

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown K-3 Elementary Schools
English Language Arts*

**ELA
Grade Kindergarten**

Date : July 2022

Prepared by: Dianne Harris, Laurie Fordham, Susan Kuzy

Supervisor: Jacqueline Brownell

Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
Pacing Guide	19
<u>Units Scope and Sequence</u>	20

Board of Education

Mr. Maurice Weeks, President

Dr. Sandra Alberti

Ms. Melissa Arcaro Burns

Ms. Jill Fallows Macaluso

Dr. Mark Snyder, Vice President

Ms. Cheryl Makopoulos

Mr. Mark Villanueva

Ms. Lauren Romano

Administration

Mr. Michael Volpe, Superintendent of Schools

Dr. Karen Benton, Director of Curriculum, Instruction, & Innovation

Dr. David Tate, Director of Special Education

Ms. Carole Butler, Director of Human Resources & Diversity

Mr. Jeffrey Arey, Director of Educational Technology

Mr. James Heiser, Business Administrator/Board Secretary

Principals

Mr. Andrew Seibel, Moorestown High School

Mr. Matthew Keith, William Allen Middle School

Ms. Susan Powell, Moorestown Upper Elementary School

Ms. Michelle Rowe, George C. Baker School

Mr. Brian Carter, Mary E. Roberts School

Ms. Heather Hackl, South Valley School

Supervisors of Curriculum and Instruction

Ms. Jacqueline Brownell, Language Arts & Media K-12

Ms. Julie Colby, Mathematics K-12

Mr. Shawn Counard, Athletics, Physical Education/Health K-12

Ms. Kat D'Ambra, Guidance K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

Ms. Cynthia Moskalow, Special Education 7 – Post Graduation

Mr. Gavin Quinn, Science K-12

Ms. Roseth Rodriguez, Social Studies & World Languages K – 12

Ms. Patricia Rowe, Visual & Performing Arts, Technology Education, Business & Careers K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

[Course Description and Fundamental Concepts](#)

The Grade K ELA curriculum is based on the New Jersey Student Learning Standards in reading, writing, speaking and listening, and language.

Students will demonstrate an understanding of the basic concepts of print. Students will become familiar with texts of different genres through read alouds and shared readings throughout the school year. Students will make text to text connections, text to self connections and text to world connections through the exposure to grade level appropriate texts. They will be able to recognize the differences between fiction and nonfiction texts. Students will understand a simple story structure by describing characters, settings, and major story events.

Kindergarten students will develop phonemic awareness. They will be able to recognize and form upper and lower case letters. Knowledge of letter sounds and sound patterns will build decoding, writing, and reading skills. Students will build sight word vocabulary to assist them in their reading and writing development.

[New Jersey Student Learning Standards \(NJSLS\)](#)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Kindergarten

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Kindergarten

Progress Indicators Reading Literature Text

Key Ideas and Details

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.

Craft and Structure

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

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.

Integration of Knowledge and Ideas

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.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

Kindergarten

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

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).

Range of Reading and Level of Text Complexity

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

Kindergarten

Progress Indicators for Reading Foundation Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

1. Follow words from left to right, top to bottom, and page by page.
2. Recognize that spoken words are represented in written language by specific sequences of letters.
3. Understand that words are separated by spaces in print.
4. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1. Recognize and produce rhyming words.
2. Count, pronounce, blend, and segment syllables in spoken words.
3. Blend and segment onsets and rimes of single-syllable spoken words.
4. 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/.)
5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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

1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
3. Read high-frequency and sight words with automaticity.
4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

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

- A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

Anchor Standards: Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational

sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Kindergarten

Progress Indicators for Writing

Text Types and Purposes

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.

Production and Distribution of Writing

W.K.4. (Begins in grade 3)

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.

Research to Build and Present Knowledge

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.

W.K.9. (Begins in grade 4)

Range of Writing

W.K.10. (Begins in grade 3)

Anchor Standards: Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Kindergarten

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

Presentation of Knowledge and Ideas

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.

Anchor Standards: Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that

words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Kindergarten

Progress Indicators for Language

Conventions of Standard English

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.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

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).

C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

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

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 2

Unit Addressed	Core Idea	Standard / Description
3	Different types of jobs require different knowledge and skills.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.	9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
	There are benefits and drawbacks to being an entrepreneur.	9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 2		
Unit Addressed	Core Idea	Standard / Description
1-9	Creativity and Innovation: Brainstorming can create new, innovative ideas.	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
1-9	Critical Thinking and Problem-solving: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2) 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Digital Citizenship: Digital artifacts can be owned by individuals or organizations.	9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.DC.2: Explain the importance of respecting digital content of others.
1-9	Digital Citizenship: Individuals should practice safe behaviors when using the Internet.	9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public
	Digital Citizenship: An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.	9.4.2.DC.5: Explain what a digital footprint is and how it is created.
	Digital Citizenship: Digital communities allow for social interactions that can result in positive or negative outcomes.	9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
	Digital Citizenship: Young people can have a positive impact on the natural world in the fight against climate change.	9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

1-9	Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
7-9	Information and Media Literacy: Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
	Information and Media Literacy: Digital tools can be used to display data in various ways.	9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
7-9	Information and Media Literacy: A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
	Information and Media Literacy: Information is shared or conveyed in a variety of formats and sources.	9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
	Technology Literacy: Digital tools have a purpose.	9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.5: Describe the difference between real and virtual experiences. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
7-9	Technology Literacy: Collaboration can simplify the work an individual has to do and sometimes produce a better product	9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Interdisciplinary Connections (2020 NJSL)

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration (Standard 1)

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1-9	Creating	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.
1-9	Connecting	Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
1-9	Performing/ Presenting/ Producing	Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.
1-9	Responding	Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.

Interdisciplinary Connections (2020 NJSL)

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Module Addressed	Content/Standard #	Standards and Descriptions
Modules 5, 6	<i>Social Studies:Amistad Law: N.J.S.A. 18A 52:16A-88</i>	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. MTPS Amistad Literary Components for Grades K-2 Amistad K Read-Alouds

Modules 2, 5, 6	<i>Diversity and Inclusion Law:</i> <i>N.J.S.A. 18A:35-4.36a</i>	Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance
Modules 1, 2, 3	<i>Diversity and Inclusion Law:</i> <i>N.J.S.A. 18A:35-4.36a</i>	Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
1-9	<i>Social Studies/6.1.P.A.1</i>	Demonstrate an understanding of rules by following most classroom routines.
1-9	<i>Social Studies/6.1.P.A.2</i>	Demonstrate responsibility by initiating simple classroom tasks and jobs.
1-9	<i>Social Studies/6.1.P.A.3</i>	Demonstrate appropriate behavior when collaborating with others.
3, 6	<i>Social Studies/6.1.4.A.1</i>	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good
7-9	<i>Science/K-ESS3-1.</i>	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
7-9	<i>Science K-ESS3-3</i>	Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month
Module 1: Curious About Kindergarten	September (~19 days)
Module 1: Curious About Kindergarten Module 2: There's Only One Me!	October (~19 days)
Module 2: There's Only One Me! Module 3: My Community Heroes	November (~16 days)
Module 3: My Community Heroes Module 4: Happy Healthy Me	December (~15 days)
Module 4: Happy Healthy Me	January (~18 days)
Module 5: I Can Do It!	February (~18 days)
Module 6: Home of the Free and the Brave Module 7: Zoom In!	March (~15-20 days)
Module 7: Zoom In! Module 8: From Plant to Plate	April (~15-20 days)
Module 8: From Plant to Plate	May (~18 days)
Module 9: Animal Habitats	June (~15 days)

Units Scope and Sequence

Module 1: Curious About Kindergarten

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - RL.K.1; RL.K.3; RL.K.5; RL.K.7; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.1d; RF.K.2b; RF.K.3a; RF.K.3c; RF.K.4; W.K.5; SL.K.1a; SL.K.2; SL.K.4; L.K.1b; L.K.4.b

Fundamental Concepts / Big Ideas

- What will I discover in Kindergarten?
- **Big Idea Words:** *discover, dream, partners*
- Word and sentence identification.
- Rhyme identification
- Recognition of alphabet letters.
- Book handling skills
- Production of picture with oral explanation

Learning Objectives

Students will be able to...

Build Knowledge and Language

- Oral Language: Topic Words
- Active Listening and viewing
- Collaborative discussion

Foundational Skills:

- Identify words and sentences.
- Identify rhymes.
- Alphabet knowledge: identify and form letters A-Z.
- Letter formation and sounds for M and S
- High Frequency Words: Words to Know
- Read Predecodable text

Reading & Vocabulary:

- Oral Language: Academic Vocabulary
- Story Elements
- Match pictures to texts
- Print Concepts: Book Orientation

Grammar and Writing

- Nouns for people
- Opinion Writing
- Writing Process

Module 2: There's Only One Me!

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.K.1; RL.K.3; RL.K.5; RL.K.10; RI.K.2; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.1d; RF.K.2b; RF.K.3a; RF.K.3c; RF.K.4; W.K.5; SL.K.1a; SL.K.2; SL.K.4; SL.K.6; L.K.1b; L.K.2d; L.K.4.b; L.K.5b*

Fundamental Concepts / Big Ideas

- What makes each of us special?
- **Big Idea Words:** *celebrate, different, special*
- Sound identification in words
- Rhyme identification
- Alphabet letter recognition
- Alphabet letter formation
- Picture to text matching
- Print concepts

Learning Objectives

Students will be able to...

Build Knowledge and Language

- Oral Language: Topic Words
- Active Listening and viewing
- Collaborative discussion

Foundational Skills:

- Identify & blend syllables.
- Identify final, medial, and initial sounds.
- Identify rhymes.
- Alphabet Knowledge: review letters
- Phonics: letter sound & formation - consonants t, b, n,d,c,p, and short a
- High Frequency Words: Words to Know
- Read Predecodable text

Reading & Vocabulary:

- Oral Language: Academic Vocabulary
- Story Elements- Plot: problem & solution
- Match pictures to texts
- Print Concepts: Directionality, concepts of a word, concepts of a sentence, one-to-one correspondence

Grammar and Writing

- Past tense verbs, adjectives for color and size
- Narrative Writing
- Writing Process

Module 3: What Makes A Community?

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.K.1; RL.K.3; RL.K.5; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.2d; RF.K.3a; RF.K.3c; RF.K.4; W.K.2; W.K.5; SL.K.1a; SL.K.2; SL.K.4; SL.K.6; L.K.1b; L.K.1d; L.K.1f; L.K.2d; L.K.4.b*

Fundamental Concepts / Big Ideas

- What Makes a Community?
- **Big Idea Words:** *community, location, neighbor*
- Sound identification in words
- Rhyme identification
- Alphabet letter identification
- Alphabet letter formation
- Picture to text matching
- Print concepts
- Phoneme blending
- Usage of picture and text cues
- Fiction vs nonfiction

Learning Objectives

Students will be able to...

Build Knowledge and Language

- Oral Language: Topic Words
- Active Listening and viewing
- Collaborative discussion
- Explore Word Relationships: Classify and Categorize

Foundational Skills:

- Identify rhyme
- Identify Medial vowel sounds
- Blend phonemes into words
- High Frequency Words: has, he, she, put, me, with
- Read decodable text
- Phonics: Short and Long i
- Consonants r and f
- Phonics: Inflection -s /s/, -s /z/ (nouns) and -s (verbs)

Reading & Vocabulary:

- Oral Language: Academic Vocabulary
- Listening Comprehension
- Make and Check Predictions
- Describe Characters

- Retell a Story
- Use Picture and Text Clues
- Print Concepts: Concept of a Word, Concept of a Sentence, One-to-one correspondence

Grammar and Writing

- Nouns for things and places
- Adjectives for Shape and Number
- Informational Writing
- Writing Process

Module 4: Happy Healthy Me

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.K.1; RL.K.3; RL.K.5; RL.K.7; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.2d; RF.K.3a; RF.K.3c; RF.K.4; W.K.2; W.K.5; W.K.7; SL.K.1a; SL.K.2; SL.K.4; SL.K.6; L.K.1b; L.K.1d; L.K.1f; L.K.2b; L.K.2d; L.K.5d*

Fundamental Concepts / Big Ideas

- How can I be my healthiest me?
- **Big Idea Words:** *energy, exercise, healthy*
- Rhyme identification
- Alphabet letter identification and formation
- Demonstration of print concepts
- Sound identification in words
- Fiction vs nonfiction
- Writing process

Learning Objectives

Students will be able to...

Build Knowledge and Language

- Oral Language: topic words
- Active listening and viewing
- Collaborative discussion
- Explore word relationships
- Social communication: Asking for help

Foundational Skills:

- Identify initial sounds
- Identify final sounds
- Identify and produce alliterative words
- Phonics: consonants g, k, l, h, w, and j; short and long o
- High frequency words: words to know
- Read decodable text

Reading & Vocabulary:

- Ask and answer questions
- Listening comprehension
- Topic, central idea, and key details
- Plot: beginning, middle, end
- Retell a story
- Oral Language: academic vocabulary
- Use text features

- Print concepts: directionality
- Rhythm and Rhyme

Grammar and Writing

- Sentences and capitalization; Using periods; Capitalize Proper Nouns
- Research writing
- Interactive writing
- Independent writing
- Ideas: generating questions

Module 5: I Can Do It!

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - *RL.K.1; RL.K.3; RL.K.5; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.2d; RF.K.3a; RF.K.3c; RF.K.4; W.K.5; SL.K.1a; SL.K.2; SL.K.4; SL.K.6; L.K.1b; L.K.1d; L.K.1f; L.K.2b; L.K.2d; L.K.4.b*

Fundamental Concepts / Big Ideas

- What does it mean to try hard?
- **Big Idea Words:** *practice, proud, success*
- Alphabet letter formation
- Demonstration of print concepts
- Sound identification in words
- Blending of sounds into words
- Rhyme production
- Making predictions
- Story retelling
- Character traits
- Fiction vs nonfiction

Learning Objectives

Students will be able to...

Build Knowledge and Language

- Oral Language: Topic Words
- Active Listening and viewing-discuss the topic
- Collaborative discussion

Foundational Skills:

- Isolate Medial vowel sounds
- Blend phonemes into words
- Produce rhymes
- Phonics- short and long u, short and long e
- Phonics- consonants v /v/, y /y/, q /kw/, x /ks/
- Identify final sounds
- Isolate initial and final sounds
- High Frequency Words
- Read decodable text

Reading & Vocabulary:

- Oral Language: Academic Vocabulary
- Identify Story Elements

- Make and check predictions
- Use picture and text clues
- Identify character feelings
- Identify character traits
- Compare characters
- Print Concepts: Return sweep
- Reading a play
- Make inferences
- Genre characteristics of biography
- Identify central idea and key details

Grammar and Writing

- Pronouns
- Singular and plural nouns
- Narrative Writing
- Writing Process

Technology Integration Activities:

- Use of SMART Board
- Independent reading using iPads (ex. Epic and IXL)
- Use of GoNoodle, Cosmic Kids and other videos for brain breaks

Module 6 - Home of the Free and the Brave

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.K.1; RL.K.3; RL.K.5; RL.K.7; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.1b; RF.K.2d; RF.K.3a; RF.K.3c; RF.K.4; W.K.2; W.K.5; SL.K.1a; SL.K.2; SL.K.4; L.K.1b; L.K.1d; L.K.2b; L.K.2d; L.K.4.b*

Fundamental Concepts / Big Ideas

- What Makes the USA Special?
- **Big Idea Words:** *belong, country, right*
- Demonstration of print concepts.
- Alphabet letter formation
- Identification of sounds in words
- Reading of high frequency words
- Concepts of a word and a sentence
- Central idea of a text
- Story retelling
- Fiction vs nonfiction

Learning Objectives

Students will be able to...

Build Knowledge and Language

- Oral Language: Topic Words
- Active Listening and viewing
- Collaborative discussion

Foundational Skills:

- Isolate final sounds
- Isolate initial sounds
- Alphabet knowledge: letter z sound and formation, consonant blends: st, sp, sl, sn, cl, fl, final st, nd
- High Frequency Words: Words to Know
- Read Predecodable text

Reading & Vocabulary:

- Oral Language: Academic Vocabulary
- Genre Characteristics : Poetry and Songs, Biographies; Author's Purpose
- Identify Central Idea
- Print Concepts: Concepts of a word, Concepts of a Sentence

Grammar and Writing

- Prepositions; Pronouns
- Informational Text; Order steps in a sequence
- Writing Process

Module 7: Zoom In!

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.K.1; RL.K.3; RL.K.5; RL.K.7; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.2d; RF.K.3a; RF.K.3c; RF.K.4; W.K.5; SL.K.1a; SL.K.2; SL.K.4; L.K.1b; L.K.1d; L.K.2b; L.K.2d; L.K.5d*

Fundamental Concepts / Big Ideas

- What will I learn when I look closely?
- **Big Idea Words:** *watch, wonder, world*
- Rhyme production
- Isolate sounds in words
- Blend phonemes into words
- Eead high frequency words
- Story retelling
- Setting description
- Identify central idea
- Fiction vs nonfiction
- Narrative writing
- Writing process: editing

Learning Objectives

Students will be able to...

Build Knowledge and Language

- Oral language: topic words
- Active listening and viewing
- Collaborative discussion: add details
- Explore word relationships

Foundational Skills:

- Produce rhymes
- Isolate initial and final sounds
- Segment words into phonemes
- Blend phonemes into words
- Phonics: double final consonants ss, ff, ll, zz and final -ck; digraphs sh, ch, th, wh
- High Frequency Words: Words to Know
- Read Decodable text

Reading & Vocabulary:

- Ask and answer questions
- Story elements: character, setting, events
- Oral language: academic vocabulary

- Retell a story
- Visualize
- Describe setting
- Identify topic and central idea
- Identify people, places, and events
- Discuss author's purpose
- Describe connections
- Compare and contrast texts
- Evaluate details
- Opinions and reasons
- Print concepts: end punctuation
- Genre: biography, persuasive texts

Grammar and Writing

- Writing Process: creative story writing
- Interactive writing
- Poetry writing
- Word choices: sensory words
- Revision focus: beginning, middle, end; sensory details
- Edit for exclamations
- Grammar: prepositions in, out, on, off, by

Module 8: From Plant to Plate

Learning Goals: What do I want my students to learn?

Standards

[NJSLA](#) - *RL.K.1; RL.K.3; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.2d; RF.K.3a; RF.K.3c; RF.K.4; W.K.5; L.K.1b; L.K.1d; L.K.1f; L.K.2b; L.K.2d; L.K.4.b; SL.K.1a; SL.K.2; SL.K.4*

Fundamental Concepts / Big Ideas

- How do Plants become food?
- **Big Idea Words:** garden, harvest, plant
- Sound identification in words
- Blending of phonemes into words
- Segmenting words into phonemes
- Reading of high frequency words
- Reading of decodable texts
- Characteristics of informational texts
- Story elements.
- Opinion writing
- Writing a complete sentence

Learning Objectives

Students will be able to...

Build Knowledge and Language

- Oral Language: Topic Words
- Active Listening and viewing
- Collaborative discussion
- Word Meaning-multiple meaning words

Foundational Skills:

- Identify words and sentences.
- Identify rhymes.
- Identify medial vowel sounds
- Blend Phonemes into Words
- Segment Word into Phonemes
- Blending, Changing, Adding, and Deleting Phonemes
- High Frequency Words
- Read decodable text

Reading & Vocabulary:

- Oral Language: Academic Vocabulary
- Story Elements
- Match pictures to texts

- Print Concepts: One-to-One Correspondence

Grammar and Writing

- Complete sentences
- Opinion Writing
- Writing Process

Module 9: Animal Habitats

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.K.1; RL.K.3; RL.K.7; RL.K.10; RI.K.2; RI.K.4; RI.K.6; RI.K.8; RI.K.10; RF.K.3a; RF.K.3c; RF.K.4; W.K.2; W.K.5; W.K.7; SL.K.1a; SL.K.2; SL.K.4; L.K.1b; L.K.1d; L.K.1f; L.K.2b; L.K.2d*

Fundamental Concepts / Big Ideas

- What makes a habitat a home?
- **Big Idea Words:** *habitat, protect, provide*
- Isolating of sounds in words
- Blending sounds into words
- Manipulate sounds in words
- Read high frequency words
- Read decodable texts
- Consonants, consonant blends, and vowels
- Central idea and key details
- Story elements
- Characteristics of informational texts
- Researching a topic
- End punctuation

Learning Objectives

Students will be able to...

Build Knowledge and Language

- Oral Language: Topic Words
- Active Listening and viewing
- Collaborative Discussion: Stay on topic
- Word Relationships: Classify and Categorize

Foundational Skills:

- Phonological Awareness: add syllables; delete syllables; add phonemes, delete phonemes
- Phonics: Review consonants, consonant blends, short/long vowels, and digraphs
- High Frequency Words: Words to Know
- Read Decodable text

Reading & Vocabulary:

- Set a purpose
- Listening comprehension
- Oral Language: Academic Vocabulary
- Evaluate details
- Identify central idea and key details
- Print Concepts: Book Parts and Orientation; Directionality

- Story Elements: Characters, setting, events, plot
- Make Connections
- Make and confirm predictions
- Concept of a sentence

Grammar and Writing

- Research Writing
- Interactive Writing
- Ideas: Using a variety of sources
- Grammar: question words and marks
- Writing Process
- Revision Focus: Add key details
- Edit for end punctuation

Please contact the Content Supervisor for any questions.