

Trimester		Unit 3 Title	Recommended Instructional Days
3		<p style="text-align: center;">Tell Me a Story</p> <p>Students will explore:</p> <ul style="list-style-type: none"> ● Talking with others about why people like stories ● Reading traditional stories and their elements ● Holding a book right side up, turning pages correctly, and learning that reading moves from top to bottom and left to right with return sweep ● Self-selecting text and interacting independently with text for increasing periods of time ● Establishing purpose for reading assigned and self-selecting texts with adult assistance ● Well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes ● Characteristics of multimedia and digital texts 	6-8 Weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit	
NJSL: Language Arts	N/A		
<i>Progress Indicator:</i>			

<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how)</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems)</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>		
--	--	--

<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>		
<p>Foundational Skills Strand:</p>	<p>Writing Strand:</p>	
<p><i>Progress Indicator:</i></p> <p>RF.K.1.a Demonstrate understanding of the organization and basic features of print; Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.a Recognize and produce rhyming words.</p>	<p><i>Progress Indicator:</i></p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> ● Why do we like stories? ● What can we learn from stories? ● How are two versions of the same story alike and different? ● Why do we like poems? ● Why do we like certain kinds of stories? ● What do myths teach us about nature? <p style="text-align: center;"><u>Activity Descriptions:</u></p> <p><u>Interdisciplinary Connections:</u> <i>Follow the “Cross-Curricular” discussion prompts and activities in your manual to address the standards below.</i></p> <p><u>Social Studies:</u></p>

<p>RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.c Read high-frequency and sight words with automaticity.</p>	<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>SOC.6.1 Geography, People, and the Environment: Human Environment Interaction</p> <p>SOC.6.1.2.GeoHE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). *Diversity & Inclusion: N.J.S.A. 18A:35-4.36a*</p> <p><u>Suggested classroom activities:</u></p> <ul style="list-style-type: none"> • Show and Tell Cultural Traditions • Cultural Hands-On Activities • Exploring Different Cultures <p>SOC.6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p> <p>SOC.6.1.2.GeoSV.3 Identify and describe the properties of a variety of maps and globes (e.g. title, legend, cardinal directions, scale, symbols) and purposes (way finding, thematic) There's a Map on My Lap! - Read Aloud How to make a map Map Activities</p> <p>Science:</p> <p>SCI.K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. 100 Animals Learn About Animals!</p> <p>Build Background Knowledge</p> <ul style="list-style-type: none"> • Students will view the following video to encourage thinking about the Unit 2 topic: <ul style="list-style-type: none"> - Unit 3 Video: <i>Story Time!</i>
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<p><i>Progress Indicator:</i></p>	<p><i>Progress Indicator:</i></p>	

<p>SL.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>SL.K.1.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).</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.a Print many upper- and lowercase letters.</p> <p>L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.d Distinguish shades of meaning among verbs describing the same general</p>	<ul style="list-style-type: none">● Class discussion about why we like stories, why we read stories● Allow students to share their favorite stories along with reasons why● Why stories are important for children <p>Build Oral Language:</p> <ul style="list-style-type: none">● Oral Language Development● <u>Weekly Vocabulary:</u> king, lion, leopard, catch, gobbled, baking, jumped, fast, soon, down, great, castle, pretend, explorer, adventure, octopus, jellyfish, creatures, choose, explain, meaning, character● Unit academic vocabulary: choose, explain, meaning, character● Word Wall - Continue adding to your word wall from the previous unit. Include all new vocabulary and high frequency words. (Unit 2 sight words found below) <p><u>Reading Workshop</u> <i>Foundational skills will be taught using Foundations.</i></p> <ul style="list-style-type: none">● Phonological Awareness<ul style="list-style-type: none">○ Initial, middle, and final sounds (CVC & CVCe words)○ Building CVC words○ Building CVCe words○ Sounds and alliteration○ All lowercase letter formations○ All uppercase letter formations○ Blend and segment○ Onset and rime
--	--	--

	<p>action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ○ Segment and blend phonemes ○ Sentence structure ● Phonics <ul style="list-style-type: none"> ○ <i>Letter - Keyword - Sound</i>: using both standard and large cards to review all letters ○ Vowel extension poster ○ Large letter formation grid: reviewing sky line, plane line, grass line, worm line; using the grid to teach proper letter formation for the letter(s) being taught ○ Magnetic tile board: all letters should be added to each student board; use the tiles to build CVC words, discussing initial, middle, and final sounds of the words ○ Using appropriate fingers to tap out CVC words ● High-frequency words (myView): said, was, where, come, play, any, down, her, how, away, give, little, funny, were, some, going, know, live <p>Read-Aloud Routine:</p> <ul style="list-style-type: none"> ● Students will actively listen to a story for elements of informational text, such as the main idea and details. ● Read the entire text aloud without stopping for the Think Aloud callouts. ● Reread the text aloud, pausing to model Think Aloud strategies related to the genre. ● Unit 3 Read-Aloud stories found in your teacher’s manual: <ul style="list-style-type: none"> - Week 1: <i>Goldilocks</i> - Week 2: <i>The Three Javelinas</i> - Week 3: <i>Hen and Fox</i>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self Awareness ● Self-Management ● Social Awareness ● Relationship Skills ● Responsible Decision-Making <p>Core SEL Competencies Guide</p>	<p>*SEL Through Book Club*</p> <p>Collaboration:</p> <ul style="list-style-type: none"> ● Model strategies for responding to each other respectfully (examples offered in teacher’s manual) ● Each Book Club session features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills 	

	<ul style="list-style-type: none">● Students share their connections and wonderings	<ul style="list-style-type: none">- Week 4: <i>So Many Stories</i>- Week 5: <i>How Rabbit Got Its Ears</i>● Wrap-up Activity - refer to your myView manual for corresponding activities for weekly Read-Aloud Routines. <p>Shared Read:</p> <ul style="list-style-type: none">● First, read the text. Pause to discuss the “First Read” notes with students.● Use the “Close Read” notes to guide instruction.● Unit 2 Shared Read stories:<ul style="list-style-type: none">- Week 1: <i>How Anansi Got His Stories</i>- Week 2: <i>The Gingerbread Man and The Story of Cornbread Man</i>- Week 3: <i>Poetry Collection</i>- Week 4: <i>The Best Story</i>- Week 5: <i>Mosni Can Help</i>- Week 6: <i>My Favorite Story</i> <p>Leveled Readers:</p> <ul style="list-style-type: none">● Unit 3 guided reading levels range from Level A through Level D● Readers align to unit theme, Living Things, and to the unit Spotlight Genre, Informational Text● Refer to the “Matching Texts to Learning” pages each week for suggested texts and the instruction aligned to the week’s instruction and genre.● Full online access to Grade K Leveled Library:<ul style="list-style-type: none">○ levels available from Level A - Level D○ variety of fiction and nonfiction genres○ text structures and features aligned to the continuum of text levels
--	---	---

- readers provide audio and word-by-word highlighting to support students as they read
- leveled reader search functionality in SavvasRealize.com

Writing Workshop

Narrative: Fiction

Through the minilessons found in your teacher's manual, students will:

- learn about the elements of fiction and generate ideas
- understand characters, setting, and plot
- incorporate problems and solutions
- compose a beginning and an ending

Introduce and Immerse (Week 1):

- Fiction
- Generate Ideas
- Plan Your Fiction Story

Develop Elements (Week 2):

- Setting
- Apply Characters
- Apply Plot

Develop Structure (Week 3):

- Organize ideas
- Apply Compose a Beginning
- Apply Compose an Ending

Writer's Craft (Week 4):

- Edit for Subjective and Objective Pronouns

- Apply Edit for Complete Sentences
- Apply Edit for Adjectives and Articles

Publish, Celebrate, Assess (Week 5):

- Edit for Punctuation Marks
- Edit for Capitalization
- Assessment

Reading-Writing Workshop Bridge

Academic Vocabulary:

- Related words
- Antonyms
- Context clues
- Word Parts
- Oral language

Handwriting:

- Correct pencil grip and posture when writing
- Write vertical and horizontal lines
- Write backwards circles and slanted lines
- Write forward circles and use proper sitting position
- Use proper paper position
- Writing all lowercase and uppercase letters

Read Like a Writer, Write for a Reader:

- Question-and-Answer Text Structure
- Visualize
- Analyze Third-Person Text
- Supporting points in a text
- Author's Craft
- Text structure

		<p>Language & Conventions:</p> <ul style="list-style-type: none"> ● Subjective Case Pronouns ● Objective Case Pronouns ● Possessive Case Pronouns ● Prepositions
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● K-W-L charts and brainstorming anchor charts to determine student prior knowledge and use of relevant connections ● PBL on-going project and writing task ● Graphic organizers ● Quick Check ● Post-it and/or communicator responses as a temperature gauge ● Independent illustrations in reading notebooks ● Writing pieces ● Thumbs up, thumbs down ● Game activities ● Assess and Differentiate ● Assess Prior Knowledge ● Assess Understanding ● Observational Assessments ● Conferring Checklists ● Rubrics ● Think/Pair/Share 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Unit Tests <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Weekly student monitoring ● Weekly progress check-ups (students complete online through Savvas Realize) ● Student reflections

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Digital and print version of the text ● myView Literacy ● Centers/Stations ● Leveled readers ● Anchor charts & editable anchor charts ● Student interactives 	<ul style="list-style-type: none"> ● Modified versions of the text ● Leveled readers ● Differentiation/Accommodations/Modifications - materials and resources needed for small group instruction ● Choice Boards 	<ul style="list-style-type: none"> ● Digital and print versions of the text ● Small group materials ● PBL projects ● Online thesaurus ● Leveled readers ● Accommodations and Modifications Checklist for ESL Students 	<ul style="list-style-type: none"> ● Digital and print versions of the text ● Digital access to leveled readers for all grades ● Small group materials to provide differentiation ● Continuous PBL projects
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Student device (tablet, chromebook) ● Teacher device (laptop, chromebook) ● Student access to Savvas Realize myView accounts ● Projector ● SmartBoard ● Document camera ● IXL.com BBOED ● RAZ-Plus <p>Other:</p> <ul style="list-style-type: none"> ● Whiteboard ● Expo markers ● Chart paper & markers ● Foundations Level K: all kit materials, student notebook, journal 			

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Allow for access to print and digital versions and exemplars of PBL projects and writing tasks 	<ul style="list-style-type: none"> ● Reading -Increase feedback -Vary texts for level of difficulty -Offer choice of organizers and DOLs -Post visuals and anchor charts for making connections -Break into smaller group or 1:1 conferences -Close reading strategies -Text based evidence strategies -Tier assignments and assessments -Strategic pairing for guided practice -Highlight/ color-code text -Text to speech ● Writing <p>Tier 1: General instruction</p>	<ul style="list-style-type: none"> ● Extend time requirements ● Preferred seating ● Positive reinforcement ● Check often for understanding/review ● Utilize oral/visual directions/prompts when necessary ● Supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities ● Integrate active teaching/learning opportunities ● Incorporate authentic components ● Propose interest-based extension activities ● Connect students to related talent development opportunities ● Advanced organizers ● Advanced leveled texts ● Tier assignments and assessments ● Compact curriculum ● Offer challenging activities ● Deliver instruction utilizing varied learning styles

	<ul style="list-style-type: none">-Schedule time for writing conferences-Spelling-Sentence construction-Classroom environment (visuals, word wall, etc.)-Explicit modeling-After continuous, systematic progress monitoring, locate students who need more support.Tier 2: Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.-Identifying non-responders-Continued progress monitoringTier 3: Teacher-established learning goals with materials that coincide with the level of the child and may differ from the		including audio, visual, and tactile/kinesthetic
--	--	--	--

	<p>students' grade level.</p> <ul style="list-style-type: none">-Handwriting instruction-Computer-assisted instruction-Strategy instruction-Cognitive strategy instruction-Utilize a multi-sensory approach during instruction-Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)-Modify test content and/or format, allow students to retake test for additional credit-Provide additional times and preferential seating as needed-Review, restate and repeat directions-Provide study guides, and/or break assignments		
--	---	--	--

	<p>into segments of shorter tasks.</p> <ul style="list-style-type: none"> -Provide individual instruction as needed -Modify assessments and/or rubrics, repeat instructions as needed. 		
<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ol style="list-style-type: none"> 1. Civic Responsibility 2. Creativity and Innovation 3. Global and Cultural Awareness 4. Information and Media Literacy 5. Technology Literacy 		
	<p>Core Ideas:</p>	<ul style="list-style-type: none"> ● There are actions an individual can take to make this world a better place. ● Brainstorming can create new, innovative ideas. ● Individuals from different cultures may have different points of view and experiences. ● Digital tools and media resources provide access to vast stores of information that can be searched. ● Digital tools can be used to display data in various ways. ● Digital tools have a purpose. 	
	<p>Performance Expectation/s:</p>	<ul style="list-style-type: none"> ● 9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2 List ways to give back, including making donations, volunteering, and starting a business. ● 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2). 	

		<ul style="list-style-type: none"> ● 9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). ● 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource. ● 9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). ● 9.4.2.TL.4 Navigate a virtual space to build context and describe the visual content. ● 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

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

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