

**East Newark Public School**  
**English Language Arts Curriculum**  
**Grade Kindergarten**



# **English Language Arts Grade K** EAST NEWARK PUBLIC SCHOOL

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## **Course Description**

Students in Kindergarten are emerging readers. At this level, they will begin building strong foundational reading skills that will set them up for academic success. Students will be immersed in literacy throughout the school day. They will be provided ample opportunities to engage in activities that build phonemic awareness and phonics skills. Students will respond to what they read, or what is read to them, by talking with peers and teachers. Students will work to develop decoding and comprehension skills. Additionally, students will engage in the practice of word study. They will be taught to sort words by features (e.g. syllables, sound patterns, etc.). This practice supports beginning readers decoding and encoding skills while also reinforcing connections between words and their correct spellings and pronunciations. In Kindergarten, writer's workshop engages students in writing about their lives and the world around them. Early in the year, students will draw and label pictures to tell stories. As the year progresses, they will be supported to add more text to their writing. Students will learn to write narratives, arguments (opinion), explanatory pieces, and reviews while applying the conventions of standard English grammar, punctuation, and spelling. Throughout the course of the school year students will be actively engaged in the process of reading and writing and will develop a strong understanding of the concepts outlined in the Kindergarten New Jersey Student Learning Standards. A variety of instructional strategies should be woven throughout the literacy block to scaffold student learning in a gradual release model. A gradual release model ensures that students gain an increased level of independence in grade level skills while moving toward mastery of all standards.

## **Holocaust/Genocide Education**

Lessons of the Holocaust and Genocide will be taught in a sensitive way to meet the needs of our students in grades K-5. These lessons will address issues of bias, prejudice, and bigotry, including bullying. Students will learn the importance of tolerance and respect for others who are different. Students will need to acquire and practice skills for resolving conflicts in a peaceful way and for living together in a spirit of mutual cooperation and appreciation for the contributions of others. These lessons shall enable students to identify and analyze applicable theories concerning human nature and behavior. Students will understand that issues of moral dilemma and conscience of prejudice and discrimination, and understand that issues of moral dilemma and conscience have a profound impact on life. Lessons shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Also on the first Monday in October of each year is designated as the Week of Respect. Our district observes this week by providing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying. We also have School Violence Awareness week which begins the third Monday in October of each year. School-wide activities are planned that promote peaceful co-existence, acceptance, and embracing

our differences. Also throughout the school year, our Take a Stand lessons are provided by our Social Worker, which teach students to stand up for one another and support every student in our school.

### **Course Resources**

1. JOURNEYS Student Edition
2. JOURNEYS Leveled Readers
3. JOURNEYS Readers Notebook
4. JOURNEYS Teacher's Edition
5. JOURNEYS Digital Focus Wall
6. Caring Makes a Difference: A Curriculum Guide for Grades K-4  
<https://4.files.edl.io/233c/06/23/21/203437-b8be0dd3-a036-4a8e-a434-e8d5356072ca.pdf>
7. [www.thinkcentral.com](http://www.thinkcentral.com)
8. [www.starfall.com](http://www.starfall.com)
9. [www.readinga-z.com](http://www.readinga-z.com)
10. [www.raz-plus.com](http://www.raz-plus.com)

## Pacing Guide

| Unit # | Unit Title              | NSLS Standards  | Resources |
|--------|-------------------------|---|-----------|
| 1      | Welcome to Kindergarten | RL.K.1-7,9-10<br>RI.K.1-10<br>RF.K.1a-d, RF.K.2a-e, RF.K.3a-d, RF.K.4<br>W.K.1-8<br>SL.K.1a-b, SL.K.2-6<br>L.K.1a-f, L.K.2a-d, L.K.4a-b, L.K.5a-d, L.K.6                    | JOURNEYS  |
| 2      | Imagine It!             | RF.K.1a-d, RF.K.2d, RF.K.3a-c, RF.K.4a-b,<br>RL.K.1-3, 5-7, 9-10,<br>RI.K.1-3, 5-7, 9-10,<br>W.K.1-2, W.K.5-8,<br>SL.K.1a-b, SL.K.2-6,<br>L.K.1a,d-f, L.K.1, L.K.2, L.K.4-6 | JOURNEYS  |
| 3      | Nature's Wonders        | RL.K.1-7, 9-10<br>RI.K.1-10<br>RF.K.1a-d, RF.K.2a-e, RF.K.3a-d, RF.K.4<br>W.K.1-3, 5-8<br>SL.K.1a-b, SL.K.2-6<br>L.K.1a-f, L.K.2a-d, L.K.4a-b, L.K.5a-d, L.K.6              | JOURNEYS  |
| 4      | The World to Explore    | RL.K.1-7, 9-10<br>RI.K.1-10<br>RF.K.1a-d, RF.K.2a-e, RF.K.3a-d, RF.K.4<br>W.K.1-3, 5-8<br>SL.K.1a-b, SL.K.2-6<br>L.K.1a-f, L.K.2a-d, L.K.4a-b, L.K.5a-d, L.K.6              | JOURNEYS  |
| 5      | As We Grow              | RL.K.1-7, 10<br>RI.K.1-3, 5-10<br>RF.K.1a-b,d, RF.K.2d-e, RF.K.3a-d, RF.K.4a-b<br>W.K.2, 6-8<br>SL.K.1a, SL.K.2-6<br>L.K.1a-d, L.K.2c, L.K.4a-b, L.K.5a-c, L.K.6            | JOURNEYS  |
| 6      | Do Your Best            | RL.K.1-4, 6-7, 9-10<br>RI.K.1-10  | JOURNEYS  |

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|  |  | RF.K.1a-b,d, RF.K.2d-e, RF.K.3a-d, RF.K.4<br>W.K.1-3, 5-8<br>SL.K.1a-b, SL.K.2-4, 6<br>L.K.1a-c, L.K.2c, L.K.4b, L.K.5b-c, L.K.6 |  |
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**Unit 1 - Welcome to Kindergarten**

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| <b>Timeframe</b>                   | September  |
| <b>Overview</b>                    | Foundational skills, which include letter recognition and rhyming, will be a major focus in this unit. Students will be introduced to literacy centers and learn about different genres of texts. High frequency word introduction begins.   |
| <b>Writing Component</b>           | Narrative: In this unit students will develop a strong understanding of the elements of informational text. They will engage in lessons and writing experiences that will help them to master writing an effective story. By the end of the unit students will be able to develop story sentences. Journal writing will assist in strengthening of the writing content.  |
| <b>Resources</b>                   | <ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher's Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul> |
| <b>Essential Questions</b>         | <ul style="list-style-type: none"> <li>● What is the same about all families?</li> <li>● How are families different?</li> <li>● Why do we have rules at school?</li> <li>● Why do people have to take care of their pets?</li> <li>● What kinds of work do people do?</li> <li>● How do tools help us do things with our hands?</li> </ul>   |
| <b>Essential Learning Outcomes</b> | <ul style="list-style-type: none"> <li>● Students will discover that people are different and those differences make each of us special.</li> <li>● Students will discover that letters and sounds are the building blocks for words.</li> <li>● Students will learn that readers use strategies to find details that will help them understand what is read.</li> <li>● Students will understand that readers recognize high frequency words by sight.</li> </ul>   |

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|                                   | <ul style="list-style-type: none"> <li>● Students will be able to identify characteristics of different genres of text.</li> <li>● Students will be able to communicate with others through oral and narrative writing.</li> </ul>  |
| <p><b>Technology Infusion</b></p> | <ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>● 8.1.2.A.6 Identify the structure and components of a database.</li> </ul>   |
| <p><b>Standards</b></p>           | <ul style="list-style-type: none"> <li>● 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).</li> <li>● RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</li> <li>● RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● RL.K.4. Ask and answer questions about unknown words in a text.</li> <li>● RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</li> <li>● 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.</li> <li>● 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).</li> <li>● RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>● RL.K.10. Actively engage in group reading activities with purpose and understanding.</li> <li>● RI.K.1. With prompting and support, ask and answer questions about key details in a text.</li> <li>● RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>● RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</li> <li>● RI.K.5. Identify the front cover, back cover, and title page of a book.</li> </ul> |

- 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
- 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).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. 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.

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|  | <ul style="list-style-type: none"><li>a. Read emergent-readers with purpose and understanding.</li><li>b. Read grade level text for purpose and understanding.</li><li>● W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</li><li>● 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.</li><li>● 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.</li><li>● SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<ul style="list-style-type: none"><li>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).</li><li>b. Continue a conversation through multiple exchanges.</li></ul></li><li>● 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.</li><li>● SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li>● SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li><li>● SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li><li>● SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly</li><li>● L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none"><li>a. Print many upper- and lowercase letters.</li><li>b. Use frequently occurring nouns and verbs.</li><li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li><li>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li><li>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li><li>f. Produce and expand complete sentences in shared language activities.</li></ul></li><li>● L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li></ul> |
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|   | <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>● L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>b. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</li> </ul> </li> <li>● L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</li> </ul> </li> <li>● L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul> |
| <p style="text-align: center;"><b>Integrated<br/>Accommodations<br/>and Modifications</b></p> | <ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>○ Provide graphic organizers for additional support</li> <li>○ Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>○ Provide visuals of vocabulary/language</li> <li>○ Books on audio</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>○ Invite students to explore different points of view on a topic of study and compare</li> <li>○ Integrated and small-group support.</li> <li>○ Provide visuals of vocabulary/language</li> <li>○ Books on audio</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>○ Encourage students to make transformations - use a common task or item in a different way</li> <li>○ Provide graphic organizers for additional support</li> </ul> </li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>o Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>o Leveled readers for small group instruction</li> <li>o Differentiated phonics instruction and fluency</li> <li>o Digital components/tools available online</li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>o Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>o Provide graphic organizers for additional support</li> <li>o Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>o Digital components/tools available online</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>o Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>o Modeling or independent student led research</li> </ul> </li> </ul> |
| <p style="text-align: center;"><b>Assessments</b></p>                                 | <ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>   |
| <p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p> | <ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> </ul>                                       |

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|   | <ul style="list-style-type: none"> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul> |
| <p><b>Career Education</b></p>              | <p>The 21st - Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.</p>   |
| <p><b>Interdisciplinary Connections</b></p> | <ul style="list-style-type: none"> <li>● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.</li> </ul>   |

## Unit 2 - Imagine It

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| <b>Timeframe</b>                   | <b>October-November</b>  |
| <b>Overview</b>                    | <p>The relationships between letters and sounds will be the focus for this unit. Reading comprehension skills and strategies will be developed based on specific genres. Students will continue working in literacy centers to strengthen their foundational skills and their ability to work independently. High frequency word introduction continues.</p> <p>During the month of October, lessons and activities are planned to focus on preventing harassment, intimidation, and bullying; and to promote acceptance, peaceful co-existence and embracing our differences.</p> |
| <b>Writing Component</b>           | <p>In this unit students will develop a strong understanding of the elements of informative writing. They will engage in lessons and writing experiences that will help them to master writing an effective story. By the end of the unit students will be able to develop sentences with detailed elaboration, evidence, and describing their writing. Journal writing will assist in strengthening of the writing content.</p>   |
| <b>Resources</b>                   | <ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher's Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>   |
| <b>Essential Questions</b>         | <ul style="list-style-type: none"> <li>● How do our senses help us learn about the world?</li> <li>● How do animals communicate? How do people communicate?</li> <li>● How do different animals move in different ways?</li> <li>● Why do people use wheels?</li> <li>● What can we create with shapes?</li> <li>● How can we help others?</li> </ul>  |
| <b>Essential Learning Outcomes</b> | <ul style="list-style-type: none"> <li>● Students will discover that letters and sounds are the building blocks for words.</li> </ul>  |

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|                                   | <ul style="list-style-type: none"> <li>● Students will learn that readers use strategies to help them understand what is read.</li> <li>● Students will understand that readers recognize high frequency words by sight.</li> <li>● Students will be able to identify characteristics of different genres of text.</li> <li>● Students will be able to communicate with others through oral and written expression.</li> </ul>   |
| <p><b>Technology Infusion</b></p> | <ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>● 8.1.2.A.6 Identify the structure and components of a database</li> </ul>   |
| <p><b>Standards</b></p>           | <ul style="list-style-type: none"> <li>● RF.K.1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> </li> <li>● RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>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/.)</li> </ul> </li> <li>● RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c. Read high-frequency and sight words with automaticity.</li> </ul> </li> <li>● RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. <ul style="list-style-type: none"> <li>a. Read emergent-readers with purpose and understanding.</li> <li>b. Read grade level text for purpose and understanding.</li> </ul> </li> </ul> |

- 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.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- 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.
- 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).
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- 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
- 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).
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- 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 guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).
- 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.
- 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.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.
  - 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.
  - b. Recognize and name end punctuation.

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|   | <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <ul style="list-style-type: none"> <li>● L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> <li>b. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</li> </ul> </li> <li>● L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</li> </ul> </li> <li>● L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul> |
| <p style="text-align: center;"><b>Integrated Accommodations and Modifications</b></p> | <ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>○ Provide graphic organizers for additional support</li> <li>○ Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>○ Provide visuals of vocabulary/language</li> <li>○ Books on audio</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>○ Invite students to explore different points of view on a topic of study and compare</li> <li>○ Integrated and small-group support.</li> <li>○ Provide visuals of vocabulary/language</li> <li>○ Books on audio</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>○ Encourage students to make transformations - use a common task or item in a different way</li> <li>○ Provide graphic organizers for additional support</li> <li>○ Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>○ Leveled readers for small group instruction</li> <li>○ Differentiated phonics instruction and fluency</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b></li> </ul>               |



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|   | <ul style="list-style-type: none"> <li>o Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>o Provide graphic organizers for additional support</li> <li>o Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>o Digital components/tools available online</li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>o Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>o Modeling or independent student led research</li> </ul> </li> </ul>  |
| <p style="text-align: center;"><b>Assessments</b></p>                                 | <ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>  |
| <p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p> | <ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> </ul> |

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|                                      | <ul style="list-style-type: none"> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11: Use technology to enhance productivity.</li> </ul>  |
| <b>Career Education</b>              | The 21st - Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.  |
| <b>Interdisciplinary Connections</b> | <ul style="list-style-type: none"> <li>• Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.</li> </ul> |

### Unit 3 – Nature’s Wonders

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| <b>Timeframe</b>         | <b>December</b>  |
| <b>Overview</b>          | The relationships between letters and sounds continue in this unit with the addition of blending phonemes to build words. Reading comprehension skills and strategies continue to be developed using specific genres of texts. Students will begin guided reading group instruction and word study differentiated groups will be initiated. Independent learning centers will continue to be developed. High frequency word introduction continues.  |
| <b>Writing Component</b> | In this unit students will develop a strong understanding of the elements of narrative writing. They will engage in lessons and writing experiences that will help them to master writing story sentences. By the end of the unit students will be able to develop story sentences. Journal writing will assist in strengthening of the writing content.   |
| <b>Resources</b>         | <ul style="list-style-type: none"> <li>• JOURNEYS Student Edition</li> <li>• JOURNEYS Leveled Readers</li> <li>• JOURNEYS Readers Notebook</li> <li>• JOURNEYS Teacher’s Edition</li> <li>• JOURNEYS Digital Focus Wall</li> <li>• <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>• <a href="http://www.starfall.com">www.starfall.com</a></li> <li>• <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>• <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul> |

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| <p><b>Essential Questions</b></p>         | <ul style="list-style-type: none"> <li>● How does the weather change in different months and seasons?</li> <li>● What do animals do when the weather changes?</li> <li>● How do animals use their different body parts?</li> <li>● Where do different animals make their homes?</li> <li>● What can we see in the sky?</li> </ul>  |
| <p><b>Essential Learning Outcomes</b></p> | <ul style="list-style-type: none"> <li>● Students will learn that readers use strategies to help them understand what is read.</li> <li>● Students will understand that readers recognize high frequency words by sight.</li> <li>● Students will be able to identify characteristics of informational text.</li> <li>● Students will be able to discover the notion that we can communicate with others through oral and written expression.</li> </ul>   |
| <p><b>Technology Infusion</b></p>         | <ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>● 8.1.2.A.6 Identify the structure and components of a database.</li> </ul>  |
| <p><b>Standards</b></p>                   | <ul style="list-style-type: none"> <li>● 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).</li> <li>● RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</li> <li>● RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● RL.K.4. Ask and answer questions about unknown words in a text.</li> <li>● RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</li> <li>● 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.</li> <li>● 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).</li> <li>● RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>● RL.K.10. Actively engage in group reading activities with purpose and understanding.</li> </ul> |

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- 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
- 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).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. 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.

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|  | <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <ul style="list-style-type: none"><li>● RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.<ul style="list-style-type: none"><li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li><li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li><li>c. Read high-frequency and sight words with automaticity.</li><li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li></ul></li><li>● RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</li><li>● W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</li><li>● 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.</li><li>● 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.</li><li>● 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).</li><li>● 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.</li><li>● 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).</li><li>● W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li><li>● SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<ul style="list-style-type: none"><li>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).</li><li>b. Continue a conversation through multiple exchanges.</li></ul></li></ul> |
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- 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.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.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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|   | <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p> <ul style="list-style-type: none"> <li>● L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>  |
| <p><b>Integrated Accommodations and Modifications</b></p> | <ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>○ Provide graphic organizers for additional support</li> <li>○ Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>○ Provide visuals of vocabulary/language</li> <li>○ Books on audio</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>○ Invite students to explore different points of view on a topic of study and compare</li> <li>○ Integrated and small-group support.</li> <li>○ Provide visuals of vocabulary/language</li> <li>○ Books on audio</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>○ Encourage students to make transformations - use a common task or item in a different way</li> <li>○ Provide graphic organizers for additional support</li> <li>○ Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>○ Leveled readers for small group instruction</li> <li>○ Differentiated phonics instruction and fluency</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>○ Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>○ Provide graphic organizers for additional support</li> <li>○ Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>○ Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>○ Modeling or independent student led research</li> </ul> </li> </ul> |
| <p><b>Assessments</b></p>                                 | <ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>   |
| <p><b>Integration of 21st Century Learning Skills</b></p> | <ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul> |
| <p><b>Career Education</b></p>                            | <p>The 21st - Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.</p>   |
| <p><b>Interdisciplinary Connections</b></p>               | <ul style="list-style-type: none"> <li>● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.</li> </ul>   |



## Unit 4 – The World to Explore

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| <b>Timeframe</b>                   | <b>January-February</b>  |
| <b>Overview</b>                    | The relationships between letters and sounds continue in this unit with the addition of blending phonemes to build words. Reading comprehension skills and strategies continue using different genres of texts. Guided reading group instruction and word study differentiated groups continue. Independent learning centers continue, as well. High frequency word bank continues to build.   |
| <b>Writing Component</b>           | In this unit students will develop a strong understanding of the elements of opinion writing. They will engage in lessons and writing experiences that will help them to master writing opinion sentences. By the end of the unit students will be able to develop opinion and generate a friendly message. Journal writing will assist in strengthening of the writing content.   |
| <b>Resources</b>                   | <ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher’s Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul> |
| <b>Essential Questions</b>         | <ul style="list-style-type: none"> <li>● What kinds of things do scientists study?</li> <li>● How do living things change as they grow?</li> <li>● In what ways is the Atlantic Ocean important?</li> <li>● What kinds of things could happen on a hike?</li> <li>● What do scientists do when they discover something new?</li> </ul>   |
| <b>Essential Learning Outcomes</b> | <ul style="list-style-type: none"> <li>● Students will discover that letters and sounds are the building blocks for words.</li> <li>● Students will learn that readers use strategies to help them understand what is read.</li> <li>● Students will understand that readers recognize high frequency words by sight.</li> </ul>   |

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|                                   | <ul style="list-style-type: none"> <li>● Students will be able to identify characteristics of different genres of text.</li> <li>● Students will be able to communicate with others through oral and written expression.</li> <li>● Students will be able to discuss living things.</li> </ul>  |
| <p><b>Technology Infusion</b></p> | <ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>● 8.1.2.A.6 Identify the structure and components of a database.</li> </ul>   |
| <p><b>Standards</b></p>           | <ul style="list-style-type: none"> <li>● 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).</li> <li>● RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</li> <li>● RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● RL.K.4. Ask and answer questions about unknown words in a text.</li> <li>● RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</li> <li>● 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.</li> <li>● 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).</li> <li>● RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>● RL.K.10. Actively engage in group reading activities with purpose and understanding.</li> <li>● RI.K.1. With prompting and support, ask and answer questions about key details in a text.</li> <li>● RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>● RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</li> <li>● RI.K.5. Identify the front cover, back cover, and title page of a book.</li> </ul> |

- 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
- 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).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. 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.
  - f. 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.
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- 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.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.
- 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).
- 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.
- 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.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

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|   | <ul style="list-style-type: none"> <li>● L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul> </li> <li>● L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul> </li> <li>● L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>b. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</li> </ul> </li> <li>● L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</li> </ul> </li> <li>● L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul> |
| <p style="text-align: center;"><b>Integrated<br/>Accommodations<br/>and Modifications</b></p> | <ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>○ Provide graphic organizers for additional support</li> <li>○ Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>○ Provide visuals of vocabulary/language</li> </ul> </li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>o Books on audio</li> <li>o Digital components/tools available online</li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>o Invite students to explore different points of view on a topic of study and compare</li> <li>o Integrated and small-group support.</li> <li>o Provide visuals of vocabulary/language</li> <li>o Books on audio</li> <li>o Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>o Encourage students to make transformations - use a common task or item in a different way</li> <li>o Provide graphic organizers for additional support</li> <li>o Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>o Leveled readers for small group instruction</li> <li>o Differentiated phonics instruction and fluency</li> <li>o Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>o Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>o Provide graphic organizers for additional support</li> <li>o Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>o Digital components/tools available online</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>o Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>o Modeling or independent student led research</li> </ul> </li> </ul> |
| <p style="text-align: center;"><b>Assessments</b></p>                                 | <ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>  |
| <p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p> | <ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> </ul>   |

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|                                      | <ul style="list-style-type: none"> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul> |
| <b>Career Education</b>              | The 21st - Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.   |
| <b>Interdisciplinary Connections</b> | <ul style="list-style-type: none"> <li>● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.</li> </ul>  |

### Unit 5 – As We Grow

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| <b>Timeframe</b> | <b>March-April</b>   |
| <b>Overview</b>  | The relationships between letters and sounds continue in this unit with the addition of blending, segmenting, and substituting phonemes to build words. Various comprehension skills and strategies will be used with different genres of texts to strengthen reading comprehension. Guided reading group instruction and word study differentiated groups |

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|                                    | work will continue. Independent learning centers continue, as well. The High frequency word bank continues to build.   |
| <b>Writing Component</b>           | In this unit students will develop a strong understanding of Informative writing and using different forms of punctuation. They will engage in lessons and writing experiences that will help them to master writing an effective story. Students will learn to develop strong characters with both internal and external traits. By the end of the unit students will be efficient in creating lists and reports. Journal writing will assist in strengthening of the writing content.  |
| <b>Resources</b>                   | <ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher's Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>   |
| <b>Essential Questions</b>         | <ul style="list-style-type: none"> <li>● How do musicians work together to make music?</li> <li>● How do things change when someone is growing up?</li> <li>● What steps can someone follow to plant and grow flowers?</li> <li>● How do animal colors help them survive?</li> <li>● How do animals' color help them survive?</li> <li>● How do people get food from plants?</li> </ul>  |
| <b>Essential Learning Outcomes</b> | <ul style="list-style-type: none"> <li>● Students will discover that letters and sounds are the building blocks for words.</li> <li>● Students will learn that readers use strategies to help them understand what is read.</li> <li>● Students will understand that readers recognize high frequency words by sight.</li> <li>● Students will be able to identify characteristics of different genres of text.</li> <li>● Students will be able to communicate with others through oral and written expression.</li> <li>● Students will be answer and ask questions about a text.</li> <li>● Students will be able to discuss what animals and plants need.</li> </ul> |
| <b>Technology Infusion</b>         | <ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> </ul>  |



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|   | <ul style="list-style-type: none"> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>● 8.1.2.A.6 Identify the structure and components of a database.</li> </ul>  |
| <p style="text-align: center;"><b>Standards</b></p> | <ul style="list-style-type: none"> <li>● 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).</li> <li>● RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</li> <li>● RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● RL.K.4. Ask and answer questions about unknown words in a text.</li> <li>● 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.</li> <li>● 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).</li> <li>● RL.K.10. Actively engage in group reading activities with purpose and understanding.</li> <li>● RI.K.1. With prompting and support, ask and answer questions about key details in a text.</li> <li>● RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>● RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● RI.K.5. Identify the front cover, back cover, and title page of a book.</li> <li>● 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</li> <li>● 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).</li> <li>● RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>● 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).</li> <li>● RI.K.10. Actively engage in group reading activities with purpose and understanding.</li> <li>● RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>a. Follow words from left to right, top to bottom, and page by page.</li><li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li><li>● RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<ul style="list-style-type: none"><li>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/.)</li><li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li></ul></li><li>● RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.<ul style="list-style-type: none"><li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li><li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li><li>c. Read high-frequency and sight words with automaticity.</li><li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li></ul></li><li>● RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.<ul style="list-style-type: none"><li>a. Read emergent-readers with purpose and understanding.</li><li>b. Read grade level text for purpose and understanding.</li></ul></li><li>● 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.</li><li>● W.K.6 With Guidance and support from adult, explore a variety of digital tools to produce and publish writing including collaboration with peers.</li><li>● W.K.7 Participate in shared research and writing projects</li><li>● W.K.8 With Guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li><li>● SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<ul style="list-style-type: none"><li>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).</li></ul></li></ul> |
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|   | <ul style="list-style-type: none"> <li>● 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.</li> <li>● SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>● SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>● SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>● SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly</li> <li>● L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> </ul> </li> <li>● L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> </ul> </li> <li>● L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>b. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</li> </ul> </li> <li>● L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> </ul> </li> <li>● L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul> |
| <p style="text-align: center;"><b>Integrated Accommodations and Modifications</b></p> | <ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>○ Provide graphic organizers for additional support</li> <li>○ Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>o Provide visuals of vocabulary/language</li> <li>o Books on audio</li> <li>o Digital components/tools available online</li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>o Invite students to explore different points of view on a topic of study and compare</li> <li>o Integrated and small-group support.</li> <li>o Provide visuals of vocabulary/language</li> <li>o Books on audio</li> <li>o Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>o Encourage students to make transformations - use a common task or item in a different way</li> <li>o Provide graphic organizers for additional support</li> <li>o Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>o Leveled readers for small group instruction</li> <li>o Differentiated phonics instruction and fluency</li> <li>o Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>o Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>o Provide graphic organizers for additional support</li> <li>o Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>o Digital components/tools available online</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>o Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>o Modeling or independent student led research</li> </ul> </li> </ul> |
| <p style="text-align: center;"><b>Assessments</b></p>                                 | <ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>  |
| <p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p> | <ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> </ul>  |

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|                                      | <ul style="list-style-type: none"> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul> |
| <b>Career Education</b>              | The 21st - Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.  |
| <b>Interdisciplinary Connections</b> | <ul style="list-style-type: none"> <li>● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.</li> </ul>   |

### Unit 6 – Do Your Best

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| <b>Timeframe</b> | <b>May-June</b>  |
| <b>Overview</b>  | The relationships between letters and sounds continue as students blend, segment, and substitute phonemes to build words. Reading comprehension skills and strategies continue using different genres of texts. Guided reading group instruction and word study differentiated |

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|                                    | groups continue. Independent learning centers continue, as well. Students high frequency word bank continues to grow.  |
| <b>Writing Component</b>           | Opinion Writing: In this unit students will develop a strong understanding of the elements in opinion writing. They will engage in lessons and writing experiences that will help them to master writing an effective response to a journal entry about literature. Students will learn to use prepositions in their writing as well as subject verb agreement. By the end of the unit students will be able to develop stories with . Journal writing will assist in strengthening of the writing content.  |
| <b>Resources</b>                   | <ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher’s Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>   |
| <b>Essential Questions</b>         | <ul style="list-style-type: none"> <li>● Why is it important to try hard?</li> <li>● What is it like to be the youngest in a family?</li> <li>● Why is it important to help your friends?</li> <li>● What do children learn in Kindergarten?</li> <li>● What can I do to be a good friend or a good neighbor?</li> </ul>   |
| <b>Essential Learning Outcomes</b> | <ul style="list-style-type: none"> <li>● Students will discover that letters and sounds are the building blocks for words.</li> <li>● Students will learn that readers use strategies to help them understand what is read.</li> <li>● Students will understand that readers recognize high frequency words by sight.</li> <li>● Students will be able to identify characteristics of different genres of text.</li> <li>● Students will be able to communicate with others through oral and written expression.</li> <li>● Students will be able to create a connection to their friends and family.</li> </ul> |
| <b>Technology Infusion</b>         | <ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>● 8.1.2.A.6 Identify the structure and components of a database.</li> </ul>  |
| <p style="text-align: center;"><b>Standards</b></p> | <ul style="list-style-type: none"> <li>● 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).</li> <li>● RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</li> <li>● RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● RL.K.4. Ask and answer questions about unknown words in a text.</li> <li>● 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.</li> <li>● 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).</li> <li>● RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>● RL.K.10. Actively engage in group reading activities with purpose and understanding.</li> <li>● RI.K.1. With prompting and support, ask and answer questions about key details in a text.</li> <li>● RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>● RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</li> <li>● RI.K.5. Identify the front cover, back cover, and title page of a book.</li> <li>● 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.</li> <li>● 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).</li> <li>● RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>● 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).</li> </ul> |

- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. 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.
  - 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.
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- 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.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.
- 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).
- 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.
- 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.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.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).
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

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|   | <p>b. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <ul style="list-style-type: none"> <li>● L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> </ul> </li> <li>● L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>   |
| <p style="text-align: center;"><b>Integrated Accommodations and Modifications</b></p> | <ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>○ Provide graphic organizers for additional support</li> <li>○ Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>○ Provide visuals of vocabulary/language</li> <li>○ Books on audio</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>○ Invite students to explore different points of view on a topic of study and compare</li> <li>○ Integrated and small-group support.</li> <li>○ Provide visuals of vocabulary/language</li> <li>○ Books on audio</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>○ Encourage students to make transformations - use a common task or item in a different way</li> <li>○ Provide graphic organizers for additional support</li> <li>○ Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>○ Leveled readers for small group instruction</li> <li>○ Differentiated phonics instruction and fluency</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>○ Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>○ Provide graphic organizers for additional support</li> <li>○ Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>○ Digital components/tools available online</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>○ Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>○ Modeling or independent student led research</li> </ul> </li> </ul> |

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| <p><b>Assessments</b></p>                                 | <ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>   |
| <p><b>Integration of 21st Century Learning Skills</b></p> | <ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul> |
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