

	Essential Questions	Enduring Understandings	Anchor Standard	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Unit I, Fall (Fiction): Building a Literacy Community (16 weeks)								

	Essential Questions	Enduring Understandings	Anchor Standard	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections	
red - reading literature	How does a reader identify key details in a text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in the text. Authors and illustrators make choices about how to present their stories for an audience.	NJLSA.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.	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).	I can make connections.	PALS Formative : Teacher Observation Anecdotal Notes Summative: First 13 Sight Words Assessment	6.1.4.A.1 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.	8.1.2. C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.	
	How can a reader retell a familiar story, using key details?			RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	I can answer questions about key details in the text.				
	How can a reader identify characters, setting, and major events in a story?			RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	I can learn classroom procedures for sharing ideas with a partner.				
	How does a reader figure out the meaning of an unknown word?			NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	I can learn classroom procedures for gathering to listen and talk about books.				
	How does a reader identify different types of texts?			NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.K.4 Ask and answer questions about unknown words in a text				I can understand spoken words, syllables, and sounds.
	How does a reader know who the author is and what the author does?				RL.K.5 Recognize common types of texts (e.g., storybooks, poems)				I can develop oral fluency with one-to-one correspondence.
	How does a reader know who the illustrator is and what the illustrator does?				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				I can define character, setting, and major event.
	How does a reader describe the connection between the illustration and the text?				RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)				I can identify the characters in a story.
	How does a reader compare and contrast the characters and their experiences in the story?				RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories				I can identify the settings in a story.
	How does a reader actively participate in group reading activities?				RL.K.10 Actively engage in group reading activities with purpose and understanding				I can identify the major events in a story.
		I can identify the characters in stories I read or hear.							
		I can describe the adventures and experiences of characters in a story.							
		I can tell how the adventures and experiences of characters are alike.							
		I can tell how the adventures and experiences of characters are different.							
		I can follow the rules my teacher gives for listening.							
		I can listen by facing the speaker, sitting still, and making eye contact.							
		I can ask and answer questions about what is being read.							
		I can listen to and look at different types of text.							
		I can explain that some texts look the same and some look different.							
		I can recognize when a text is a storybook, poem, play, etc.							
		I can define author and							

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<i>green - writing</i>	How do writers generate ideas?	Effective writers use real life events to generate ideas.	NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.	I can get ideas for writing from real events.	Formative : Writer's Conference Anecdotal Notes	See above	See above
	How do writers tell about a single event?	Effective writers can build stamina over time as they increase telling their story across several pages in sequential order.			I can write a new piece of writing in an appropriate amount of time and generate a new piece when I am done.	Foundations Unit 1 (Letter Formation)		
	How do writers tell about a series of events in sequential order?					PALS (Spelling Assessment)		
	How do writers show their feelings about an event?	Effective writers can show emotion through illustration or writing.	NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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).	I can tell my story across several pages in sequential order.	On-Demand Writing Prompt		
	How do writers build stamina over time and remain engaged in the writing process?	Effective writers can revisit their writing and make changes to add details to their writing.			I can revisit my story and add details through writing or drawing.			
	How do writers revisit their writing by discussing and/or adding details through labels, pictures and writing?	Effective writers can improve their writing through editing.	NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I can edit my writing by making my picture more representational.			
	How do writers edit their writing?				I can add more sounds to represent what my pictures show.			
	How do writers express their opinion on a chosen topic or book?		NJLSA.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.	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...).	I can show my reaction to an event through drawing or writing.			
		NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		I can show and/or tell my opinion about a topic or book.				

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blue - language	<p>How do I use standard English grammar correctly when writing or speaking?</p> <p>How do I correctly form upper- and lowercase letters?</p> <p>How do I know when to use a capital letter?</p> <p>How do I identify end punctuation?</p> <p>How do I know which letter to write for each sound?</p>	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>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.</p> <p>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).</p> <p>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).</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>I can identify the differences between upper- and lowercase letters.</p> <p>I can print upper- and lowercase letters correctly.</p> <p>I can use common nouns and verbs correctly when speaking.</p> <p>I can recognize the common sounds made by letters.</p> <p>I can write a letter for most consonant and short vowel sounds.</p> <p>I can identify and apply different meanings for the same word.</p> <p>I can use words and phrases from books I have read in conversation.</p>	<p>Foundations Unit 1 Assessment</p> <p>Writing Workshop Anecdotal Notes</p> <p>On-Demand Writing Prompt</p>	See above	See above

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<i>orange - speaking and listening</i>	<p>How do I share my ideas with a group in a meaningful way?</p> <p>How do I express my opinion in an appropriate and productive manner?</p> <p>How do I express my ideas and opinions to an audience in an organized and logical sequence to ensure understanding?</p> <p>How do I engage in a conversation where I listen and respond to others appropriately?</p> <p>How do I attend and respond to information presented through the use of digital media and visual displays?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>NJLSA.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.</p> <p>NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSA.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.</p> <p>NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>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.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>I can identify and follow the agreed upon rules for discussion.</p> <p>I can listen to comments of others and share my own ideas. I can identify key information presented in different formats.</p> <p>I can ask questions about key details of information presented in multiple ways.</p> <p>I can answer questions about key details of information presented in multiple ways.</p> <p>I can ask and answer questions that help me get information or make something clear.</p> <p>I can identify familiar people, places, things, and events.</p> <p>I can use details to describe familiar people, places, things, and events.</p> <p>I can identify places in my work where I want to add more detail.</p> <p>I can create drawings or add visual displays to add details to my presentation.</p>	<p>Reading & Writing Workshop Conference Notes</p>	<p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather</p> <p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment</p>	<p>See above</p>

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white - foundational	<p>How do I follow text in a book?</p> <p>How do I know the difference between a letter and a word?</p> <p>How do I represent spoken language in written form?</p> <p>How do I know where a word starts and stops?</p> <p>How do I recognize and name letters and their sounds?</p> <p>How do sounds and letters create words?</p> <p>How do I recognize a rhyme?</p> <p>How do I read grade appropriate sight words with automaticity?</p> <p>How do I read with purpose and understanding?</p>	<p>Foundational elements of literacy require a working knowledge of the organization and basic features of print.</p> <p>Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</p> <p>Word analysis and decoding skills are foundational for success as a reader.</p> <p>Fluent reader accurately process print with expression at an appropriate rate.</p>		<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>C. Read high-frequency and sight words with automaticity.</p> <p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>	<p>I can hold a book correctly.</p> <p>I can recognize that books are read from left to right and top to bottom.</p> <p>I can turn pages in a book from front to back and read the left page before the right.</p> <p>I can recognize that words are separated by spaces before and after them.</p> <p>I can name most uppercase and lowercase letters in the alphabet.</p> <p>I can recognize and produce rhyming words.</p> <p>I can identify the sounds of most letters.</p> <p>I can read sight words with automaticity.</p> <p>I can point to each word as I read.</p>	<p>PALS</p> <p>Fundations Unit 1 Assessment</p> <p>Reading & Writing Workshop Conference Notes</p> <p>On-Demand Writing Prompt</p>		
Unit II, Winter (Fiction & Nonfiction): Readers and Writers Visualize, Connect, and Wonder (10 weeks)								

Essential Questions	Enduring Understandings	Anchor Standard	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
<p>How does a reader identify key details in a text?</p> <p>How can a reader retell a familiar story, using key details?</p> <p>How can a reader identify characters, setting, and major events in a story?</p> <p>How does a reader figure out the meaning of an unknown word?</p> <p>How does a reader identify different types of texts?</p> <p>How does a reader know who the author is and what the author does?</p> <p>How does a reader know who the illustrator is and what the illustrator does?</p> <p>How does a reader describe the connection between the illustration and the text?</p> <p>How does a reader compare and contrast the characters and their experiences in the story?</p> <p>How does a reader actively participate in group reading activities?</p> <p>How does a reader make visualize to make sense of text?</p> <p>How does a reader use schema to make inferences about a text?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>Authors and illustrators make choices about how to present their stories for an audience.</p>	<p>NJLSA.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.</p> <p>NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.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.</p> <p>NJLSA.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.</p> <p>NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.(e.g., who, what, where, when, why, how).</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems)</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding</p>	<p>I can make connections.</p> <p>I can answer questions about key details in the text.</p> <p>I can understand spoken words, syllables, and sounds.</p> <p>I can develop oral fluency with one-to-one correspondence.</p> <p>I can define character, setting, and major event.</p> <p>I can identify the characters in a story.</p> <p>I can identify the settings in a story.</p> <p>I can identify the major events in a story.</p> <p>I can identify the characters in stories I read or hear.</p> <p>I can describe the adventures and experiences of characters in a story.</p> <p>I can tell how the adventures and experiences of characters are alike.</p> <p>I can tell how the adventures and experiences of characters are different.</p> <p>I can follow the rules my teacher gives for listening.</p> <p>I can listen by facing the speaker, sitting still, and making eye contact.</p> <p>I can ask and answer questions about what is being read.</p> <p>I can listen to and look at different types of text.</p> <p>I can explain that some texts look the same and some look different.</p> <p>I can recognize when a text is a storybook, poem, play, etc.</p> <p>I can define author and illustrator.</p> <p>I can explain that authors write books and stories.</p> <p>I can explain that illustrators create the pictures for book and stories.</p>	<p>PALS</p> <p>IRLA</p> <p>Reading Workshop Conference Notes</p> <p>Summative: Sight Words Assessment</p> <p>Foundations Unit Assessments (Unit 2 & 3)</p>		<p>8.1.2. C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.</p> <p>8.1.2. E.1 Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.</p> <p>9.1.4. A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p>

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purple - reading informational	How do readers identify the main idea of a text?	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>		<p>NJLSA.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.</p> <p>NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.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.</p> <p>NJLSA.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.</p>	<p>I can explain that a key detail is an important part of a text.</p>	<p>PALS</p> <p>IRLA</p> <p>Reading Workshop</p> <p>Conference Notes</p> <p>Summative: Sight Words Assessment</p> <p>Fundations Unit Assessments (Unit 2 & 3)</p>	<p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time</p> <p>K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p>	<p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.</p> <p>9.1.4. C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p>
	How do readers identify the key details of a text?				<p>I can ask and answer questions about a text (e.g., who what, where, when, why, and how).</p>			
	How does asking questions before, during, and after reading lead to a better understanding of the text?				<p>I can ask and answer questions before, during, and after a text.</p>			
	How does the retelling of key details in a text show an understanding of the text?				<p>I can identify the main topic of a text.</p>			
	How does making connections lead to a better understanding of the text?				<p>I can retell the key details of a text.</p>			
	What strategies can help a reader identify and understand the meaning of unknown words?				<p>I can make connections between two ideas in a text.</p>			
					<p>I can make connections between two texts on the same topic.</p>			
					<p>I can identify words I do not know in a text.</p>			
					<p>I can ask questions about words I do not know in a text.</p>			
					<p>I can answer questions about words I do not know in a text.</p>			
	<p>I can identify the front cover, back cover and title page of a book.</p>							
	<p>I can define author and illustrator.</p>							
	<p>I can explain that authors write books and stories.</p>							
	<p>I can explain that illustrators create the pictures for book and stories.</p>							
	<p>I can name the author and illustrator of a story.</p>							
	<p>I can actively participate in group reading activities.</p>							

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<i>green - writing</i>	How do writers generate ideas?	Effective writers use real life events to generate ideas.	NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.	I can independently recall an event or topic and tell more about it before I write.	On-Demand Writing Prompt		
	How do writers tell about a single event?	Effective writers can build stamina over time as they increase telling their story across several pages in sequential order.			I can use both words and pictures to show more about an event or topic.	Writing Workshop Conference Notes		
	How do writers tell about a series of events in sequential order?					Fundations Unit Assessments (Unit 2 & 3)		
	How do writers show their feelings about an event?	Effective writers can show emotion through illustration or writing.	NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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).	I can use my life as a source of ideas for writing.	PALS (spelling assessment)		
	How do writers build stamina over time and remain engaged in the writing process?	Effective writers can revisit their writing and make changes to add details to their writing.			I can draw and write across three or more pages to tell my story.			
	How do writers revisit their writing by discussing and/or adding details through labels, pictures and writing?	Effective writers can improve their writing through editing.	NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I can increase my writing stamina so that I can keep working.			
	How do writers edit their writing?				I can write a sentence.			
	How do writers know what makes a complete sentence?		NJLSA.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.	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...).	I can read what I wrote.			
	How do writers communicate clearly by using complete sentences?				I can add more details to my pictures and words with prompting and support.			
	How do writers express their opinion on a chosen topic or book?		NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		I can add more letters to represent sounds with prompting and support.			
				I can spell sight words correctly in my daily writing.				
				I can show and/or tell my opinion about a topic or book.				

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blue - language	How do I use standard English grammar correctly when writing or speaking?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>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.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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.</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <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> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>I can identify the differences between upper- and lowercase letters.</p> <p>I can print upper- and lowercase letters correctly.</p> <p>I can use common nouns and verbs correctly when speaking.</p> <p>I can recognize the common sounds made by letters.</p> <p>I can write a letter for most consonant and short vowel sounds.</p> <p>I can use appropriate question words in when speaking or writing.</p> <p>I can use appropriate prepositions to describe the placement of objects.</p> <p>I can say, write, and expand sentences when speaking or writing.</p> <p>I can capitalize the pronoun I and the first word in a sentence, with help from my teacher.</p> <p>I can identify end punctuation.</p> <p>I can use letter sounds to write simple words.</p> <p>I can identify and apply different meanings for the same word.</p> <p>I can sort objects into categories based on their properties.</p> <p>I can name opposites for verbs and adjectives.</p> <p>I can find real-world examples for different words.</p> <p>I can use words and phrases from books I have read in conversation.</p>	<p>PALS</p> <p>IRLA</p> <p>On-Demand Writing Prompt</p> <p>Reading & Writing Conference Notes</p> <p>Foundations Unit Assessments (Unit 2 & 3)</p>		See above
	How do I correctly form upper- and lowercase letters?							
	How do I know when to use a capital letter?							
	How do I identify end punctuation?							
	How do I know which letter to write for each sound?							
	How can I use nouns, verbs, and prepositions to say and write complete sentences?							
	How can I use what I know about letter sounds to write words?							
	How can I identify and apply different meanings for the same word?							
	How can I explore relationships between words and their real life uses?							

	Essential Questions	Enduring Understandings	Anchor Standard	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
<i>orange - speaking and listening</i>	<p>How do I share my ideas with a group in a meaningful way?</p> <p>How do I express my opinion in an appropriate and productive manner?</p> <p>How do I express my ideas and opinions to an audience in an organized and logical sequence to ensure understanding?</p> <p>How do I engage in a conversation where I listen and respond to others appropriately?</p> <p>How do I attend and respond to information presented through the use of digital media and visual displays?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>NJLSA.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.</p> <p>NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSA.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.</p> <p>NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.</p> <p>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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>I can identify and follow the agreed upon rules for discussion.</p> <p>I can listen to comments of others and share my own ideas. I can identify key information presented in different formats.</p> <p>I can ask questions about key details of information presented in multiple ways.</p> <p>I can answer questions about key details of information presented in multiple ways.</p> <p>I can ask and answer questions that help me get information or make something clear.</p> <p>I can identify familiar people, places, things, and events.</p> <p>I can use details to describe familiar people, places, things, and events.</p> <p>I can identify places in my work where I want to add more detail.</p> <p>I can create drawings or add visual displays to add details to my presentation.</p>	<p>Reading & Writing Conference Notes</p>	<p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p>	<p>See above</p>

	Essential Questions	Enduring Understandings	Anchor Standard	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
white - foundational	<p>How do I follow text in a book?</p> <p>How do I know the difference between a letter and a word?</p> <p>How do I represent spoken language in written form?</p> <p>How do I know where a word starts and stops?</p> <p>How do I recognize and name letters and their sounds?</p> <p>How do sounds and letters create words?</p> <p>How do I recognize a rhyme?</p> <p>How do I read grade appropriate sight words with automaticity?</p> <p>How do I read with purpose and understanding?</p>	<p>Foundational elements of literacy require a working knowledge of the organization and basic features of print.</p> <p>Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</p> <p>Word analysis and decoding skills are foundational for success as a reader.</p> <p>Fluent reader accurately process print with expression at an appropriate rate.</p>		<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words.</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/, /rl/, or /xl/.)</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read high-frequency and sight words with automaticity.</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>	<p>I can hold a book correctly.</p> <p>I can recognize that books are read from left to right and top to bottom.</p> <p>I can turn pages in a book from front to back and read the left page before the right.</p> <p>I can recognize that words are separated by spaces before and after them.</p> <p>I can name most uppercase and lowercase letters in the alphabet.</p> <p>I can recognize and produce rhyming words.</p> <p>I can identify the number of syllables in a word.</p> <p>I can blend and segment beginning, middle, and ending sounds.</p> <p>I can add and change individual sounds to make new words.</p> <p>I can identify the sounds of most letters.</p> <p>I can read sight words with automaticity.</p> <p>I can point to each word as I read.</p> <p>I can identify both long and short vowels sounds.</p> <p>I can see the difference between two words that look simialar.</p>	<p>PALS</p> <p>IRLA</p> <p>On-Demand Writing Prompt</p> <p>Foundations Unit 2 & 3 Assessments</p> <p>Reading & Writing Conference Notes</p>		

	Essential Questions	Enduring Understandings	Anchor Standard	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
	Unit III, Spring (Nonfiction): Readers and Writers Become Experts (6 weeks)							

	Essential Questions	Enduring Understandings	Anchor Standard	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
purple - reading informational	How do readers identify the main idea of a text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in the text. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJLSA.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. NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJLSA.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. NJLSA.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. NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.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. NJLSA.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. NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	RI.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RI.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). 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.	I can explain that a key detail is an important part of a text. I can ask and answer questions about a text (e.g., who what, where, when, why, and how). I can ask and answer questions before, during, and after a text. I can identify the main topic of a text. I can retell the key details of a text. I can make connections between two ideas in a text. I can make connections between two texts on the same topic. I can identify words I do not know in a text. I can ask questions about words I do not know in a text. I can answer questions about words I do not know in a text. I can identify the front cover, back cover and title page of a book. I can define author and illustrator. I can explain that authors write books and stories. I can explain that illustrators create the pictures for book and stories. I can name the author and illustrator of a story. I can actively participate in group reading activities. I can identify the evidence in a text that supports the main idea, with help from my teacher.	PALS IRLA Reading Workshop Conference Notes Summative: Sight Words Assessment Foundations Unit Assessments (Unit 4 & 5)	K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions. 9.1.4. C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

	Essential Questions	Enduring Understandings	Anchor Standard	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
green - writing	How do I use sources around me to help generate and gather ideas?	<p>Writing should be purposely focused; detailed, organized, and sequenced in a way that clear communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJLSLA.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.</p> <p>NJLSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSLA.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.</p> <p>NJLSLA.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.</p> <p>NJLSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJLSLA.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.</p> <p>NJLSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e. g., adding details).</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7. Participate in shared research and writing projects (e. g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<p>I can generate and gather ideas from different sources.</p> <p>I can orally tell the information on my topic in sequential order.</p> <p>I am developing a collection of favorite topics to use for my writing.</p> <p>I can produce a booklet with at least three pages.</p> <p>I can produce a page with at least one to three sentences.</p> <p>I can increase my writing stamina.</p> <p>I can add details to my pictures and words with prompting and support.</p> <p>I am beginning to learn that taking away parts of my writing can help it stay focused.</p> <p>I can reread my work to find errors and attempt to correct some of these errors.</p> <p>I can begin each sentence with a capital letter.</p> <p>I can capitalize the pronoun "I".</p> <p>I can capitalize names of people.</p> <p>I can name and include end punctuation.</p> <p>I can use commas to separate single words in a series.</p> <p>I can show and/or tell my opinion about a topic or book.</p>	<p>Foundations Unit 4 & 5</p> <p>PALS (Spelling Assessment)</p>		
	How do I orally tell the information on my topic in sequential order?							
	How do I develop and organize a collection of favorite topics?							
	How do I increase my writing stamina to create booklets with at least 3 pages?							
	How do I make my writing better by adding details?							
	How do I eliminate unnecessary information to help my writing stay on topic?							
	How do I improve my writing by reading it over?							
	How do I know when to use capitalization and punctuation appropriately?							
	How do writers express their opinion on a chosen topic or book?							

	Essential Questions	Enduring Understandings	Anchor Standard	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
blue - language	How do I use standard English grammar correctly when writing or speaking?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.	I can identify the differences between upper- and lowercase letters.	PALS IRLA Reading & Writing Conference Notes Foundations Unit Assessments (Unit 4 & 5)		See above
	How do I correctly form upper- and lowercase letters?				I can print upper- and lowercase letters correctly.			
	How do I know when to use a capital letter?				I can use common nouns and verbs correctly when speaking.			
	How do I identify end punctuation?				I can recognize the common sounds made by letters.			
	How do I know which letter to write for each sound?				I can write a letter for most consonant and short vowel sounds.			
	How can I use nouns, verbs, and prepositions to say and write complete sentences?				I can use appropriate question words in when speaking or writing.			
	How can I use what I know about letter sounds to write words?				I can use appropriate prepositions to describe the placement of objects.			
	How can I identify and apply different meanings for the same word?				I can say, write, and expand sentences when speaking or writing.			
	How can I explore relationships between words and their real life uses?				I can capitalize the pronoun I and the first word in a sentence, with help from my teacher.			
	How can I figure out the meaning of unknown words?				I can identify end punctuation.			
			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.	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.	I can use letter sounds to write simple words.			
			NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.	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.	I can identify and apply different meanings for the same word. I can sort objects into categories based on their properties. I can name opposites for verbs and adjectives. I can find real-world examples for different words.			
			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.	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	I can act out the meanings of different words to demonstrate understanding of shades of meaning. I can use words and phrases from books I have read in conversation. I can orally add 's' or 'es' to the end of nouns to make them plural. I can use word endings such as -ed, -s, and -ing as a clue to the meaning of an unknown word.			

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<i>orange - speaking and listening</i>	<p>How do I share my ideas with a group in a meaningful way?</p> <p>How do I express my opinion in an appropriate and productive manner?</p> <p>How do I express my ideas and opinions to an audience in an organized and logical sequence to ensure understanding?</p> <p>How do I engage in a conversation where I listen and respond to others appropriately?</p> <p>How do I attend and respond to information presented through the use of digital media and visual displays?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>NJLSA.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.</p> <p>NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSA.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.</p> <p>NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.</p> <p>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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>I can identify and follow the agreed upon rules for discussion.</p> <p>I can listen to comments of others and share my own ideas. I can identify key information presented in different formats.</p> <p>I can ask questions about key details of information presented in multiple ways.</p> <p>I can answer questions about key details of information presented in multiple ways.</p> <p>I can ask and answer questions that help me get information or make something clear.</p> <p>I can identify familiar people, places, things, and events.</p> <p>I can use details to describe familiar people, places, things, and events.</p> <p>I can identify places in my work where I want to add more detail.</p> <p>I can create drawings or add visual displays to add details to my presentation.</p>	<p>Reading & Writing Conference Notes</p>	<p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS3-2. Ask questions about the purpose of weather forecasting to prepare for, and respond to, severe weather</p> <p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment</p>	<p>See above</p>

	Essential Questions	Enduring Understandings	Anchor Standard	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
white - foundational	How do I follow text in a book?	Foundational elements of literacy require a working knowledge of the organization and basic features of print.		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.	I can hold a book correctly.	PALS IRLA Foundations Unit 2 & 3 Assessments Reading & Writing Conference Notes		
	How do I know the difference between a letter and a word?				I can recognize that books are read from left to right and top to bottom.			
	How do I represent spoken language in written form?	Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.		I can turn pages in a book from front to back and read the left page before the right.				
	How do I know where a word starts and stops?	Word analysis and decoding skills are foundational for success as a reader.		I can recognize that words are separated by spaces before and after them.				
	How do I recognize and name letters and their sounds?	Fluent reader accurately process print with expression at an appropriate rate.		I can name most uppercase and lowercase letters in the alphabet.				
	How do sounds and letters create words?			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/, /rl/, or /xl/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I can recognize and produce rhyming words.			
	How do I recognize a rhyme?			I can identify the number of syllables in a word.				
	How do I read grade appropriate sight words with automaticity?			I can blend and segment beginning, middle, and ending sounds.				
How do I read with purpose and understanding?		RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency and sight words with automaticity. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding. B. Read grade level text for purpose and understanding.	I can add and change individual sounds to make new words. I can identify the sounds of most letters. I can read sight words with automaticity. I can point to each word as I read. I can identify both long and short vowels sounds. I can see the difference between two words that look simialar.					