

Trimester	Unit 4 Title	Recommended Instructional Days
3	<p style="text-align: center;"><b>Then and Now</b></p> <p><b>Students will explore:</b></p> <ul style="list-style-type: none"> <li>● Talking with others to learn about the past</li> <li>● Reading narrative nonfiction and understanding its elements</li> <li>● Using language to make connections between reading</li> <li>● Writing narrative nonfiction texts</li> <li>● Using elements of narrative nonfiction to write a personal narrative</li> </ul>	6-8 Weeks
<p style="text-align: center;"><b>Reading Literature Text Strand:</b></p>	<p style="text-align: center;"><b>Reading Informational Text Strand:</b></p>	<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit</b></p>
<p><b>NJSLs: Language Arts</b></p> <p><i>Progress Indicator:</i></p> <p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories,</p>	<p><i>Progress Indicator:</i></p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the</p>	

<p>including key details (e.g., who, what, where, when, why, how).</p> <p><b>RL.K.7</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.7</b> 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><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	
<p><b>Foundational Skills Strand:</b></p>	<p><b>Writing Strand:</b></p>	
<p><i>Progress Indicator:</i></p>	<p><i>Progress Indicator:</i></p>	<p><b><u>Essential Question/s:</u></b></p>

<p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.K.2.a</b> Recognize and produce rhyming words.</p> <p><b>RF.K.2.b</b> Count, pronounce, blend, and segment syllables in spoken words.</p> <p><b>RF.K.2.d</b> 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><b>RF.K.2.e</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>	<p><b>W.K.3</b> 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><b>W.K.5</b> With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p><b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<ul style="list-style-type: none"><li>• What can we learn from the past?</li><li>• Why is it important to make inventions better?</li><li>• How do we learn about the past?</li><li>• How has communication changed over time?</li><li>• What was life like in the past?</li><li>• What can we learn from family traditions?</li></ul> <p style="text-align: center;"><b><u>Activity Descriptions:</u></b></p> <p><b><u>Interdisciplinary Connections:</u></b> <i>Follow the “Cross-Curricular” discussion prompts and activities in your manual to address the standards below.</i></p> <p><b><u>Social Studies:</u></b> <b>SOC.K-12.1</b> Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies. <b>*Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a*</b></p> <p><b><u>Suggested classroom activities:</u></b></p> <ul style="list-style-type: none"><li>• Inclusion: Discuss the significance of inclusion with your class; ask for their ideas for ways they can include others within the classroom</li><li>• Diversity: Discuss the importance of diversity with your students; ask students to share what makes them unique;</li></ul>
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<p><b>RF.K.3.a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p><b>RF.K.3.b</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p><b>RF.K.3.c</b> Read high-frequency and sight words with automaticity.</p> <p><b>RF.K.3.d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>		<p>students can draw pictures of themselves to be posted together on a wall or bulletin board</p> <p><b>Science:</b> <b>SCI.K-LS1-1</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p><b>Build Background Knowledge</b></p> <ul style="list-style-type: none"> <li>Students will view the following video to encourage thinking about the Unit 4 topic: <ul style="list-style-type: none"> <li>Unit 4 Video: <i>Changing Technology</i></li> </ul> </li> <li>Class discussion about the past, how we can learn about the past</li> </ul> <p><b>Build Oral Language:</b></p> <ul style="list-style-type: none"> <li><u>Weekly Vocabulary</u>: crank, radio, engine, CD player, past, shovels, brushes, scientists, farm, visit, pumpkin, laws, speech, country, marched, served, sailed, shared, brought</li> <li>Unit academic vocabulary: time, change, discover, tradition</li> <li>Word Wall - Continue adding to your word wall from the previous unit. Include all new vocabulary and high frequency words. (Unit 4 sight words found below)</li> </ul>
<p><b>Speaking and Listening Strand:</b></p>	<p><b>Language Strand:</b></p>	
<p><b>Progress Indicator:</b></p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>Progress Indicator:</b></p> <p><b>L.K.1.a</b> Print many upper- and lowercase letters.</p> <p><b>L.K.1.d</b> Understand and use question words (interrogatives)</p>	<p><b>Reading Workshop</b> <i>Foundational skills will be taught using Foundations.</i></p> <ul style="list-style-type: none"> <li>Phonological Awareness</li> </ul>

<p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>(e.g., who, what, where, when, why, how).</p> <p><b>L.K.1.f</b> Produce and expand complete sentences in shared language activities.</p> <p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.K.2.b</b> Recognize and name end punctuation.</p> <p><b>L.K.2.d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>L.K.4.b</b> Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<ul style="list-style-type: none"><li>○ Initial, middle, and final sounds (CVC &amp; CVCe words)</li><li>○ Building CVC words</li><li>○ Building CVCe words</li><li>○ Digraphs wh, th, ch, ck, sh</li><li>○ Sounds and alliteration</li><li>○ All lowercase letter formations</li><li>○ All uppercase letter formations</li><li>○ Blend and segment</li><li>○ Onset and rime</li><li>○ Segment and blend phonemes</li><li>○ Sentence structure</li></ul> <ul style="list-style-type: none"><li>● Phonics<ul style="list-style-type: none"><li>○ <i>Letter - Keyword - Sound</i>: using both standard and large cards to review all letters</li><li>○ Vowel extension poster</li><li>○ 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</li><li>○ 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</li><li>○ Using appropriate fingers to tap out CVC words</li></ul></li><li>● High-frequency words (myView): find, again, over, pretty, all, now, black, brown, white, good, could, open, please, want, every, this, round, may</li></ul> <p><b>Read-Aloud Routine:</b></p>
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	<p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>● Self Awareness</li> <li>● Self-Management</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Responsible Decision-Making</li> </ul>	<p><b>*SEL Through Book Club*</b></p> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>● Model strategies for responding to each other respectfully (examples offered in teacher’s manual)</li> <li>● Each Book Club session features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills</li> <li>● Students share their connections and wonderings</li> </ul>	<ul style="list-style-type: none"> <li>● Students will actively listen to a story for elements of informational text, such as the main idea and details.</li> <li>● Read the entire text aloud without stopping for the Think Aloud callouts.</li> <li>● Reread the text aloud, pausing to model Think Aloud strategies related to the genre.</li> <li>● Unit 4 Read-Aloud stories found in your teacher’s manual:             <ul style="list-style-type: none"> <li>- Week 1: <i>The Doctor’s Visit</i></li> <li>- Week 2: <i>Our Trip to the Beach</i></li> <li>- Week 3: <i>Bad Summer or Good Summer?</i></li> <li>- Week 4: <i>Ben Franklin</i></li> <li>- Week 5: <i>A Night at the Cogdells</i></li> </ul> </li> <li>● Wrap-up Activity - refer to your myView manual for corresponding activities for weekly Read-Aloud Routines.</li> </ul> <p><b>Shared Read:</b></p> <ul style="list-style-type: none"> <li>● First, read the text. Pause to discuss the “First Read” notes with students.</li> <li>● Use the “Close Read” notes to guide instruction.</li> <li>● Unit 4 Shared Read stories:             <ul style="list-style-type: none"> <li>- Week 1: <i>Cars Are Always Changing</i></li> <li>- Week 2: <i>Uncovering the Past</i></li> <li>- Week 3: <i>Grandma’s Phone</i></li> <li>- Week 4: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i></li> <li>- Week 5: <i>Tempura, Tempura</i></li> <li>- Week 6: <i>Looking Back</i></li> </ul> </li> </ul> <p><b>Leveled Readers:</b></p>

- Unit 4 guided reading levels range from Level A through Level D
- Readers align to unit theme, Then and Now, and to the unit Spotlight Genre, Narrative Nonfiction
- 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:
  - 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: Personal Narrative***

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

- explore elements of a personal narrative
- develop drafts orally or by drawing
- organize events in a proper sequence and conclude with a resolution
- edit for punctuation, capitalization, and spelling

**Introduce and Immerse (Week 1):**

- Personal narrative
- Generate ideas
- Plan your personal narrative

		<p><b>Develop Elements (Week 2):</b></p> <ul style="list-style-type: none"><li>● Compose setting</li><li>● Apply narrator</li><li>● Apply plot</li></ul> <p><b>Develop Structure (Week 3):</b></p> <ul style="list-style-type: none"><li>● What happens first</li><li>● Apply what happens next</li><li>● Apply what happens last</li></ul> <p><b>Writer's Craft (Week 4):</b></p> <ul style="list-style-type: none"><li>● Edit for punctuation marks</li><li>● Apply edit for verbs</li><li>● Apply edit for subjective and possessive pronouns</li></ul> <p><b>Publish, Celebrate, Assess (Week 5):</b></p> <ul style="list-style-type: none"><li>● Edit for spelling</li><li>● Celebration</li><li>● Assessment</li></ul> <p><b><u>Reading-Writing Workshop Bridge</u></b></p> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"><li>● Spell words</li><li>● End punctuation</li><li>● Question words</li><li>● Complete sentences</li><li>● First-person text</li><li>● Context clues</li><li>● Supporting information</li><li>● Oral language</li><li>● Synonyms</li></ul>
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		<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>● Correct pencil grip and posture when writing</li> <li>● Write vertical and horizontal lines</li> <li>● Write backwards circles and slanted lines</li> <li>● Write forward circles and use proper sitting position</li> <li>● Use proper paper position</li> <li>● Writing all lowercase and uppercase letters</li> </ul> <p><b>Read Like a Writer, Write for a Reader:</b></p> <ul style="list-style-type: none"> <li>● Question-and-Answer Text Structure</li> <li>● Visualize</li> <li>● Analyze Third-Person Text</li> <li>● Supporting points in a text</li> <li>● Author’s Craft</li> <li>● Text structure</li> </ul> <p><b>Language &amp; Conventions:</b></p> <ul style="list-style-type: none"> <li>● Subjective Case Pronouns</li> <li>● Objective Case Pronouns</li> <li>● Possessive Case Pronouns</li> <li>● Prepositions</li> </ul>
<p style="text-align: center;"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● K-W-L charts and brainstorming anchor charts to determine student prior knowledge and use of relevant connections</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> </ul> <p><b><u>Summative Assessments:</u></b></p>

<ul style="list-style-type: none"> <li>● PBL on-going project and writing task</li> <li>● Graphic organizers</li> <li>● Quick Check</li> <li>● Post-it and/or communicator responses as a temperature gauge</li> <li>● Independent illustrations in reading notebooks</li> <li>● Writing pieces</li> <li>● Thumbs up, thumbs down</li> <li>● Game activities</li> <li>● Assess and Differentiate</li> <li>● Assess Prior Knowledge</li> <li>● Assess Understanding</li> <li>● Observational Assessments</li> <li>● Conferring Checklists</li> <li>● Rubrics</li> <li>● Think/Pair/Share</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly student monitoring</li> <li>● Weekly progress check-ups (students complete online through Savvas Realize)</li> <li>● Student reflections</li> </ul>		
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
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"> <li>● Digital and print version of the text</li> <li>● myView Literacy</li> <li>● Centers/Stations</li> <li>● Leveled readers</li> <li>● Anchor charts &amp; editable anchor charts</li> <li>● Student interactives</li> </ul>	<ul style="list-style-type: none"> <li>● Modified versions of the text</li> <li>● Leveled readers</li> <li>● Differentiation/Accommodations/Modifications - materials and resources needed for small group instruction</li> <li>● Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>● Digital and print versions of the text</li> <li>● Small group materials</li> <li>● PBL projects</li> <li>● Online thesaurus</li> <li>● Leveled readers</li> </ul>	<ul style="list-style-type: none"> <li>● Digital and print versions of the text</li> <li>● Digital access to leveled readers for all grades</li> <li>● Small group materials to provide differentiation</li> <li>● Continuous PBL projects</li> </ul>

**Supplemental Resources**

**Technology:**

- Student device (tablet, chromebook)
- Teacher device (laptop, chromebook)
- Student access to Savvas Realize myView accounts
- Projector
- SmartBoard
- Document camera
- IXL.com
- RAZ-Plus

**Other:**

- Whiteboard
- Expo markers
- Chart paper & markers
- Foundations Level K: all kit materials, student notebook, journal

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Allow for access to print and digital versions and exemplars of PBL projects and writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading</b></li> <li>-Increase feedback</li> <li>-Vary texts for level of difficulty</li> <li>-Offer choice of organizers and DOLs</li> <li>-Post visuals and anchor charts for making connections</li> </ul>	<ul style="list-style-type: none"> <li>● Extend time requirements</li> <li>● Preferred seating</li> <li>● Positive reinforcement</li> <li>● Check often for understanding/review</li> <li>● Utilize oral/visual directions/prompts when necessary</li> <li>● Supplemental materials including use of online</li> </ul>	<ul style="list-style-type: none"> <li>● Create an enhanced set of introductory activities</li> <li>● Integrate active teaching/learning opportunities</li> <li>● Incorporate authentic components</li> </ul>

	<p>-Break into smaller group or 1:1 conferences</p> <p>-Close reading strategies</p> <p>-Text based evidence strategies</p> <p>-Tier assignments and assessments</p> <p>-Strategic pairing for guided practice</p> <p>-Highlight/ color-code text</p> <p>-Text to speech</p> <ul style="list-style-type: none"> <li>● <b>Writing</b></li> </ul> <p><b>Tier 1: General instruction</b></p> <p>-Schedule time for writing conferences</p> <p>-Spelling</p> <p>-Sentence construction</p> <p>-Classroom environment (visuals, word wall, etc.)</p> <p>-Explicit modeling</p> <p>-After continuous, systematic progress monitoring, locate students who need more support.</p> <p><b>Tier 2: Small group,</b></p>	<p>bilingual dictionary, and modified assessment and/or rubric</p>	<ul style="list-style-type: none"> <li>● Propose interest-based extension activities</li> <li>● Connect students to related talent development opportunities</li> <li>● Advanced organizers</li> <li>● Advanced leveled texts</li> <li>● Tier assignments and assessments</li> <li>● Compact curriculum</li> <li>● Offer challenging activities</li> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> </ul>
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	<p><b>adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</b></p> <ul style="list-style-type: none"><li>-Identifying non-responders</li><li>-Continued progress monitoring</li></ul> <p><b>Tier 3: Teacher-established learning goals with materials that coincide with the level of the child and may differ from the students' grade level.</b></p> <ul style="list-style-type: none"><li>-Handwriting instruction</li><li>-Computer-assisted instruction</li><li>-Strategy instruction</li><li>-Cognitive strategy instruction</li><li>-Utilize a multi-sensory approach during instruction</li><li>-Provide alternate presentations of skills by varying the method (repetition, simple</li></ul>		
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	<p>explanations, additional examples, modeling, etc.)</p> <ul style="list-style-type: none"> <li>-Modify test content and/or format, allow students to retake test for additional credit</li> <li>-Provide additional times and preferential seating as needed</li> <li>-Review, restate and repeat directions</li> <li>-Provide study guides, and/or break assignments into segments of shorter tasks.</li> <li>-Provide individual instruction as needed</li> <li>-Modify assessments and/or rubrics, repeat instructions as needed.</li> </ul>		
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<p><b>NJSL-ELA CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"> <li>1. Civic Responsibility</li> <li>2. Creativity and Innovation</li> <li>3. Global and Cultural Awareness</li> <li>4. Information and Media Literacy</li> <li>5. Technology Literacy</li> </ol>		
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>● There are actions an individual can take to make this world</li> </ul>	

		<p>a better place.</p> <ul style="list-style-type: none"> <li>● Brainstorming can create new, innovative ideas.</li> <li>● Individuals from different cultures may have different points of view and experiences.</li> <li>● Digital tools and media resources provide access to vast stores of information that can be searched.</li> <li>● Digital tools can be used to display data in various ways.</li> <li>● Digital tools have a purpose.</li> </ul>
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> <li>● <b>9.1.2.CR.1</b> Recognize ways to volunteer in the classroom, school and community.</li> <li>● <b>9.1.2.CR.2</b> List ways to give back, including making donations, volunteering, and starting a business.</li> <li>● <b>9.4.2.CI.1</b> Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>● <b>9.4.2.CI.2</b> Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> <li>● <b>9.4.2.CT.1</b> 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).</li> <li>● <b>9.4.2.IML.1</b> Identify a simple search term to find information in a search engine or digital resource.</li> <li>● <b>9.4.2.IML.2</b> Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</li> <li>● <b>9.4.2.TL.4</b> Navigate a virtual space to build context and describe the visual content.</li> <li>● <b>9.4.2.TL.6</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	

	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>
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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>