

Branchburg Township Public Schools

Office of Curriculum and Instruction

Kindergarten English Language Arts Literacy Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

Curriculum Scope and Sequence

Content Area	ELA	Course Title/Grade Level:	Kindergarten
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Topic/Unit Name	Reading	Writing	Suggested Pacing (Days/Weeks)
Topic/Unit #1	We Are Readers! Launching Read Aloud, Shared Reading, and Literacy Explorations	Creative Kids!: Launching the Workshop Model	(Sept- Nov) About 8 weeks
Topic/Unit #2	Sharing Reading	We Are Writers!	(Nov-Jan) About 6 weeks
Topic/Unit #3	Superpowers: Reading with CAP, Sight Word, and Phonics Power	Show and Tell Writing	(Jan-Feb) About 6 weeks
Topic/Unit #4	Bigger Books, Bigger Reading Muscles	Telling Our Stories: Personal Narrative Writing	(Feb- April) About 6 weeks
Topic/Unit #5	Growing Expertise in Little Books	Fun Across the Genres: Exploring How To Books and Persuasive Writing	(April- May) About 6 weeks
Topic/Unit #6	Becoming Avid Readers	Growing as a Writer: Focus on Craft and Revision	(May- June) About 3 weeks

Topic/Unit 1 Title	Reading Unit 1 We Are Readers! Launching Read Aloud, Shared Reading & Literacy Explorations	Approximate Pacing	8 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.K.1 and RI.K.1 With prompting and support, ask and answer 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, setting, and major events in a story.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.10 and RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text</p> <p>RL.K.6 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.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 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>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 • D. Recognize and name all upper- and lowercase letters of the alphabet. <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>			
Interdisciplinary Connections:			
<p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community. <i>(Example: Students will discuss how they are a part of a community of readers. They will discuss that every reader has a job in the community and every reader is an important part of the classroom community.)</i></p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. <i>(Example: Students will work to create rules for their classroom community and discuss why they need rules.)</i></p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p>			

(Example: Students will role play different scenarios of disrespectful behavior during Interactive Read Aloud, Shared Reading, and Literacy Explorations. They will work with partners to “change” the choices of the actors in order to show how responsible readers should act.)

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

(Example: Students will discuss how stories and folk tales and their characters have contributed to culture and popular culture. Students will discuss which stories they have seen adaptations of and the lesson the story imparts.)

1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

(Example: Students will work together in small groups to plan a performance of their favorite old favorite story. They will have to create tasks, divide jobs, and design the puppets, props, and scenery necessary to act out their story.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking
<p>9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community. <i>(Example: Students will generate a list of responsibilities to create the classroom jobs.)</i></p> <p>9.4.2.CT.3 Use a variety of types of thinking to solve problems. <i>(Example: Students will solve small problems independently when working in literacy explorations.)</i></p> <p>9.4.2.TL.2: Create a document using a word processing application. <i>(Example: Students will type their name to be printed in the classroom during a name study.)</i></p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <i>(Example: Students will become familiar with the chromebooks and ipads in the classroom. Class will create a chart for choices students have with each device and rules for how to use both devices safely.)</i></p> <p>8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.</p>

<p>9.4.2.CI.2 Demonstrate originality and inventiveness in work. <i>(Example: Students will create puppets, props, and scenery to retell their old favorite stories.)</i></p> <p>9.4.2.CT.2 Identify possible approaches and resources to execute a plan. <i>(Example: Students will make a plan to create the puppets, props, and scenery to retell their old favorite stories. They will identify the materials and resources they need to carry out their design plan.)</i></p>	<p>8.1.2.NI.4: Explain why access to devices need to be secured. <i>(Example: Students will have individual passwords for the Raz Plus account. They will need to remember these password- picture icons- and keep them private. Class will discuss the importance of this so that no one else is reading the books and doing the activities in anyone else's account).</i></p> <p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. <i>(Example: Students will work together in small groups to plan a performance of their favorite old favorite story. They will have to create tasks, divide jobs, and design the puppets, props, and scenery necessary to act out their story.)</i></p> <p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process. <i>(Example: Students will create puppets, props, and scenery to retell their old favorite stories.)</i></p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we be readers even if we can't yet read all the words yet? ● How can I read and look closely at books that people have read to me over and over, and read those same books in ways that not only help me see more, but bring the stories to life? ● How can we work together in literacy explorations to have fun and learn? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Reading is exciting! ● Learners work together in a classroom to learn more and have fun. ● Readers can use meaning and letters to learn about the world. ● Readers can retell old favorite stories.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Their classroom is a community of learners ● How to be a responsible member of the classroom community ● Rules and routines for Read Aloud, Shared Reading, and Literacy Explorations ● Readers can use the pictures and letters to help them read books and learn about the world ● Basic concepts of print: front to back, top to bottom, left to right ● The pictures in a fiction book tell a story ● The pictures in a nonfiction book show facts ● Readers can choose the books that they want to read ● Readers think and pay attention to what is happening in the book so that they can remember what happened and answer questions ● Question words: who, what, where, when ● Readers go back and reread to find answers to questions about a book ● Authors write the words in a text ● Illustrators create the pictures/ illustrations in a text ● Characters are the people and animals who act in a book ● Setting is where and when the story takes place ● The problem is the trouble that happens in the book ● It is important to think about what the characters do to solve their problem. ● Readers retell stories to share them with others 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Build community ● Follow the rules and procedures for Read Aloud, Shared Reading, and Literacy Explorations ● Work cooperatively in Literacy Explorations ● Follow along with basic concepts of print during Shared Reading: front to back, top to bottom, left to right ● Choose books based on interests ● Answer literal questions about texts read aloud ● Identify the author's role ● Identify the illustrator's role ● Identify story elements of character and setting in a story read aloud ● Explain the problem in a story read aloud ● Explain how the characters solved the problem in a story read aloud ● Retell familiar stories
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Letter ID Assessment ● Letter/Sound Assessment

<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Student Observation and Anecdotal Notes • Student Work Samples • Add info about CAP assessment (page 54 in <i>We Are Readers</i>)
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Hands-on Letter Identification and Letter/Sound Correspondence Activities • Student Observation and Anecdotal Notes • Student Work Samples
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA 2) will be given to students 2 X per year (December and June). An independent text level and an instructional goal will be found for each student.

RESOURCES

Core instructional materials:

- [GRADE K UNIT 1 READING TEACHING POINTS AND TEACHER NOTES](#)
- *Units of Study in Reading Grade K Unit 1 We Are Readers*
- *The Reading Strategies Book* by Jennifer Serravallo
- *The Reading Strategies Book 2.0* by Jennifer Serravallo
- [Sight Word Instruction Document](#)
- Online Resources from www.heinemann.com/myonlineresources
- Classroom Library (decodable and leveled texts) and Book Room Texts
- [Interactive Read Aloud Collection](#)
- [Shared Reading Collection](#)
- [Mentor texts](#)
 - *Fur, Feather, Fin: All of Us Are Kin* by Diane Lang
 - *Packs Strength In Numbers* by Hannah Salyer
 - *A Big Mooncake for Little Star* by Grace Lin
 - *Max and the Tag Along Moon* by Floyd Cooper

- ***Rocket Learns to Read*** by Tad Hills (to kick off unit)
- ***Lola Loves Stories*** by Anna McQuinn
- ***Baby Animals Playing*** by Suzi Ezterhas (nonfiction picture book)
- ***The Beetle Alphabet Book*** by Jerry Pallotta and David Biedrzycki
- ***The Carrot Seed*** by Ruth Krauss
- ***Mrs. Wishy Washy*** by Joy Cowley
- ***The Three Billy Goats Gruff*** by Paul Galdone
- ***The Three Little Pigs*** by Paul Galdone
- ***The Little Red Hen*** by Paul Galdone
- ***The Gingerbread Man*** by Paul Galdone
- ***Caps for Sale*** by Esphyr Slobodkina
- Any fiction picture books with a clear problem/ solution structure
- Other highly engaging nonfiction picture book of your choice
- Picture books to help build community
- Nursery Rhymes and other simple poems and song lyrics (great texts to use for Shared Reading in the beginning of the year)
- Other wordless books for Read Aloud (use document camera so students can see the illustrations clearly)

Supplemental materials:

- [Virtual learning resources and ideas](#)

Modifications for Learners

See [appendix](#)

Topic/Unit 1 Title	Writing Unit 1	Approximate Pacing	8 weeks
	Creative Kids: Launching the Workshop Model		
STANDARDS			
NJSLS (ELA/L)			
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).</p>			

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

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

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

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

Interdisciplinary Connections:

6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.

(Example: Students will discuss how they are a part of a community of writers. They will discuss that every writer has a job in the community and every writer is an important part of the classroom community.)

6.1.2.CivicsPR.1: Determine what makes a good rule or law

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

(Example: Students will work to create rules for their classroom community and discuss why they need rules.)

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

(Example: Students will role play different scenarios of disrespectful behavior during Interactive Writing and Writing Workshop. They will work with partners to “change” the choices of the actors in order to show how responsible writers should act.)

1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

1.2.2.Cr1c: Explore form ideas for media art production with support.

1.2.2.Cr1d: Connect and apply ideas for media art production.

1.2.2.Cr1e: Choose ideas to create plans for media art production.

1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.

(Example: Students will plan and create their own unique art projects in this unit. Students will learn the functions of each tool. Students will plan their designs and use what they learned about tools to select and use appropriate materials for creating their art project.)

1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
(Example: students will learn how to demonstrate flexibility when they make a mistake and use it as an opportunity to create something new.)

1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks

Example: Students will plan and create their own unique art projects in this unit. Students will learn the functions of each tool. Students will plan their designs and use what they learned about tools to select and use appropriate materials for creating their art project.)

1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

(Example: Students will learn the functions of each tool and use tools appropriately. Students will share their work with one another. Through demonstrating and modeling students will practice having respectful responses.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. <i>(Example: Students will share their work with one another. Through demonstrating and modeling students will practice having respectful responses to the work, new ideas, and perspectives of others.)</i></p> <p>9.4.2.CI.2 Demonstrate originality and inventiveness in work. <i>(Example: Students will create their own unique art projects with a variety of materials.)</i></p>	<p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. <i>(Example: Students will collaborate to work on an art project together.)</i></p> <p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process. <i>(Example: Students will learn the functions of each tool. Students will plan their designs and use what they learned about tools to select and use appropriate materials for creating their art project.)</i></p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:

- How can we use art tools and materials responsively?
- How can we try our best and learn from our mistakes?
- How do artists share their work with others?

Enduring Objectives/ Understandings:

- Art materials each have a purpose and need to be used safely and responsibly.
- Mistakes are one of the most important teachers.
- Artists can share their work with others by showing it and telling about it.

STUDENT LEARNING OBJECTIVES**Key Knowledge****Students will know:**

- Proper procedures for classroom tools (pencils, crayons, markers, scissors, glue, paint, scrap paper, etc.)
- Strategies for stamina and perseverance
- We put our best effort into projects in school.
- Mistakes are a valuable part of the learning process.
- Strategies to cope with mistakes or failure.
- Compliments point out something that we admire
- Ways to respond to feedback
- Features of representational drawings

Process/Skills/Procedures/Application of Key Knowledge**Students will be able to:**

- Use classroom tools properly.
- Create a plan.
- Follow out the plan.
- Put forth their best effort when creating.
- Take risks with their creations.
- Respond appropriately to mistakes or failure.
- Give feedback to peers
- Draw representational drawings to clarify ideas.

ASSESSMENT OF LEARNING**Summative Assessment**

(Assessment at the end of the learning period)

- Student Creation Sample (photo or actual sample) added to Student Writing Portfolio
 - Teacher will ask the student to tell about the creation and will record the student's words verbatim on a post-it.
 - [Worker Behavior Checklist](#)

Formative Assessments

(Ongoing assessments during the learning period to inform instruction)

- Anecdotal Notes from Writing Conferences and Small Group Instruction
- Student Writing Samples

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)

- Anecdotal Notes from Writing Conferences and Small Group Instruction
- Student Writing Samples

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Kindergarten On-Demand Benchmark Assessment <ul style="list-style-type: none"> ● Students will participate in an on demand writing experience 2 X per year (in November and in June) in which they are given a 3 page pre-stapled booklet and asked to: <ul style="list-style-type: none"> ○ Create a book for your teacher. ○ Remember to do your very best drawing and writing. ● Assessments should be scored using the district Pre K-2 Cross Genre writing rubric. ● If a student’s writing is not yet conventional, please ask the student to “read the story” and record verbatim what they say on a post-it.
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RESOURCES

Core instructional materials: <ul style="list-style-type: none"> ● GRADE K UNIT 1 TEACHING POINTS AND TEACHER NOTES ● <i>Talking, Drawing, Writing</i> by Martha Horn and Mary Ellen Giacobbe ● <i>Launching the Writing Workshop Grade K Unit 1</i> by Lucy Calkins & Amanda Hartman (many of these lessons will be used in later units) ● Mentor Texts <ul style="list-style-type: none"> ○ <i>Beautiful Oops!</i> by Barney Saltzberg ○ <i>Draw</i> by Raul Colon ○ <i>Nola’s Scribbles Save the Day</i> by Christina Lalli

Supplemental materials: <ul style="list-style-type: none"> ● Virtual Learning Resources and Ideas ● <i>The Writing Strategies Book</i> by Jennifer Serravallo ● <i>The First Six Weeks of School</i> (Responsive Classroom) by Mike Anderson
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Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Reading Unit 2 Sharing Reading	Approximate Pacing	6 weeks
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STANDARDS

NJSLS (ELA/L)

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).

RL.K.10 Actively engage in group reading activities with purpose and understanding.

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.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.

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

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.
- C. Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- B. Use frequently occurring nouns and verbs.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Interdisciplinary Connections:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. (*Example: Students will engage in discussions about texts read aloud.*)

K.CC.B Understand the relationship between numbers and quantities; connect counting to cardinality.
(*Example: Students will apply one to one correspondence to reading books, making sure they are matching the number of spoken words with the number of written words on a page.*)

Career Readiness, Life Literacies, and Key Skills:

Computer Science and Design Thinking:

<p>9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. (Example: Books are gifts and deserve to be treated with care. Create a class list of things to do/not do to our books to protect them from being damaged.)</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). (Example: When students can't go to their first choice of Exploration, they will have to come up with a plan to find something else to do.)</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. (Example: Students will use Chromebooks and iPads in the classroom to access and read online texts.)</p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Where can text be found? ● How can pointing to words help me keep track of my reading? ● How can what I know about letters and sounds be applied to reading and decoding words? ● How can patterns help me read? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Print is everywhere. It can tell stories, give information, and more. ● Readers point to words and have one-to-one correspondence while reading. ● Readers can begin to apply their phonics knowledge to books and new words. ● Readers can use patterns to help them read. 	
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STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Question words: who, what, where, when ● Readers have favorite parts of stories ● Readers can make connections to characters, settings, problems, solutions, or feelings in a book to better understand the book 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer literal questions about a text read aloud ● Identify a favorite part and explain why ● Make connections to texts ● Identify nouns ● Attempt to make nouns plural by adding an “-s” (orally)

<ul style="list-style-type: none"> • Nouns show people, places, and things • Most nouns are made plural by adding an “-s” • Verbs show action 	<ul style="list-style-type: none"> • Identify verbs
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA 2) will be given to students at this time. It will serve as a summative assessment for the unit. An independent text level and an instructional goal will be found for each student.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Student Observation and Anecdotal Notes • Student Work Samples
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Student Observation and Anecdotal Notes • Student Work Samples
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA 2) will be given to students 2 X per year (December and June). An independent text level and an instructional goal will be found for each student.

RESOURCES

<p>Core instructional materials:</p> <ul style="list-style-type: none"> • GRADE K UNIT 2 READING TEACHING POINTS AND TEACHER NOTES • <i>Units of Study in Reading Grade K Unit 2 Sharing Reading</i> • <i>The Reading Strategies Book</i> by Jennifer Serravallo • <i>The Reading Strategies Book 2.0</i> by Jennifer Serravallo • <i>Patterns of Wonder</i> by Whitney LaRocca & Jeff Anderson • Sight Word Instruction Document • Online Resources from www.heinemann.com/myonlineresources • Classroom Library (decodable and leveled texts) and Book Room Texts • Interactive Read Aloud Collection
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- [Shared Reading Collection](#)

- [Unit Readers](#)

 - Bend 1*

 - My Toys (Session 2, 3)
 - The Snow (Session 2)
 - I See My... (Session 3)
 - Things I Like to Do (Session 4)
 - Things I See at School (Session 4)
 - I Can (Session 5)
 - Look! (Session 5, 6)

 - Bend 2*

 - At the Zoo (Session 4)
 - I Like to Eat (Session 5)

 - Bend 3*

 - I Like to Eat (Session 3)

- [Mentor texts](#)

 - ***Our Weather*** by Pam Holden
 - ***Reading Partners*** by Michele Dufresne
 - ***I Can Read*** by Michele Dufresne
 - ***Shake the Tree*** by Chaira Vignocchi, Paolo Chiarinotti, and Silvia Borando
 - ***It's a Tiger*** by David Rochelle
 - ***Lucia the Luchador*** by Cynthia Leonor Garza
 - ***Some Pets*** by Angela DiPerlizzi

Supplemental materials:

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Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Writing Unit 2 We Are Writers!	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● A. Print many upper- and lowercase letters. ● F. Produce and expand complete sentences in shared language activities. <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> ● A. Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent. 			

Interdisciplinary Connections:

1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
(Example: Students will plan and sketch their writing. They will share their work with writing partners.)

1.2.2.Cr2a: Explore form ideas for media art production with support.

1.2.2.Cr2b: Connect and apply ideas for media art production.

1.2.2.Cr2c: Choose ideas to create plans for media art production.

1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

(Example: Students will use a variety of art materials to create different types of writing such as signs, labels, cards, notes, stories, and more.)

1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

(Example: Students will revise and refine their work to make it more exciting for the reader.)

1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

(Example: Students will create stories with pictures and words.)

1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

(Example: Students will use personal experiences and interests to determine ideas for their writing topics.)

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
(Example: Students will share their work with one another. Through demonstrating and modeling students will practice having respectful responses to the work, new ideas, and perspectives of others.)

9.4.2.CI.2 Demonstrate originality and inventiveness in work.
(Example: Students will create their own unique writing projects with a variety of materials.)

Computer Science and Design Thinking:

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
(Example: Students will learn the functions of each tool. Students will plan their writing and use what they learned about tools to select and use appropriate materials for creating their writing.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:

- Am I a writer?
- What is a writing workshop?

Enduring Objectives/ Understandings:

- We can get ideas for our writing by looking at writing all around us.
- We can create different types of writing for different purposes.
- Writers can use a combination of talking, drawing, and letters/words to create a piece.
- Writers try their best and use their writing time wisely.

STUDENT LEARNING OBJECTIVES**Key Knowledge*****Students will know:***

- Rules and procedures for writing workshop
- Writers observe the world around them
- The purposes behind different types of writing (i.e. signs, labels, cards/ notes, lists, and stories).
- Writers revise to make it more exciting to the reader.
- Writers edit to make it easier to read.

Process/Skills/Procedures/Application of Key Knowledge***Students will be able to:***

- Follow routines and procedures of the writing workshop
- Discover different types of writing in the world.
- Create different types of writing for different purposes (i.e. signs, cards, lists, stories).
- Revise a piece of writing by adding to it with teacher support.
- Edit a piece of writing by making sure it is neat and writing their name on it with teacher support.

ASSESSMENT OF LEARNING**Summative Assessment**

(Assessment at the end of the learning period)

- Published Student Writing (photo or actual sample) added to Student Writing Portfolio
 - Teacher will ask the student to tell about the piece of writing and will record the student's words verbatim on a post-it.
 - [Worker Behavior Checklist](#)

Formative Assessments

(Ongoing assessments during the learning period to inform instruction)

- Anecdotal Notes from Writing Conferences and Small Group Instruction
- Student Writing Samples

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to

- Anecdotal Notes from Writing Conferences and Small Group Instruction
- Student Writing Samples

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Kindergarten On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> ● Students will participate in an on demand writing experience 2 X per year (in November and in June) in which they are given a 3 page pre-stapled booklet and asked to: <ul style="list-style-type: none"> ○ Create a book for your teacher. ○ Remember to do your very best drawing and writing. ● Assessments should be scored using the district Pre K-2 Cross Genre writing rubric. ● If a student’s writing is not yet conventional, please ask the student to “read the story” and record verbatim what they say on a post-it.

RESOURCES

Core instructional materials:

- [GRADE K UNIT 2 WRITING TEACHING POINTS AND TEACHER NOTES](#)
- **Launching the Writing Workshop Grade K Unit 1** by Lucy Calkins & Amanda Hartman (many of these lessons will be used in later units)
- **Talking, Drawing, Writing** by Martha Horn & Mary Ellen Giacobbe (use with Bend #3)
- Online Resources from www.heinemann.com/myonlineresources
- [Mentor texts](#)
 - **Bend 1: Writing Like a Scientist Mentor Text Options**
 - **Autumn Leaves** by Ken Robbin
 - **Oak Trees** by Marcia Freeman
 - **Apples** by Gail Gibbons
 - **Apples and Pumpkins** by Anne Rockwell
 - **Leaves** by Charlotte Guillain
 - **Signs** by Pamela Chanko & Susan Canizares
 - **I Read Signs** by Tana Hoban
 - **Bunny Cakes** by Rosemary Wells (*shows list writing)
 - **Dear Juno** by Soyung Park (*shows letters writing)

Supplemental materials:

- [Virtual Writing Hunt](#)
- [Sign Study](#)
- **The Writing Strategies Book** by Jennifer Serravallo
- Foundations Level K

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Reading Unit 3	Approximate Pacing	6 weeks
	Superpowers: Reading with Phonics and Sight Word Power		
STANDARDS			
NJSLS (ELA/L)			
<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> ● C. Blend and segment onsets and rimes of single-syllable spoken words. ● D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) ● E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> ● D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). 			

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

- A. Read emergent-readers with purpose and understanding.
- B. Read grade level text for purpose and understanding.

SL.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.

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

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.
- C. Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

RL.K.4 Ask and answer questions about unknown words in a text.

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).

RI.K.7 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).

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.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- B. Use frequently occurring nouns and verbs.
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

Interdisciplinary Connections:

K.CC.B Understand the relationship between numbers and quantities; connect counting to cardinality.

(Example: Students will apply one to one correspondence to reading books, making sure they are matching the number of spoken words with the number of written words on a page.)

Career Readiness, Life Literacies, and Key Skills:

Computer Science and Design Thinking:

<p>9.4.2.DC.2 Explain the importance of respecting the digital content of others. <i>(Example: Students use Chromebooks and iPads responsibly and respectfully when reading digital texts by only logging into their own accounts.)</i></p> <p>9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts. <i>(Example: Students will read digital texts with partners. They will discuss the benefits of working with a partner such as helping each other with tricky parts.)</i></p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <i>(Example: Students will use devices to read digital texts.)</i></p> <p>8.1.2.DA.3: Identify and describe patterns in data visualizations. <i>(Example: Students will find patterns in their texts and use those patterns to anticipate new words.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What can I do to help myself become a better reader? ● What are some strategies that readers use to help figure out unknown words? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Readers have special powers that they use to help them read. ● Good readers think about the story or text as they read ● Readers use different strategies to help them figure out unknown words 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Question words: why and how ● Prepositions tell where ● Concepts about print skills ● Sight words from the word wall can be found in the books we read ● Strategies for working with reading powers (beginning reading strategies) ● The importance of thinking as you read 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions about texts read aloud ● Use frequently occurring prepositions ● Read with proper directionality and one-to-one match ● Use sight words and known letter/sounds to anchor reading ● Begin to integrate strategies to decode ● Reread texts to monitor for meaning ● Use known word parts to anchor reading and decode new words

<ul style="list-style-type: none"> • How word parts can help them decode more efficiently 	
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • Running Records
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Concepts About Print Assessment • Student Observation and Anecdotal Notes • Student Work Samples
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Student Observation and Anecdotal Notes • Student Work Samples
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA 2) will be given to students 2 X per year (December and June). An independent text level and an instructional goal will be found for each student.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> • GRADE K UNIT 3 READING TEACHING POINTS AND TEACHER NOTES • <i>Units of Study in Reading Super Powers Grade K Book 3</i> • <i>The Reading Strategies 2.0 Book</i> by Jennifer Serravallo • <i>Patterns of Wonder</i> by Whitney LaRocca & Jeff Anderson • Sight Word Instruction Document • Online Resources from www.heinemann.com/myonlineresources • Classroom Leveled Library and Book Room Texts • Interactive Read Aloud Collection • Shared Read Collection • Unit Readers 	

Bend 1

- The Fat Rat (Session 2)
- Mabel's Kit (Session 4)
- Kim and Jan and the Ham (Session 5)

Bend 2

- Kim and Jan and the Ham (Session 1)
- The Wigs (Session 2)
- Gus and Dad Mop (Session 3)
- The Dog and the Log (Session 3 and 4)
- Get My Cat (Session 6)

Bend 3

- The Pop (Session 3)
- Mabel's Dog (Session 4, 5)

- [Mentor texts](#)

- **Ana in the Window** by Angela Baez
- **Where is My Puppy?** Caroline Hatton
- **Laxmi's Mooch** by Shelly Anand
- **Ana and Abuela : The Artists** by Angela Baez
- **Brown Bear, Brown Bear, What Do You See?** by Eric Carle
- **In the Garden** by Annette Smith
- **It's Super Mouse** by Phyllis Root
- **So Much!** by Trish Cooke
- Any Level B text (i.e. Beverly Randell & Jenny Giles)
- A different Level B or Easy Level C text
- **Oh, No!** by Candace Fleming
- **There Might Be Lobsters** by Carolyn Crimi
- **My Name is Elizabeth** by Annika Dunklee
- **High Five** by Adam Rubin
- **How to Be a T-Rex!** by Ryan North

Supplemental materials:

- [Raz Kids from Reading A-Z](#)
- Foundations Level K

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Writing Unit 3 Show and Tell Writing	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</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>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> 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>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> ● 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. 			
Interdisciplinary Connections:			
<p>K.CC.B Understand the relationship between numbers and quantities; connect counting to cardinality. <i>(Example: Students will apply one to one correspondence to writing sentences, making sure they are matching the number of spoken words with the number of written words on a page.)</i></p> <p>1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation. <i>(Example: Students will create stories using pictures and words.)</i></p> <p>1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context. <i>(Example: Students will discuss their work with their writing partners. Writing partners will give compliments and offer ideas for improvement in each other's stories.)</i></p>			

<p>1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks. <i>(Example: Students will use personal experiences and interests to determine ideas for their writing topics.)</i></p>	
<p align="center">Career Readiness, Life Literacies, and Key Skills:</p>	<p align="center">Computer Science and Design Thinking:</p>
<p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. <i>(Example: Students can read and record their published stories using QR codes, Seesaw, or Flipgrid. They can take turns listening to each others' stories and giving feedback.)</i></p>	<p>8.1.2.AP.4: Break down a task into a sequence of steps. <i>(Example: Students will be able to describe the steps to creating a book: Thinking of idea, planning by touching each page, sketching each page, writing labels and sentences, and rereading the book.)</i></p>
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I write lots of books about the things that I study and enjoy? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> • Writers can be like scientists when they observe the world around them. • The purpose of writing an informative/ explanatory text is to teach others 	
<p align="center">STUDENT LEARNING OBJECTIVES</p>	
<p align="center">Key Knowledge</p>	<p align="center">Process/Skills/Procedures/Application of Key Knowledge</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • How to look closely/ observe the world around them. • Words are made up of a specific sequence of sounds. • Each letter has a corresponding sound. • How tools such as the Power Names chart, alphabet chart, environmental print, and the word wall can help them as they begin to spell words. • Strategies for working with a writing partner • Understand how a pattern book is made up of phrases that repeat. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use their 5 senses to observe and study objects in the world around them (through actual observation, photographs, and books). • Begin to use letter/sound correspondence to hear and record sounds in words. • Use a variety of tools to begin to write words • Work collaboratively with a writing partner. • Create pattern books. • Create multiple informative/ explanatory books on a topic of choice.

<ul style="list-style-type: none"> • Strategies for elaborating an informative/ explanatory text to help it teach more. • Writers revise to make it more exciting to the reader. • Writers edit to make it easier to read. 	<ul style="list-style-type: none"> • Revise a piece of writing with teacher support. • Edit a piece of writing with teacher support.
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • Published Writing Sample (photo or actual sample) added to Student Writing Portfolio <ul style="list-style-type: none"> ○ Make sure the sample selected is a true measure of how the student performed in a unit. You may select one that is not the published piece if it is a better example of how the student performed. ○ Teacher will ask the student to “read their story” and will record the student’s words verbatim on a post-it. ○ Scored using the Pre K-3 Informational Writing Rubric
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Anecdotal Notes from Writing Conferences and Small Group Instruction • Student Writing Samples
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Anecdotal Notes from Writing Conferences and Small Group Instruction • Student Writing Samples
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Kindergarten On-Demand Benchmark Assessment <ul style="list-style-type: none"> • Students will participate in an on demand writing experience 2 X per year (in November and in June) in which they are given a 3 page pre-stapled booklet and asked to: <ul style="list-style-type: none"> ○ Create a book for your teacher. ○ Remember to do your very best drawing and writing. • Assessments should be scored using the district Pre K-2 Cross Genre writing rubric. • If a student’s writing is not yet conventional, please ask the student to “read the story” and record verbatim what they say on a post-it.

RESOURCES

Core instructional materials: <ul style="list-style-type: none"> • GRADE K UNIT 3 WRITING TEACHING POINTS AND TEACHER NOTES • <i>Show and Tell Writing: From Labels to Pattern Books</i>

- ***If... Then... Curriculum Assessment-Based Instruction for Grade K*** (pages 18-31) by Lucy Calkins (part of the Kindergarten Units of Study for Teaching Writing).
- ***Launching Writing Workshop Grade K Unit 1*** by Lucy Calkins & Amanda Hartman
- ***Patterns of Wonder!*** by Whitney LaRocca and Jeff Anderson
- Online Resources from www.heinemann.com/myonlineresources
- [Mentor texts](#)
 - **What Can a Citizen Do?** by Dave Eggers

Supplemental materials:

- ***The Writing Strategies Book*** by Jennifer Serravallo
- Foundations Level K

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	Reading Unit 4 Boosting Reading Power	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<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> <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>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● B. Use frequently occurring nouns and verbs. ● C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). ● E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● B. Recognize and name end punctuation. <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.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>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 sequence 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>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. 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/). 			

- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- 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 and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4** Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
- A. Read emergent-readers with purpose and understanding.
 - B. Read grade level text for purpose and understanding.
- L.K.4** 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.

Interdisciplinary Connections:

- 6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
(Example: Students will participate in discussions about read aloud texts.)
- 6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
(Example: Students will learn and practice the process of working effectively with a reading partner.)
- 6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
(Example: Students will be working in reading partnerships to support each other. They will need to practice communication and coaching skills. They can role play scenarios where a partner is being unfair and unkind. They can work together to correct the actions of that partner in order to show respect.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
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- | | |
|---|---|
| <p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
<i>(Example: Students will use appropriate navigation skills to safely use online reading applications such as RAZKids and Epic).</i></p> | <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
<i>(Example: Students will use devices to read digital texts.)</i></p> |
|---|---|

<p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). <i>(Example: Students will create a plan for which Explorations they will visit.)</i></p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) <i>(Example: Students will engage creatively and show inventiveness in Exploration tasks.)</i></p>	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. <i>(Example: Students learn to be a responsible member of the reading community by following rules and procedures. They will also learn to work collaboratively in a reading partnership.)</i></p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) <i>(Example: Students will work to solve their own problems during reading partnerships. Teachers will coach students through this process by working on problem/solution scenarios and I-Messages.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we transfer our knowledge of letter/sound relationships to reading? ● How do we use high frequency words we know by heart to anchor ourselves as we read? ● How do partners help each other read the words and think about the stories in our books? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Good readers have strategies for reading the words in harder books. ● Good readers have strategies for thinking about books before, during, and after reading. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Concepts of beginning/ middle/ end ● Strategies for basic retelling ● Strategies for making predictions ● Feeling words ● Simple vocabulary strategies ● Importance of pictures in a text 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Retell stories ● Make predictions ● Make simple inferences about characters ● Notice and identify simple character feelings ● Compare characters ● Make simple inferences about new vocabulary

<ul style="list-style-type: none"> ● Story elements: (who, what, where) ● Letter/ sound correspondence ● Short vowel sounds ● Digraph sound ● Bonus letters (-ff, -ll, -ss, -zz) ● Bank of known sight words ● Nouns ● Verbs ● Prepositions 	<ul style="list-style-type: none"> ● Study pictures to help deepen understanding ● Slide through words left to right to decode ● Decode CVC words ● Decode words with digraphs ● Decode words with bonus letters (-ff, -ll, -ss, -zz) ● Use sight words to read with automaticity ● Check your reading even more closely ● Grow extra strength reading power ● Use nouns, verbs, and prepositions appropriately in speaking ● Identify nouns, verbs, and prepositions in texts
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Comprehension Check (can be done during Read Aloud, Shared Reading, Small Group, or Reading Conference) <ul style="list-style-type: none"> ● Student can make a simple prediction about a text or video clip ● Student can retell a text or video clip (B/M/E) ● Student can explain a connection to a text or video clip
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Retelling Rubric ● Running Records ● Student Observation and Anecdotal Notes ● Student Work Samples
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Student Observation and Anecdotal Notes ● Student Work Samples
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Developmental Reading Assessment (DRA 2) will be given to students 2 X per year (December and June). An independent text level and an instructional goal will be found for each student.

RESOURCES

Core instructional materials:

- [GRADE K UNIT 4 READING TEACHING POINTS AND TEACHER NOTES](#)
- **Boosting Reading Power Grade K Book 4** by Lucy Calkins, Angela Baez & Beth Hickey (from the Units of Study for Teaching Reading)
- **Patterns of Wonder** by Whitney LaRocca and Jeff Anderson
- **The Reading Strategies 2.0 Book** by Jennifer Serravallo
- [Sight Word Instruction Document](#)
- Online Resources from www.heinemann.com/myonlineresources
- Classroom Leveled Library and Book Room Texts
- [Interactive Read Aloud Collection](#)
- [Shared Read Collection](#)
- [Unit Readers](#)
 - Bend 1*
 - N/A
 - Bend 2*
 - Mabel and the Crab (Session 3)
 - Mabel's Sled (Session 2)
 - Mabel's Chips (Session 5)
 - Mabel Helps (Session 6)
 - Bend 3*
 - Where Is Shell? (Session 2)
- [Mentor texts](#)
 - **Nick and the Fossil** by Elizabeth Franco
 - **Pug** by Ethan Long
 - **Carmela Full of Wishes** by Matt De La Pena
 - **What's My Superpower?** by Aviaq Johnston
 - **Mouse Has Fun** by Phyllis Root
 - **Picnic** by Phyllis Root
 - **Can You See the Eggs?** by Jenny Giles
 - **Pizza** by Phyllis Root
 - **Cat and Mouse** by Phyllis Root

- *Dragonflies* by Margaret Hall
- *Can I Be Your Dog?* by Troy Cummings
- *Sorry (Really Sorry)* by Joanna Cotler
- *A Squiggly Story* by Andrew Larson

Supplemental materials:

- [Raz Kids from Reading A-Z](#)

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	Writing Unit 4	Approximate Pacing	6 weeks
	Telling Our Stories: Personal Narrative Writing		
STANDARDS			
NJSLS (ELA/L)			
<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>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</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> <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.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

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

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

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

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper-and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Interdisciplinary Connections:

1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

(Example: Students will create stories using pictures and words.)

1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

(Example: Students will discuss their work with their writing partners. Writing partners will give compliments and offer ideas for improvement in each other's stories.)

<p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. <i>(Example: Students will create a story about a special family tradition. Students will share stories and discuss how this story reflects their family's culture. Class will discuss the importance of respecting other people's cultures.)</i></p>	
Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>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.</p> <p>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. <i>(Example: Students will create a story about a special family tradition. Students will share stories and discuss how this story reflects their family's culture. Class will discuss the importance of respecting other people's cultures.)</i></p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.</p> <p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</p> <p><i>(Example: Students can read and record their published stories using QR codes, Seesaw, or Flipgrid. They can take turns listening to each others' stories and giving feedback.)</i></p> <p>9.4.2.TL.5: Describe the difference between real and virtual experiences. <i>(Example: Discuss the genre of personal narrative writing as being true stories. Each of the stories written about should be a true, real experience the students had vs. a made up or virtual experience.)</i></p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <i>(Example: Students can read and record their published stories using QR codes, Seesaw, or Flipgrid. They can take turns listening to each others' stories and giving feedback.)</i></p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	

Essential Questions:

- How do stories get passed along?

Enduring Objectives/ Understandings:

- Writers can tell stories about special moments in their lives.
- Writers can keep memories alive by telling stories.

STUDENT LEARNING OBJECTIVES**Key Knowledge****Students will know:**

- Strategies for planning true stories
- Writers can add to their pictures to show more details
- Qualities of easy to read writing
- Proper sentence formation
- How a vowel chart can help writers
- How a word wall can help writers
- Strategies for using storyteller language
- Strategies for working with writing partners on editing
- Elaboration strategies
- The steps of the writing process

Process/Skills/Procedures/Application of Key Knowledge**Students will be able to:**

- Strategies for planning true stories
- Add to their pictures to show more details
- Qualities of easy to read writing
- Proper sentence formation
- How a vowel chart can help writers
- How a word wall can help writers
- Strategies for using storyteller language
- Strategies for working with writing partners on editing
- Write with elaboration
- The steps of the writing process

ASSESSMENT OF LEARNING**Summative Assessment**

(Assessment at the end of the learning period)

- Published Writing Sample (photo or actual sample) added to Student Writing Portfolio
 - Make sure the sample selected is a true measure of how the student performed in a unit. You may select one that is not the published piece if it is a better example of how the student performed.
 - Teacher will ask the student to “read their story” and will record the student’s words verbatim on a post-it.
 - Scored using the [Pre K-3 Narrative Writing Rubric](#)

Formative Assessments

(Ongoing assessments during the learning period to inform instruction)

- Anecdotal Notes from Writing Conferences and Small Group Instruction
- Student Writing Samples

<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Anecdotal Notes from Writing Conferences and Small Group Instruction • Student Writing Samples
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Kindergarten On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> • Students will participate in an on demand writing experience 2 X per year (in November and in June) in which they are given a 3 page pre-stapled booklet and asked to: <ul style="list-style-type: none"> ○ Create a book for your teacher. ○ Remember to do your very best drawing and writing. • Assessments should be scored using the district Pre K-2 Cross Genre writing rubric. • If a student’s writing is not yet conventional, please ask the student to “read the story” and record verbatim what they say on a post-it.
<p>RESOURCES</p>	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> • GRADE K UNIT 4 WRITING TEACHING POINTS AND TEACHER NOTES • <i>Launching the Writing Workshop</i> by Lucy Calkins & Amanda Hartman • <i>Writing for Readers</i> by Lucy Calkins & Natalie Louis • <i>Talking, Drawing, Writing Lessons for Our Youngest Writers</i> by Martha Horn and Mary Ellen Giacobbe • <i>Patterns of Wonder</i> by Whitney LaRocca and Jeff Anderson • Online Resources from www.heinemann.com/myonlineresources • Mentor texts <ul style="list-style-type: none"> ○ <i>Creak! Said the Bed</i> by Phyllis Root ○ <i>The Snowy Day</i> by Ezra Jack Keats 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> • <i>The Writing Strategies Book</i> by Jennifer Serravallo 	
<p>Modifications for Learners</p>	
<p>See appendix</p>	

Topic/Unit 5 Title	Reading Unit 5 Growing Expertise in Little Books	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RI.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>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI. K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9 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>RI.K.10 Actively engage in group reading activities with purpose and understanding</p>			

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- 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.

Interdisciplinary Connections:

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

(Example: Students will read nonfiction texts related to environmental issues: Recycling, Endangered Animals, Pollution, etc. They will work in teams to research the problems and develop solutions for these problems.)

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

(Example: Students will read nonfiction texts related to issues in the school and community and brainstorm recommendations for changes.)

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

(Example: Students will read nonfiction texts related to global issues such as climate change.)

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

(Example: Students will collect data and consider sources from multiple perspectives when reading nonfiction books by a variety of authors and covering a variety of viewpoints about environmental issues.)

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

(Example: Students will discuss their nonfiction reading as a whole class and in reading partnerships.)

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

(Example: Students will read informational texts related to issues in the school and community and brainstorm recommendations for changes.)

9.4.2.CT.2 Identify possible approaches and resources to execute a plan.

(Example: After reading nonfiction texts about global/community issues, students will discuss approaches and resources needed to execute a plan.)

9.4.2.DC.7: Describe actions peers can take to positively impact climate change

(Example: Students will read informational texts related to issues in the school and community and brainstorm recommendations for changes.)

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

(Example: Students will use the search engine on Unite for Literacy and/or RazKids to search for texts related to a topic of interest.)

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

(Example: Students will use Chromebooks and/or iPads to read digital texts and view informational videos.)

Computer Science and Design Thinking:

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

(Example: After reading nonfiction texts about global/community issues, including climate change, students will record their findings.)

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

(Example: After reading nonfiction texts about global/community issues, students will discuss approaches and resources needed to execute a plan.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:

- Can I find a way for books to become my teachers, so that I can learn ideas and information about the world?
- Can books get me wondering and reacting?
- How can I make my reading sound playful and fun?

Enduring Objectives/ Understandings:

- Good readers can read nonfiction books about topics of choice in order to learn more about the world around them.
- Good readers can mark their thinking.
- Good readers can read with fluency.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- Characteristics of avid readers
- Strategies for reading informational texts
- Digraphs (-ch, -th, -sh)
- Blends are 2 consonants that keep their sounds
- -ng is a highing digraph that makes a quiet sound
- Specific vocabulary words to show feelings
- Strategies for reading poetry

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- Read to learn
- React to texts
- Teach what they learn
- Question to learn more
- Decode words with digraphs
- Decode words with blends
- Decode words with -ng
- Identify character feelings
- Mark thinking on sticky notes
- Read with expression
- Read poetry with fluency and expression

ASSESSMENT OF LEARNING

Summative Assessment

(Assessment at the end of the learning period)

- Kindergarten PBL
- The Developmental Reading Assessment (DRA 2) will be given at this time. It will serve as a summative assessment for the unit. An independent text level and an instructional goal will be found for each student.

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Running Records ● Retelling Rubrics ● Student Observation and Anecdotal Notes ● Student Work Samples
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Student Observation and Anecdotal Notes ● Student Work Samples
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Developmental Reading Assessment (DRA 2) will be given to students 2 X per year (December and June). An independent text level and an instructional goal will be found for each student.

RESOURCES

Core instructional materials:

- [GRADE K UNIT 5 READING TEACHING POINTS AND TEACHER NOTES](#)
- ***Becoming Avid Readers Grade K Book 5*** (from the Units of Study in Reading)
- ***The Reading Strategies 2.0 Book*** by Jennifer Serravallo
- ***Patterns of Wonder*** by Whitney LaRocca and Jeff Anderson
- [Sight Word Instruction Document](#)
- Online Resources from www.heinemann.com/myonlineresources
- Classroom Leveled Library and Book Room Texts
- [Interactive Read Aloud Collection](#)
- [Shared Read Collection](#)
- [Unit Readers](#)
 - Bend 1*
 - The Fawn and the Fox (Session 2, 6)
- [Mentor texts](#)
 - ***Bulldozers*** by Kathryn Clay
 - ***The Wedding*** by Hareem Atif Khan

- ***Danbi Leads the School Parade*** by Anna Kim
- ***Crossings: Extraordinary Structures for Extraordinary Animals*** Katy S. Duffield
- ***Honey Bees*** by Martha E. Rustad
- ***Dragonflies*** by Margaret Hall
- Venus Flytraps: Jaws of Death (video from BBC) *link available in online resources
- Prior to this bend, you will want to decide on a class shared topic that you can read about during Interactive Read Aloud and Shared Reading experiences. You can use this topic as your mentor topic for the mini-lessons in this bend. During this bend, you will want students to pick a topic to informally study with their partner .You will want to organize the nonfiction books within each leveled basket. (For example, you might pull out all B/C level books on animals and put them in a basket; all B/C level books on vehicles and put them in another basket). You can get as specific as your collection of books allows you to get.

Supplemental materials:

- [Raz Kids from Reading A-Z](#)

Modifications for Learners

See [appendix](#)

Topic/Unit 5 Title	Writing Unit 5	Approximate Pacing	6 weeks
	Fun Across the Genres: Exploring How To Books and Persuasive Writing		
STANDARDS			
NJSLS (ELA/L)			
<p>W.K.1. Use a combination of 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. <i>My favorite book is...</i>).</p>			

- W.K.2** Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.5** With prompting and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
- 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).
- W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Print many upper-and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize the first word in a sentence and the pronoun *I*.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.
- B. Demonstrate an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Interdisciplinary Connections:

K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
(Example: Students will study sunlight as a science concept. They will work together in teams to design and build a structure. They will create a procedural text explaining how they built their structure.)

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
(Example: Students will read nonfiction texts related to environmental issues: Recycling, Endangered Animals, Pollution, etc. They will work in teams to research the problems and develop solutions for these problems.)

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

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

(Example: Students will create a project in which they inform the community about the environmental concern and their plan for helping. They will share their projects at an “Environmental Fair” type celebration.)

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.
(Example: Students will explore making connections between the tasks they can do and future careers in which they might need to perform those tasks. For example, a book on “How to Make Cookies” can be connected to a baker and a book on “How to Build with Legos” can be connected to an engineer.)

9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

Computer Science and Design Thinking:

8.1.2.AP.4: Break down a task into a sequence of steps.
(Example: Students will be creating procedural texts in which they think of a task, act out that task, and record those steps through a combination of speaking, drawing, and writing.)

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

<p>9.4.2.CT.2 Identify possible approaches and resources to execute a plan.</p> <p>9.4.2.CT.3 Use a variety of types of thinking to solve problems.</p> <p>9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</p> <p><i>(Example: Students will read nonfiction texts related to environmental issues: Recycling, Endangered Animals, Pollution, etc. They will work in teams to research the problems and develop solutions for these problems. Students will work together to use a digital tool to show others what they have learned and what they have proposed. They will share during an “Environmental Fair” type celebration.)</i></p>	<p><i>(Example: Students will read nonfiction texts related to environmental issues: Recycling, Endangered Animals, Pollution, etc. They will work in teams to research the problems and develop solutions for these problems. Students will work together to use a digital tool to show others what they have learned and what they have proposed. They will share during an “Environmental Fair” type celebration.)</i></p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What purposes do authors have for writing? ● How can we teach others how to do something we love? ● How can we use opinion writing to make our world a better place? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● We can write for many purposes. Some of these include to teach and persuade. ● Writers can write texts to share information. One of these types of texts can teach a procedure, or how to do something. ● Writers can have power to make a change and make the world a better place. They try to convince others to believe what they believe.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Strategies for gaining stamina, independence, and purpose in writing ● Writers can write to teach. ● Strategies for planning and drafting procedural texts ● Strategies for working with a writing partner ● Strategies for elaboration in a procedural texts 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write with stamina and purpose ● Participate in writing experiences to teach others how to do something. ● Plan and begin drafting their How-To books ● Work with a writing partner

<ul style="list-style-type: none"> ● Strategies for opening and closing their How-To text ● Every piece of writing has an intended audience ● Writers can write to persuade. ● Opinions are made stronger by giving a reason ● Writers can write to solve problems. ● Types of writing that persuades (posters, letters, signs, books, songs, etc.) ● Strategies to make opinion writing more powerful. ● Stages of the writing process ● Strategies for revision. ● Strategies for editing. ● Strategies for speaking about your ideas. 	<ul style="list-style-type: none"> ● Write clear directions ● Add information to pictures and writing ● Learn from a mentor author ● Attempt to write introductions for how to books ● Attempt to write conclusions for how to books ● Write with an audience in mind ● Form opinions. ● Participate in writing experiences to persuade others ● State opinions in a clear way by using sentence stems like “I think...”, “I feel...”, “I believe...” ● Convince your reader by showing or telling why you have that opinion ● Think of solutions for problems you see in the world. ● Create writing projects persuading others to solve problems. ● Use information to make your project more convincing ● Use personal stories or memories to make your project more convincing ● Revise and edit writing ● Publish writing projects ● Speak up to take a stand
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Kindergarten PBL ● Published How To Writing Sample (photo or actual sample) added to Student Writing Portfolio <ul style="list-style-type: none"> ○ Make sure the sample selected is a true measure of how the student performed in a unit. You may select one that is not the published piece if it is a better example of how the student performed. ○ Teacher will ask the student to “read their story” and will record the student’s words verbatim on a post-it. ○ Scored using the Pre K-3 Informational Writing Rubric ● Published Opinion Writing Sample (photo or actual sample) added to Student Writing Portfolio
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	<ul style="list-style-type: none"> ○ Make sure the sample selected is a true measure of how the student performed in a unit. You may select one that is not the published piece if it is a better example of how the student performed. ○ Teacher will ask the student to “read their story” and will record the student’s words verbatim on a post-it. ○ Scored using the Pre K-3 Opinion Writing Rubric
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Anecdotal Notes from Writing Conferences and Small Group Instruction ● Student Writing Samples
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Anecdotal Notes from Writing Conferences and Small Group Instruction ● Student Writing Samples
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Kindergarten On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> ● Students will participate in an on demand writing experience 2 X per year (in November and in June) in which they are given a 3 page pre-stapled booklet and asked to: <ul style="list-style-type: none"> ○ Create a book for your teacher. ○ Remember to do your very best drawing and writing. ● Assessments should be scored using the district Pre K-2 Cross Genre writing rubric. ● If a student’s writing is not yet conventional, please ask the student to “read the story” and record verbatim what they say on a post-it.

RESOURCES

Core instructional materials:

- [GRADE K UNIT 5 WRITING TEACHING POINTS AND TEACHER NOTES](#)
- **How-To Books** by Lucy Calkins, Laurie Pessah & Elizabeth Moore (from Units of Study)
- **Persuasive Writing of All Kinds** by Lucy Calkins & Elizabeth Dunford (from Units of Study)
- **Patterns of Wonder** by Whitney LaRocca and Jeff Anderson
- Online Resources from www.heinemann.com/myonlineresources
- [Mentor texts](#)
 - **How To Wash Your Woolly Mammoth** by Michelle Robinson
 - **How to Make a Bird Feeder** by Liyala Tuckfield (out of print as of 2021 so not all teachers may have this one)
 - **Walk On!** by Marla Frazee

- ***My First Soccer Game*** by Alyssa Capucilli
- ***When Grandpa Gives You a Toolbox*** by Jamie L.B. Deenihan
- ***Fact vs Opinion vs Robot*** by Michael Rex
- ***The Lorax*** by Dr. Seuss (to kick off idea of making the world a better place)
- audio recording of “If I Had a Hammer...” by Pete Seeger (or other appropriate social action song)
- ***Click, Clack Moo: Cows That Type*** by Doreen Cronin
- **Pebble Go:** “Let’s Investigate” <https://www.pebblego.com/modules/2/categories/2983/articles/2187> (Shared Reading); can be used in Bend One to kick off concept of investigating a problem and how to solve a problem
- **Pebble Go:** “Helping the Environment” <https://www.pebblego.com/modules/5/categories/5021> (Shared Reading); can be used throughout the unit to learn about different environmental problems (litter, energy use, etc)

Supplemental materials:

- ***The Writing Strategies Book*** by Jennifer Serravallo
- Additional Mentor Texts
 - “How to Carve a Pumpkin” page from ***The Pumpkin Book*** by Gail Gibbons
 - ***How to Make Salsa*** by Jamie Lucero
 - ***Make a Valentine*** by Dale Gordon
 - ***How to Make a Hot Dog*** by Joy Cowley

Modifications for Learners

See [appendix](#)

Topic/Unit 6 Title	Reading Unit 6 Becoming Avid Readers	Approximate Pacing	3 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5 Recognize common types of texts (e.g. storybooks, poems).</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>			

<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> • B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <ul style="list-style-type: none"> • A. Read emergent-readers with purpose and understanding. • B. Read grade level text for purpose and understanding. <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • B. Recognize and name end punctuation <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> • A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). • B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word. 	
Interdisciplinary Connections:	
<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. <i>(Example: Students will discuss the books they are reading with the class. They will state their opinions about books and make recommendations.)</i></p>	
Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. <i>(Example: Students will discuss the books they are reading with the class. They will state their opinions about books and make recommendations.)</i></p>	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. <i>(Example: Students will be able to share their book recommendations with students from different schools through online collaborative tools. Class will discuss how the development of communications systems and technology have made this possible.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	

Essential Questions:

- How do avid readers learn more about the characters in their storybooks?
- How can I be strong when I get to tricky parts in my books?
- How do avid readers enjoy poetry?

Enduring Objectives/ Understandings:

- Readers do more than just read the words they see in their books. Instead, they stop and think about what's happening and have reactions to what they are reading.
- Readers don't give up when they get to tricky parts in their books.
- Readers can enjoy many different types of texts.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: <ul style="list-style-type: none"> • Strategies for reading with accuracy, fluency, and comprehension 	Students will be able to: <ul style="list-style-type: none"> • Review skills learned throughout the year

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA 2) will be given at this time. It will serve as a summative assessment for the unit. An independent text level and an instructional goal will be found for each student.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Running Records • Retelling Rubrics • Student Observation and Anecdotal Notes • Student Work Samples
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Student Observation and Anecdotal Notes • Student Work Samples
Benchmark Assessments (used to establish baseline achievement data and	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA 2) will be given to students 2 X per year (December and June). An independent text level and an instructional goal will be found for each student.

measure progress towards grade level standards; given 2-3 X per year)

RESOURCES

Core instructional materials:

- [GRADE K UNIT 6 READING TEACHING POINTS AND TEACHER NOTES](#)
- ***Becoming Avid Readers Grade K Book 4*** by Lucy Calkins, Marjorie Martinelli & Christine Holley (from the Units of Study for Teaching Reading) (**BENDS 1 and 3 only**)
- ***If ...Then... Curriculum book K-2*** by Lucy Calkins & Elizabeth Moore (from the Units of Study for Teaching Reading) *pages 25-46
Readers are Resourceful: Tackling Hard Words and Tricky Parts in Books
- [Sight Word Instruction Document](#)
- Online Resources from www.heinemann.com/myonlineresources
- Classroom Leveled Library and Book Room Texts
- [Interactive Read Aloud Collection](#)
- [Shared Read Collection](#)
- [Mentor texts](#)
 - ***Not Norman A Goldfish Story*** by Kelly Bennett
 - ***The Carrot Seed*** by Ruth Krauss
 - ***The Itsy Bitsy Spider*** or ***Mary Had a Little Lamb***
 - ***It's Super Mouse*** by Phyllis Root
 - Any level D/E texts to model strategies
 - two copycat poems (see examples "Click Beetle" and "Read Words, Write Words" in Session 17 of *Becoming Avid Readers*)
 - ***Gossie*** by Olivier Dunrea

Supplemental materials:

- [Raz Kids from Reading A-Z](#)
- ***The Reading Strategies Book*** by Jennifer Serravallo

Modifications for Learners

See [appendix](#)

Topic/Unit 6 Title	Writing Unit 6	Approximate Pacing	3 weeks
Growing as a Writer: Focus on Craft and Revision			
STANDARDS			
NJSLS (ELA/L)			
<p>W.K.1. Use a combination of 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. <i>My favorite book is...</i>).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.</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>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>			

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

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).

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper-and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Interdisciplinary Connections:

K.MD. A. Describe and compare measurable attributes

(Example: Students will be reading the work of mentor authors. They will discuss the attributes (craft techniques) of these authors. They will compare the attributes of different author's texts. It will serve as inspiration for their own writing.)

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

(Example: Students will share writing they created throughout the year. They will discuss their growth. They will give feedback to their partners.)

Career Readiness, Life Literacies, and Key Skills:

Computer Science and Design Thinking:

<p>9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CI.2 Demonstrate originality and inventiveness in work</p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. <i>(Example: Students will continue to create writing pieces based on their partner discussions and goals using a variety of tools).</i></p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <i>(Example: Students will take digital photos of old and new writing pieces. They will reflect on their growth as writers.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do writers make their writing the best it can be? ● How have I grown as a writer? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Writers can learn from other writers. ● Writers reflect and strive to improve. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to look at themselves with a growth mindset ● How to read like a writer ● Strategies and tools for revision ● The writing process 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Talk about themselves with a growth mindset using prompts “I used to..., but now I... and I hope to learn how to next year.” ● Learn from a mentor author ● Revise in fun ways ● Take story through writing process
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Published Student Writing

	<ul style="list-style-type: none"> The Kindergarten On-Demand Benchmark is given at this time. This will also serve as the Summative Assessment for this mini-unit.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> Anecdotal Notes from Writing Conferences and Small Group Instruction Student Writing Samples
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> Anecdotal Notes from Writing Conferences and Small Group Instruction Student Writing Samples
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Kindergarten On-Demand Benchmark Assessment <ul style="list-style-type: none"> Students will participate in an on demand writing experience 2 X per year (in November and in June) in which they are given a 3 page pre-stapled booklet and asked to: <ul style="list-style-type: none"> Create a book for your teacher. Remember to do your very best drawing and writing. Assessments should be scored using the district Pre K-2 Cross Genre writing rubric. If a student's writing is not yet conventional, please ask the student to "read the story" and record verbatim what they say on a post-it..

RESOURCES

Core instructional materials:

- [GRADE K UNIT 6 WRITING TEACHING POINTS AND TEACHER NOTES](#)

*There isn't a teacher's book that corresponds exactly with this unit. You may find some helpful ideas in the following book:

- Writing For Readers*** by Lucy Calkins and Natalie Louis (from Units of Study) *Bend III and Bend IV will help you with Bend 2 and 3 in our unit.
- Online Resources from www.heinemann.com/myonlineresources
- [Mentor texts](#)
 - Any of the mentor texts from earlier units can be revisited for this unit
 - Choose a favorite author and read many books by that author (i.e. Mo Willems or Rosemary Wells)

Supplemental materials:

- The Writing Strategies Book*** by Jennifer Serravallo

Modifications for Learners

See [appendix](#)