly
 - Encourage continued use of home language while building English proficiency
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Diversity and Inclusion

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- Foster strong school-home partnerships and involve families in learning
- Respect and acknowledge students' cultural traditions and experiences
- Offer alternative assignments that reflect diverse perspectives and learning preferences
- Ensure access to academic materials and visual supports
- Assign peer tutors or collaborative partners for support
- Collaborate with ML teachers and cultural liaisons when applicable
- Speak clearly, avoid slang/idioms, and provide adequate wait time for responses
- Use closed captioning and visual aids when available
- Display academic vocabulary and provide outlines for complex concepts
- Create a nurturing environment with predictable routines and inclusive practices

Teacher Notes