

**NORTHFIELD COMMUNITY SCHOOL**  
**ENGLISH LANGUAGE ARTS (ELA) CURRICULUM FRAMEWORK**  
BOE APPROVED AUGUST 2024

***Preparing students to meet the demands of college and career and engage as productive American citizens with global responsibilities.***

### **Vision for English Language Arts Education in New Jersey**

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

## Practices of English Language Arts

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

*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.*

ELA practices describe the capacities held by students who have progressed through a kindergarten through grade 12 ELA program in NJ including:

- Developing responsibility for learning
- Adapting Communication

- Valuing Evidence in Argumentation
- Building Knowledge
- Leveraging Technology
- Understanding Self and Others

Four Domains:

**Language - Foundational Skills: Reading (RF)**

K-5 emphasize importance in:

- decoding and encoding words
- analyzing word parts
- reinforcing awareness of segments of sounds in speech and how they link to

letters

- develop reading accuracy, fluency, and comprehension
- highlight broad oral language skills

**Foundational Skills: Writing (WF)**

- System and Structure of Language (SS)
- Knowledge of Language (KL)
- Vocabulary, Acquisition and Use: Literal Meaning (VL)
- Vocabulary Acquisition and Use: Interpretive Meaning (VI)

K-5 emphasize importance in:

- emphasizing sound-letter basics
- advancing letter formation skills and stamina-building
- develop encoding and spelling skills
- using elements of grammar, syntax, and punctuation in sentence composition

-facilitating development of writing skills and habits

## **Reading - Literary Text**

### **Informational Text**

- Close Reading (CR)
- Central Ideas and Themes of Text (CI)
- Interactions among Text Elements (IT)
- Text Structures (TS)
- Perspective and Purpose in Texts (PP)
- Diverse Media and Formats (MF)
- Analysis of an Argument (AA)
- Comparison of Texts (CT)

## **Writing**

- Argumentative Writing (AW)
- Informative and Explanatory Writing (IW)
- Narrative Writing (NW)
- Writing Process (WP)
- Writing Research (WR)
- Sources of Evidence (SE)
- Range of Writing (RW)

## **Speaking and Listening**

- Participate Effectively (PE)
- Integrate Information (II)
- Evaluate Speakers (ES)
- Present Information (PI)
- Use Media (UM)

- Adapt Speech (AS)

## **Summary of Anchor Statements**

Anchor Statements are designed to identify the domain-specific knowledge, skills, and abilities students will acquire throughout a kindergarten through grade twelve education in English language arts necessary for their postsecondary success. Each of the anchor statements nested within the four domains (Language, Reading, Writing, Speaking and Listening) describes the endpoint of a developmental progression that, in concert with the performance expectations at each grade level, outlines the knowledge and skills that students acquire at each grade level and how these concepts build upon each other over time.

### **READING** Anchor Standards and Progress Indicators include:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Complexity of Text

#### Reading and Foundational Skills

Phonics and Word Recognition (gr K,1,2,3,4,5)

Fluency (gr K,1,2,3,4,5)

### **WRITING** Anchor Standards and Progress Indicators include:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

### **SPEAKING AND LISTENING** Anchor Standards and Progress Indicators include:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

**LANGUAGE** Anchor Standards and Progress Indicators include:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

**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.

**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.

**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.

**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.

## GRADE:Kindergarten

### PACING GUIDE:

	1st MP	2nd MP	3rd MP	4th MP
<b>UNITS</b>	<b>Units 1-9</b>	<b>Units 10-15</b>	<b>Units 16-20</b>	<b>Units 21-24</b>
<b>READING</b>	Uppercase and lowercase c,o,g,a,d,s,l,i,t  Reading and spelling VC words, VC nonsense words, CVC words	Uppercase and lowercase f,e,b,h,u,r  Identify : Key details, Characters, Setting, Major Events, Main Idea	Uppercase and lowercase n,m,p,v,w  Make connections between: Literary texts, informational texts, Illustrations	Uppercase and lowercase k, qu, j,x,y,z  Ask and answer questions about key details in informational and literary text
<b>WRITING</b>	<u>Drawings</u> : Shapes, Something you like to do, Favorite things, Favorite places, <u>Draw and Label</u> : person, feelings, classmate	<u>Making Lists</u> : Things that are fast, What you need in a clubhouse, Facts from an non-fiction text	<u>Note</u> to a classmate, <u>Email</u> to another class, <u>All-About Book</u>	<u>Fictional Story</u> , <u>Book Review</u> , <u>Poetry</u> , <u>Memory Book</u>
<b>SPEAKING &amp; LISTENING</b>	Add drawings to provide additional details	Ask and answer questions to get information or clarify	Participate in collaborative conversations with diverse partners in small and large groups	Describe familiar people, places, things and events and provide additional details
<b>LANGUAGE</b>	Repeat a sentence, tell how many words in the sentence; Distinguish	Capitalize proper names, space between words, use ending	Understand and use question words (interrogatives); Use the	Identify new meanings for familiar words and apply them accurately;

	<p>between a sentence and a fragment;          Capitalize first word in a sentence, Rhyming words, Follow words from l-r, top-bottom, page by page</p>	<p>punctuation          Supply “who” is doing “what”; Match periods, exclamation points and question marks to correct sentence structure; Elaborate on simple subject or simple predicate when asked a question; Provide statements in response to questions</p>	<p>most frequently occurring prepositions;          Produce and expand complete sentences in shared language activities</p>	<p>Identify real-life connections between words and their use; Distinguish shades of meaning (march, strut, walk, prance); Use the most frequently occurring affixes (-ed, -s, -ing)</p>
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**UNIT 1 : Time Frame : 1 Week  
 Meet the Superkids**

**Overview:** Phonemic Awareness and Phonics: Cc/k/ • Rhyming words Spelling: • Encode Cc for /k/  
Comprehension: *Literary* : Understand characters and setting • Generate questions • Make and confirm predictions • Recognize patterns in a story *Informational* : Understand what informational texts are • Understand labels and diagrams Vocabulary and Grammar • Foods • Kitchen tools • Recipes • Position words • Idioms • Parts of a plant Fluency • Speak as a story character Writing: Self-Portrait • Form Cc

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Readers

**WRITING - Primary Focus Standards:** **\_W.AW.K.1:** Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...)

**Writing Focus:** Self-Portrait, Form Cc

**Speaking and Listening - Primary Focus Standards:** **\_SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES. 1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Rhyming words

**Phonics:** Identify initial /k/

**Fluency:** Speak as a story character

**Comprehension:** **Literary:** Understand characters and setting, Generate questions, Make and confirm predictions, Recognize patterns in a story **Informational** :Understand what informational texts are , Understand labels and diagrams

**Language & Writing Skills Focus:**

**Spelling:** Encode Cc for /k/

**Vocabulary:** Understand meanings of: coconut, casserole, concoction, and ingredients

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:**

Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS**

Making good use of time, Being patient

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

## **TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

### **Resources:**

Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

## **UNIT 2 - Time Frame : 1 Week**

**Overview:** Phonemic Awareness and Phonics: Oo/o/ Spelling: Encode Oo for /o/  
Comprehension: *Literary:* Generate questions • Draw conclusions • Distinguish between reality and fantasy • Understand characters *Informational:* Identify features of informational texts • Recognize text structure • Understand graphic feature Vocabulary and Grammar: Art supplies • Animals Fluency • Speak as a story character Writing: Drawing of some-thing you like to do • Form Oo

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Readers, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...)

**Writing Focus:** Drawing of something you like to do; Form Oo

**Speaking and Listening - SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Encode Oo for /o/

**Phonics:** Oo/o/

**Fluency:** Speak as a story character

**Comprehension:** ***Literary:*** Understand characters and setting, Generate questions, Make and confirm predictions, Recognize patterns in a story ***Informational:*** Understand what informational texts are, Understand labels and diagrams

**Language & Writing Skills Focus:**

**Spelling:** Encode Oo for /o/

**Vocabulary:** Understand the meaning of odd

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key

details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:**

Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS**

Giving it a try, being patient

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

## **TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

### **Resources:**

Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

## **UNIT 3 - Time Frame : 1 Week**

**Overview:** **Phonemic Awareness and Phonics** : Gg/g/ , Rhyming words, Encode Gg for /g/,  
**Comprehension Literary:** Generate questions, Recognize plot , Understand the importance of setting.  
**Informational:** Understand text Features. **Vocabulary and Grammar** : Gas stations , Smells , Zoo animals, Dogs. **Fluency:**Speak with appropriate stress. **Writing** :Drawings of favorite things, Form Gg

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Readers, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...)

**Writing Focus:** Drawings of favorite things, Form Gg

**Speaking and Listening - Primary Focus Standards:** **SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL. ES. 1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Associate Gg with /g/

**Phonics:** Identify initial /g/

**Fluency:** Speak with appropriate stress

**Comprehension:** ***Literary:*** Generate questions, Recognize plot, Understand the importance of setting ***Informational:*** Understand text Features

**Language & Writing Skills Focus:**

**Spelling:** Encode Gg for /g/

**Vocabulary:** Gas stations, Smells, Zoo animals, Dogs

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

### **ASSESSMENTS:**

Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS**

Giving it a try, being patient

### **Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

### **TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:**

Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

**UNIT 4 - Time Frame : 1 Week**

**Overview:** Phonemic Awareness and Phonics : Aa/a/ Spelling , Encode Aa for /a/  
Comprehension Literary: Recognize text structure , Understand descriptive language, Recognize plot: beginning, middle, end Informational: Identify an author's opinions and supporting reasons  
Vocabulary and Grammar : Camping Adventures, Neighborhoods Fluency : Recite lines of a poem rhythmically Writing: Drawing of a favorite place, Form Aa

**READING - Primary Focus Standards:**

L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Reader, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...)

**Writing Focus:** Drawing of a favorite place, Form Aa

**Speaking and Listening - Primary Focus Standards:**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.  
**L.VI.K.3.C** Identify real-life connections between words and their use  
**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Associate picture names with initial and medial /a/, Identify initial and medial /a/

**Phonics:** Associate Aa with /a/

**Fluency:** Recite lines of a poem rhythmically

**Comprehension:**

**Literary:** Recognize text structure , Understand descriptive language , Recognize plot: beginning, middle, end

**Informational:** Identify an author's opinions and supporting reasons

**Language & Writing Skills Focus:**

**Spelling:** Encode Aa for /a/

**Vocabulary:** Camping Adventures, Neighborhoods

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:**

Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS**

Helping your community, Taking responsibility

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:**

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**UNIT 5 - Time Frame : 1 Week**

**Overview: Phonemic Awareness and Phonics:** Dd/d/, Final dd/d/, Blend sounds to decode words  
**Spelling:** Encode Dd for /d/ ,Encode words **Comprehension Literary:** Visualize, Determine cause and effect , Compare and contrast **Informational:** Understand text features **Vocabulary and Grammar:** Inventions ,Fixing toys , Cats , Construction **Fluency:** Speak as a story character **Writing:** Drawing of an Ouch Story, Form Dd

**READING - Primary Focus Standards:**

L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Reader, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...)

**Writing Focus:**

Drawing of an Ouch Story, Form Dd

**Speaking and Listening - Primary Focus Standards:** **SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** , Blend sounds to decode words

**Phonics:** Dd/d/, Final dd/d/

**Comprehension: Literary:** Visualize, Determine cause and effect, Compare and contrast

**Informational:** Understand text features

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**Language and Writing Skills Focus:**

**Spelling:** Encode Dd for /d/ , Encode words

**Grammar and Vocabulary:** Inventions, Fixing toys, Cats, Construction

**ASSESSMENTS:**

Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Helping your community, Taking responsibility

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental

Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

### UNIT 6 - Time Frame : 1 Week

**Overview:** **Phonemic Awareness and Phonics:** Ss/s/, Blend sounds to decode words **Spelling:** Encode Ss for /s/, Encode words **Comprehension:** **Literary:** Associate pictures with words, Generate questions, Draw conclusions, Recognize plot: problem and solution, Identify genre, Retell a story **Informational:** Understand text features, Recognize patterns in a text **Vocabulary and Grammar:** Sports and games, Seasons, Weather, Nouns , Verbs **Fluency:** Speak at an appropriate rate **Writing:** My Book of C, G, D, S, Form Ss

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:**Unit Reader, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** My Book of C, G, D, S, Form Ss

**Speaking and Listening - Primary Focus Standards:** **SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words

**Phonics:** Ss/s/

**Fluency:** Speak at an appropriate rate

**Comprehension:** **Literary:** • Associate pictures with words • Generate questions • Draw conclusions • Recognize plot: problem and solution • Identify genre • Retell a story **Informational:** • Understand text features • Recognize patterns in a text

**Language Skill Focus:**

**Spelling:** Encode Ss for /s/

**Grammar:** Nouns and Verbs

**Vocabulary:** Sports and games • Seasons • Weather

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:**

Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Learning with practice, Being a Good Sport

#### **Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

### **TECHNOLOGY INTEGRATION**

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#### **Resources:**

Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

## UNIT 7- Time Frame : 1 Week

**Overview: Phonemic Awareness and Phonics:** L// • Final ss/s/, • //// Blend sounds to decode words **Spelling:** Encode LI for // • Encode words **Comprehension Literary:** Recognize text structure • Recognize rhythm and rhyme • Determine important ideas • Determine cause and effect **Informational:** Compare and contrast • Recognize patterns in a text **Vocabulary and Grammar :** Rooms and household furnishings • Nursery rhymes • Ladybugs • Homophones Babies **Fluency:** Recite a poem rhythmically **Writing :** Labeled drawing of people you love • Labeled drawing of feelings

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Reader, Decodables

**WRITING - Primary Focus Standards:**W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** Labeled drawing of people you love • Labeled drawing of feelings

**Speaking and Listening - Primary Focus Standards:**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL. ES. 1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words

**Phonics:** L// • Final ss/s/, • ll//

**Fluency:** Recite a poem rhythmically

**Comprehension: Literary:** Recognize text structure • Recognize rhythm and rhyme • Determine important ideas • Determine cause and effect **Informational:** • Compare and contrast • Recognize patterns in a text

**Language Skill Focus:**

**Spelling:** Encode l for // • Encode words

**Grammar and Vocabulary:** Rooms and household furnishings • Nursery rhymes • Ladybugs • Homophones • Babies

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:**

Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided

practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Helping your community, Taking responsibility

### **Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

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Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

### **TECHNOLOGY INTEGRATION**

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### **Resources:**

Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

## UNIT 8 - Time Frame : 1 Week

**Overview:** **Phonemic Awareness and Phonics** : li/i/, Blend sounds to decode words **Spelling:** Encode li for /i/ **Comprehension: Literary:** Generate questions, Sequence events, Associate pictures with words, Draw conclusions, Understand characters , Understand the lesson(s) a story teaches **Informational:** Understand text features **Vocabulary and Grammar:** Television, Sleepovers, Superkids' names

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Reader, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** Labeled drawing of something Icky might learn about on TV • Form li

**Speaking and Listening - Primary Focus Standards:** **SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL. ES. 1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:** **L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words, Encode li for /i/

**Phonics:**li/i/

**Fluency:** Speak as a story character

**Comprehension:** Literary: Generate questions • Sequence events • Associate pictures with words • Draw conclusions • Understand characters • Understand the lesson(s) a story teaches Informational: Understand text features

**Language Skill Focus:**

**Spelling:** Encode li for /i/

**Grammar and Vocabulary:** Television • Sleepovers • Superkids' names • Memory Word a • Insects

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work  
Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small  
Group Instruction: teacher observation and anecdotal observation of student work, fluency and  
comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

## **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Helping your community, Taking responsibility

### **Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

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### **TECHNOLOGY INTEGRATION**

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**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

## **UNIT 9 - Time Frame : 1 Week**

**Overview:** Phonemic Awareness and Phonics : Tt/t/ • Blend sounds to decode words Spelling : Encode Tt for /t/ Encode words Literary : • Monitor comprehension • Visualize • Draw conclusions • Recognize patterns in text • Determine important ideas • Recognize plot: problem and solution

Vocabulary and Grammar : Musical instruments • Games Turtles • Marching bands Fluency: Observe punctuation • Speak with appropriate stress

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.1.1. Demonstrate mastery of the organization and basic features of print ( including those listed in RF.K.1) ; recognize and understand the role of the distinguished features of a sentence. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Reader, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** Labeled drawing of a classmate • Form Tt

**Speaking and Listening - Primary Focus Standards:**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL. ES. 1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:** L.VL.K.2.A. Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words, Encode Tt for /t/ Encode words

**Phonics:** Tt/t/

**Fluency:** Observe punctuation • Speak with appropriate stress

**Comprehension:** Monitor comprehension • Visualize • Draw conclusions • Recognize patterns in text • Determine important ideas • Recognize plot: problem and solution

**Language Skill Focus:**

**Spelling:** Encode Tt for /t/ Encode words

**Grammar and Vocabulary:** Musical instruments • Games • Turtles • Marching bands

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work  
Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small  
Group Instruction: teacher observation and anecdotal observation of student work, fluency and  
comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Learning with practice, Being a good sport.

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

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**TECHNOLOGY INTEGRATION**

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**UNIT 10 - Time Frame : 1 Week**

**Overview: Phonemic Awareness and Phonics:** • Ff/f/ • Final ff/ff/ • Blend sounds to decode words

**Spelling:** • Encode Ff for /f/ • Encode words **Comprehension:** *Literary:* Compare and contrast • Understand speech balloons • Make and confirm predictions *Informational:* Summarize Sequence events • Compare and contrast **Vocabulary and Grammar :** Fishing • Memory Word I, Types of

sentences • Ponds

**READING - Primary Focus Standards:** L.RF.K.1. Demonstrate understanding of the organization and basic features of print. L.RF.1.1. Demonstrate mastery of the organization and basic features of print ( including those listed in RF.K.1) ; recognize and understand the role of the distinguished features of a sentence. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Reader, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:**

Drawing and writing to tell about a pond • Form Ff

**Speaking and Listening - Primary Focus Standards:**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards: L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words, Encode Ff for /f/ • Encode words

**Phonics:** Ff/f/ • Final ff/f/

**Fluency:** Read with natural phrasing • Speak at an appropriate rate **Comprehension: Literary:**  
Compare and contrast • Understand speech balloons • Make and confirm predictions **Informational:**  
Summarize Sequence events • Compare and contrast

**Language Skill Focus:**

**Spelling:** Encode Ff for /f/ • Encode words

**Grammar and Vocabulary:**

Fishing • Memory Word I • Types of sentences • Ponds

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work  
Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small  
Group Instruction: teacher observation and anecdotal observation of student work, fluency and  
comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Learning with practice, Being a good sport.

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**UNIT 11 - Time Frame : 1 Week**

**Overview: Phonemic Awareness and Phonics :** Ee/e/ • Blend sounds to decode words **Spelling :** Encode Ee for /e/ • Encode words **Comprehension :** ***Literary:*** Visualize • Draw conclusions • Distinguish between reality and fantasy • Compare and contrast texts ***Informational:*** Understand text features **Vocabulary and Grammar :** Puzzles • Riddles • Sledding • Forests Stars **Fluency:** Speak

with appropriate pitch and volume **Writing:** Drawing and writing to describe a gift • Form Ee

**READING - Primary Focus Standards:** L.RF.K.1. Demonstrate understanding of the organization and basic features of print. L.RF.1.1. Demonstrate mastery of the organization and basic features of print ( including those listed in RF.K.1) ; recognize and understand the role of the distinguished features of a sentence. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Reader, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** Drawing and writing to describe a gift • Form Ee

**Speaking and Listening - Primary Focus Standards:**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL. ES. 1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.  
**L.VI.K.3.C** Identify real-life connections between words and their use  
**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words, Encode Ee for /e/, Encode words

**Phonics:** Ee/e/

**Fluency:** Speak with appropriate pitch and volume

**Comprehension:** ***Literary:*** Visualize • Draw conclusions • Distinguish between reality and fantasy • Compare and contrast texts ***Informational:*** Understand text features Vocabulary and Grammar

**Language Skill Focus:**

**Spelling:** Encode Ee for /e/ • Encode words

**Grammar and Vocabulary:** Puzzles • Riddles • Sledding • Forests • Stars

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work  
Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small  
Group Instruction: teacher observation and anecdotal observation of student work, fluency and  
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**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Learning with practice, Being a good sport.

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

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Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

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**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

**UNIT 12 - Time Frame : 1 Week**

**Overview:** Phonemic Awareness and Phonics Hh/h/ • Rhyming words • Blend sounds to decode words Spelling • Encode Hh for /h/ • Encode words Comprehension Literary: • Generate questions • Draw conclusions • Determine cause and effect • Recognize plot: problem and solution Informational: • Understand text features • Compare and contrast • Understand photographs Vocabulary and Grammar • Car parts • Racing • Memory Word *the* • Idioms Wheels Fluency • Read with natural phrasing • Speak as a story character Writing • My Book of Fast Things • Form H

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.1.1. Demonstrate mastery of the organization and basic features of print ( including those listed in RF.K.1) ; recognize and understand the role of the distinguished features of a sentence. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Reader, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** My Book of Fast Things • Form Hh

**Speaking and Listening - Primary Focus Standards:**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL. ES. 1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.  
**L.VI.K.3.C** Identify real-life connections between words and their use  
**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Rhyming words • Blend sounds to decode words • Encode Hh for /h/ •

Encode words

**Phonics:** Hh/h/

**Fluency:** Read with natural phrasing • Speak as a story character

**Comprehension:** Literary: • Generate questions • Draw conclusions • Determine cause and effect •

Recognize plot: problem and solution Informational: • Understand text features • Compare and contrast • Understand photographs

**Language Skill Focus:**

**Spelling:** Encode Hh for /h/ • Encode words

**Grammar and Vocabulary:** Car parts • Racing • Memory Word the • Idioms Wheels

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Learning with practice, Being a good sport.

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

**UNIT 13 - Time Frame : 1 Week**

**Overview: Phonemic Awareness and Phonics** • Uu/u/ • Blend sounds to decode words Spelling • Encode Uu for /u/ • Encode words **Comprehension Literary:** • Generate questions • Monitor comprehension • Determine cause and effect • Describe setting **Informational:** • Recognize and understand text features • Compare and contrast  
Recognize text structure: time sequence **Vocabulary and Grammar** • Position words • Memory Words the, Superkids, and Superkids' names Fluency • Observe punctuation • Read with expression • Speak with appropriate stress **Writing** • Drawing and writing about a favorite Superkid • Class

graph of favorite Superkids • Form Uu

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.1.1. Demonstrate mastery of the organization and basic features of print ( including those listed in RF.K.1) ; recognize and understand the role of the distinguished features of a sentence. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Reader, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** Drawing and writing about a favorite Superkid • Class graph of favorite Superkids • Form Uu

**Speaking and Listening - Primary Focus Standards:**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL. ES. 1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:** L.VL.K.2.A. Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words Spelling • Encode Uu for /u/ • Encode words

**Phonics:**Uu/u/

**Fluency:** Observe punctuation • Read with expression • Speak with appropriate stress

**Comprehension:** ***Literary:*** • Generate questions • Monitor comprehension • Determine cause and effect • Describe setting ***Informational:*** • Recognize and understand text features • Compare and contrast • Recognize text structure: time sequence

**Language Skill Focus:**

**Spelling:**Encode Uu for /u/ • Encode words

**Grammar and Vocabulary:** Position words • Memory Words the, Superkids, and Superkids' names

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Taking Responsibility, Helping your community

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

**UNIT 14- Time Frame : 1 Week**

**Overview: Phonemic Awareness and Phonics** • Bb/b/ • Distinguish between b/b/ and d/d/ • Blend sounds to decode words **Spelling** • Encode Bb for /b/ • Encode words • Spell Memory Word of **Comprehension Literary:** • Generate questions • Draw conclusions • Recall details • Follow written directions • Understand the author's purpose and reasoning • Understand setting and its importance • Understand a story's lesson **Informational:** • Understand text features • Recognize text structure **Vocabulary and Grammar** • Clubs Bakery items • Community • Plural -s • Contraction let's • Apostrophes • Memory Word of **Fluency** • Read with expression **Writing** • Drawing of and sentence about a clubhouse • Form Bb • Use correct spacing and punctuation in sentences

**READING - Primary Focus Standards:** L.RF.K.1. Demonstrate understanding of the organization and basic features of print. L.RF.1.1. Demonstrate mastery of the organization and basic features of print ( including those listed in RF.K.1) ; recognize and understand the role of the distinguished features of a sentence. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:**

Unit Reader, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** • Drawing of and sentence about a clubhouse • Form Bb • Use correct spacing and punctuation in sentences

**Speaking and Listening - Primary Focus Standards:**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL. ES. 1.3** Ask and answer questions about what a

speaker says in order to gather additional information or to clarify something that is not understood.  
**SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Distinguish between b/b/ and d/d/ • Blend sounds to decode words

**Phonics:** Bb/b/

**Fluency:**Read with expression

**Comprehension:** *Literary:* • Generate questions • Draw conclusions • Recall details • Follow written directions • Understand the author's purpose and reasoning • Understand setting and its importance • Understand a story's lesson *Informational:* • Understand text features • Recognize text structure

**Language Skill Focus:**

**Spelling:**Encode Bb for /b/ • Encode words • Spell Memory Word of

**Grammar And Vocabulary:**

Clubs Bakery items • Community • Plural -s • Contraction let's • Apostrophes • Memory Word of

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering

questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work  
Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small  
Group Instruction: teacher observation and anecdotal observation of student work, fluency and  
comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Talking about fears, Helping your community

### **Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

### **TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental  
Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

## UNIT 15 Time Frame : 2 Weeks

**Overview:** *Phonemic Awareness and Phonics* • Rr/r/ Identify rhyming words • Blend sounds to decode words *Spelling* • Encode Rr for /r/ • Encode rhyming words and other words  
*Comprehension Literary:* • Generate questions • Determine cause and effect • Recognize plot: problem and solution • Summarize and retell a story • Understand setting *Informational* • Cause and effect *Vocabulary and Grammar* • Cleaning tools and tasks Colors • Synonyms *Fluency* • Read with natural phrasing *Writing* • Drawing and write a sentence that tell about and describe a reaction to something you have done • Form Rr and exclamation marks • Use correct spacing and punctuation in sentences

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.1.1. Demonstrate mastery of the organization and basic features of print ( including those listed in RF.K.1) ; recognize and understand the role of the distinguished features of a sentence. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Reader, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** Drawing and write a sentence that tell about and describe a reaction to something you have done • Form Rr and exclamation marks • Use correct spacing and punctuation in sentences

**Speaking and Listening - Primary Focus Standards:** **SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Identify rhyming words • Blend sounds to decode words

**Phonics:** Rr/r/

**Fluency:** Read with natural phrasing

**Comprehension: *Literary:*** • Generate questions • Determine cause and effect • Recognize plot: problem and solution • Summarize **and** retell a story • Understand setting ***Informational*** • Cause and effect

**Language Skill Focus:**

**Spelling:** Encode Rr for /r/ • Encode rhyming words and other words

**Grammar and Vocabulary:** Cleaning tools and tasks • Colors • Synonyms

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering

questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:**

Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Learning with practice, making group decisions

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

## UNIT 16 Time Frame : 2 Weeks

**Overview:** Phonemic Awareness and Phonics: • Nn/n/ • Identify rhyming words • Blend sounds to decode words Spelling • Encode Nn for /n/ • Encode words • Spell Memory Word no Comprehension Literary: • Monitor comprehension • Compare and contrast • Recall details • Associate pictures with words • Recognize a pattern in a story • Identify steps in a process Informational: • Understand text features Vocabulary and Grammar Leadership Position words • Idioms Multiple meaning words • Memory Words no, Supernoodle • Presidents Fluency • Read with expression Writing • Story about an experience you have had • Form Nn and question marks • Use correct spacing and punctuation in sentences

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Readers, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

### **Writing Focus:**

Story about an experience you have had • Form Nn and question marks • Use correct spacing and punctuation in sentences

### **Speaking and Listening - Primary Focus Standards:**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL. ES. 1.3** Ask and answer questions about what a

speaker says in order to gather additional information or to clarify something that is not understood.  
**SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Identify rhyming words • Blend sounds to decode words

**Phonics:** Nn/n/

**Fluency:** Read with expression

**Comprehension: Literary:** • Monitor comprehension • Compare and contrast • Recall details •

Associate pictures with words • Recognize a pattern in a story • Identify steps in a process

**Informational:** • Understand text features

**Language Skill Focus:**

**Spelling:** Encode Nn for /n/ • Encode words • Spell Memory Word no

**Grammar and Vocabulary:** Leadership Position words • Idioms Multiple meaning words • Memory Words no, Supernoodle • Presidents

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering

questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work  
Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small  
Group Instruction: teacher observation and anecdotal observation of student work, fluency and  
comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Learning with practice, being a good sport

### **Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

### **TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental  
Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

**UNIT 17 - Time Frame : 2 Weeks**

**Overview:**

**Phonemic Awareness and Phonics** • Mm/m/ • Blend sounds to decode words **Spelling** • Encode Mm for /m/ • Encode words • Spell Memory Word for **Comprehension Literary:** • Generate questions • Determine important ideas • Draw and support conclusions Recognize a pattern in a story • Recognize plot: problem and solution **Informational:** • Understand text features • Summarize **Vocabulary and Grammar** • Scavenger hunts • Synonyms and antonyms • Memory Word for • Five senses **Fluency** • Read with natural phrasing **Writing** • Note to a classmate • Response to a note from a classmate • Shared e-mail to another class • Form Mm and exclamation marks • Use correct spacing and punctuation in sentences

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Readers and Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** Note to a classmate • Response to a note from a classmate • Shared e-mail to another class • Form Mm and exclamation marks • Use correct spacing and punctuation in sentences

**Speaking and Listening - Primary Focus Standards: L.VL.K.2.**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words, Encode Mm for /m/ • Encode words

**Phonics:** Mm/m/

**Fluency:**Read with natural phrasing

**Comprehension: *Literary:*** • Generate questions • Determine important ideas • Draw and support conclusions Recognize a pattern in a story • Recognize plot: problem and solution ***Informational:*** • Understand text features • Summarize

**Language Skill Focus:**

**Spelling:**Encode Mm for /m/ • Encode words • Spell Memory Word for

**Grammar and Vocabulary:** Scavenger hunts • Synonyms and antonyms • Memory Word for • Five senses

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?  
**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Talking about fears, Being patient

### **Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

### **TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental

Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

## UNIT 18 - Time Frame : 2 Weeks

**Overview:** **Phonemic Awareness and Phonics** • Pp/p/ • Blend sounds to decode words **Spelling** • Encode Pp for /p/ • Spell Memory Word put **Comprehension Literary:** • Summarize • Determine important ideas • Distinguish between reality and fantasy • Recognize plot: cause and effect • Understand figurative language: alliteration **Informational:** • Monitor comprehension • Sequence steps **Vocabulary and Grammar** • Foods • Picnics • Adjectives • Memory Word put **Fluency** • Observe punctuation **Writing** • Instructions on how to do something • Form Pp • Use correct spacing and punctuation in sentences

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Readers and Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

### **Writing Focus:**

Instructions on how to do something • Form Pp • Use correct spacing and punctuation in sentences

**Speaking and Listening - Primary Focus Standards:**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.  
**L.VI.K.3.C** Identify real-life connections between words and their use  
**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words, Encode Pp for /p/

**Phonics:**Pp/p/

**Fluency:** Observe punctuation

**Comprehension: Literary:** • Summarize • Determine important ideas • Distinguish between reality and fantasy • Recognize plot: cause and effect • Understand figurative language: alliteration

**Informational:** • Monitor comprehension • Sequence steps

**Language Skill Focus:**

**Spelling:** Encode Pp for /p/ • Spell Memory Word put

**Grammar and Vocabulary:** Foods • Picnics • Adjectives • Memory Word put

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?  
**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Learning with practice, Be a good sport

### **Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

### **TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental

Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

### UNIT 19 - Time Frame : 2 Weeks

**Overview:** Phonemic Awareness and Phonics • Vv/v/ Distinguish between f/f/ and v/v/ • Blend sounds to decode words **Spelling** • Encode Vv for /v/ • Encode words **Comprehension** **Literary:** • Visualize • Understand characters • Recall details • Recognize plot: beginning, middle, end **Informational:** • Monitor comprehension Vocabulary and Grammar • Veterinarians • Abbreviations • Apostrophes • Singular possessives • Synonyms Pet care **Fluency** • Read at an appropriate rate **Writing** • All-About Book • Form Vv • Use correct punctuation and spacing in sentences

#### **READING - Primary Focus Standards:**

L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

#### **Text Type:**

Unit Readers and Decodables

#### **WRITING - Primary Focus Standards:**

W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** All-About Book • Form Vv • Use correct punctuation and spacing in sentences

**Speaking and Listening - Primary Focus Standards:**

**SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.  
**L.VI.K.3.C** Identify real-life connections between words and their use  
**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words • Encode Vv for /v/  
**Phonics:** Vv/v/ Distinguish between f/f/ and v/v/  
**Fluency:** Read at an appropriate rate  
**Comprehension:** ***Literary:*** • Visualize • Understand characters • Recall details • Recognize plot: beginning, middle, end ***Informational:*** • Monitor comprehension

**Language Skill Focus:**

**Spelling:** • Encode words  
**Grammar and Vocabulary:** Veterinarians • Abbreviations • Apostrophes • Singular possessives • Synonyms Pet care

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Learning with practice, Being a good sport

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

### UNIT 20 - Time Frame : 2 Weeks

**Overview:** Phonemic Awareness and Phonics • Ww/w/ • Blend sounds to decode words Spelling • Encode Ww for /w/ • Encode words • Spell Memory Word to Comprehension Literary: • Generate questions • Describe setting • Recall details • Retell a story • Identify lessons taught by a story • Understand the author's purpose Informational: • Understand text features • Recognize text structure • Cause and effect Vocabulary and Grammar • Make-believe games • Proper nouns • Onomatopoeia • Idioms • Memory Word to Weather Fluency • Read with appropriate stress Writing • All-About Book • Form Ww and question marks • Use correct spacing and punctuation in sentences

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Readers and Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable

words by: (A-E)

**Writing Focus:** All-About Book • Form Ww and question marks • Use correct spacing and punctuation in sentences

**Speaking and Listening - Primary Focus Standards:** **SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL. ES. 1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words • Encode Ww for /w/ • Encode words

**Phonics:** Ww/w/

**Fluency:** Read with appropriate stress

**Comprehension: Literary:** • Generate questions • Describe setting • Recall details • Retell a story

• Identify lessons taught by a story • Understand the author's purpose **Informational:** • Understand text features • Recognize text structure • Cause and effect

**Language Skill Focus:**

**Spelling:** Encode Ww for /w/ • Encode words • Spell Memory Word to

**Grammar and Vocabulary:** Make-believe games • Proper nouns • Onomatopoeia • Idioms • Memory Word to • Weather

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:** **RL:** How can asking and answering questions

help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Making good use of time, Looking out for others

### **Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

### **TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as

enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

### UNIT 21 - Time Frame : 2 Weeks

**Overview: Phonemic Awareness and Phonics** • Kk, ck/k/; Qu, qu /kw/ • Blend sounds to decode words **Spelling** • Encode Kk, ck for /k/ and Qu, qu for /kw/ • Encode words • Spell Memory Word like **Comprehension Literary:** • Generate questions • Make Comparisons • Draw conclusions • Recall details • Recognize a pattern in a story • Make and confirm predictions • Recognize text structure **Informational:** • Understand text features • Recognize text structure • Compare and contrast texts **Vocabulary and Grammar** • Plays and theaters • Types of sentences • Idioms • Multiple meaning words • Royalty • Memory Word like **Fluency** • Read with expression **Writing** • Fictional story • Form Kk, Qq and exclamation points • Use correct spacing and punctuation in sentences

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Readers and Decodables

**WRITING - Primary Focus Standards:**

W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2. Demonstrate command of the conventions of encoding

and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** Fictional story • Form Kk, Qq and exclamation points • Use correct spacing and punctuation in sentences

**Speaking and Listening - Primary Focus Standards:** **SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words, Encode Kk, ck for /k/ and Qu, qu for /kw/ • Encode words

**Phonics:** Kk, ck/k/; Qu, qu /kw/

**Fluency:** Read with expression

**Comprehension: *Literary:*** • Generate questions • Make Comparisons • Draw conclusions • Recall details • Recognize a pattern in a story • Make and confirm predictions • Recognize text structure

***Informational:*** • Understand text features • Recognize text structure • Compare and contrast texts

**Language Skill Focus:**

**Spelling:** Encode Kk, ck for /k/ and Qu, qu for /kw/ • Encode words • Spell Memory Word like

**Grammar and Vocabulary:** Plays and theaters • Types of sentences • Idioms • Multiple meaning words • Royalty • Memory Word like

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Making group decisions, Talking about fears

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

### UNIT 22 - Time Frame : 2 Weeks

**Overview:** **Phonemic Awareness and Phonics** • Jj/j/ • Identify rhyming words • Blend sounds to decode words **Spelling** • Encode Jj for /j/ • Encode rhyming words and other words • Spell Memory Word said **Comprehension Literary:** • Sequence events • Recognize rhythm and rhyme • Associate pictures with sentences • Summarize and retell a story Recognize plot: problem and solution • Understand characters **Informational:** • Understand text features • Monitor comprehension **Vocabulary and Grammar** • Tongue twisters • Memory Word said • Dinosaurs **Fluency** • Read a poem rhythmically **Writing** • Book review • Form Jj • Use correct spacing and punctuation in sentences

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Readers, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2.

Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:**

Book review • Form Jj • Use correct spacing and punctuation in sentences

**Speaking and Listening - Primary Focus Standards:** **SL.II.1.2** Ask and answer questions about key details in a text (song) read aloud or information presented orally or through other media. **SL.ES.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood. **SL.UM.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Identify rhyming words • Blend sounds to decode words • Encode Jj for /j/ • Encode rhyming words and other words

**Phonics:** Jj/j/

**Fluency:** Read a poem rhythmically

**Comprehension: *Literary:*** Sequence events • Recognize rhythm and rhyme • Associate pictures with sentences • Summarize and retell a story Recognize plot: problem and solution • Understand characters ***Informational:*** Understand text features • Monitor comprehension

**Language Skill Focus:**

**Spelling:** Encode Jj for /j/ • Encode rhyming words and other words • Spell Memory Word said

**Grammar and Vocabulary:** Tongue twisters • Memory Word said • Dinosaurs

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small Group Instruction: teacher observation and anecdotal observation of student work, fluency and comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Avoid jumping to conclusions, Making group decisions

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

### UNIT 23 - Time Frame : 2 Weeks

**Overview: Phonemic Awareness and Phonics:** • Xx/ks/ Yy/y/ • Blend sounds to decode words

**Spelling :**• Encode Xx for /ks/ and Yy for /y/ • Encode words • Spell Memory Word you

**Comprehension: Literary:** • Monitor comprehension Draw conclusions • Recall story details •

Recognize a pattern in a story • Use pictures • Distinguish between reality and fantasy

**Informational:** • Understand text features • Understand steps in a process • Monitor comprehension

**Vocabulary and Grammar:** • Reusing and recycling • Abbreviations • Plural nouns • Compound

words • Memory Word you **Fluency :** • Observe punctuation **Writing:**• Poetry • Form Xx, Yy,

exclamation marks, commas, and quotation marks • Use correct spacing and punctuation in

sentences

**READING - Primary Focus Standards:** L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**Text Type:** Unit Readers, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and

writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2.  
Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** Poetry • Form Xx, Yy, exclamation marks, commas, and quotation marks • Use correct spacing and punctuation in sentences

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words • Encode Xx for /ks/ and Yy for /y/ • Encode words

**Phonics:** Xx/ks/ Yy/y/

**Fluency:** Observe punctuation

**Comprehension: *Literary:*** • Monitor comprehension Draw conclusions • Recall story details •

Recognize a pattern in a story • Use pictures • Distinguish between reality and fantasy ***Informational:***

• Understand text features • Understand steps in a process • Monitor comprehension

**Language Skill Focus:**

**Spelling:** Encode Xx for /ks/ and Yy for /y/ • Encode words • Spell Memory Word you

**Grammar and Vocabulary:** Reusing and recycling • Abbreviations • Plural nouns • Compound words • Memory Word you

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the

text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?

**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work  
Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small  
Group Instruction: teacher observation and anecdotal observation of student work, fluency and  
comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Making good use of time, Helping your community

### **Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

### **TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments

### UNIT 24- Time Frame : 2 Weeks

**Overview: Phonemic Awareness and Phonics:** • Zz/z/ • Final zz/z/ Blend sounds to decode words  
• Long-vowel sounds for a, e, i, o, u **Spelling:**• Encode Zz for /z/ • Encode a letter for each long-vowel sound • Encode words including plurals • Spell Memory Word was  
**Comprehension:***Literary:* • Associate pictures with words and sentences • Recall details Sequence events • Retell story events *Informational:* • Understand text features **Vocabulary and Grammar:** • Photo albums • Singular and plural nouns • Abbreviations • The past **Fluency:** Sequence words • Words for time • Verbs • Memory Word was • Read with natural phrasing **Writing :** • Memory book • Form Zz and own name • Use correct spacing, capitalization, and punctuation in sentences

#### **READING - Primary Focus Standards:**

L.RF.K.1.Demonstrate understanding of the organization and basic features of print. L.RF.K.2 Demonstrate understanding of spoken words, syllables and sounds. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

#### **Text Type:**

Unit Readers, Decodables

**WRITING - Primary Focus Standards:** W.AW.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...) L.WF.K.2.

Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: (A-E)

**Writing Focus:** Memory book • Form Zz and own name • Use correct spacing, capitalization, and punctuation in sentences

**Language - Primary Focus Standards:**

**L.VL.K.2.A.** Identify new meanings for familiar words and apply them accurately.

**L.VI.K.3.C** Identify real-life connections between words and their use

**L.VI.2.3.C** Describe how words and phrases supply rhythm and meaning in a story

**Reading Skills Focus:**

**Phonemic Awareness:** Blend sounds to decode words • Long-vowel sounds for a, e, i, o, u • Encode Zz for /z/ • Encode a letter for each long-vowel sound • Encode words including plurals

**Phonics:** Zz/z/ • Final zz/z/

**Fluency:** Read with natural phrasing

**Comprehension:** • **Literary:** • Associate pictures with words and sentences • Recall details  
Sequence events • Retell story events **Informational:** • Understand text features

**Language Skill Focus:**

**Spelling:** Encode Zz for /z/ • Encode a letter for each long-vowel sound • Encode words including plurals • Spell Memory Word was

**Grammar and Vocabulary:** Photo albums • Singular and plural nouns • Abbreviations • The past  
• Words for time • Verbs • Memory Word was

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message of the text? How do readers identify and describe story elements?

**RF:** How are words made up of sounds? How can sounds help me understand a word?  
**SL:** When is an appropriate time to ask or answer questions? How can asking and answering questions support understanding? Why is it important to describe people, places, things and events with detail? Why do I need to speak in complete sentences?

**ASSESSMENTS:** Daily Routines: done on whiteboards or ice cream paper (whole group) Work  
Workbook Pages: guided practice of daily skills (a combination of whole group and independent) Small  
Group Instruction: teacher observation and anecdotal observation of student work, fluency and  
comprehension, Unit Test, Anecdotal Notes, Teacher/Student Conferencing

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Looking out for others, Taking care of public places

### **Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

### **TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Workbooks, Library Readers, Superkids SuperSmart, Supplemental

Resources: Wilson Reading, ABC Bootcamp, UFLI Foundations Grade Level Assignments