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| Grade: K | Unit: Literature | | Pacing: 10 days | |
| **Key Ideas and Details** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). | [Unit 1 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=%2b57cHhCixMVkhNg7S1dkPRm8vrDLucR0loIUUf86k%2b0%3d&docid=2_1dc44e33ba2854bafa481aca3de751e3d&rev=1)  [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1) | Text (Units / Pages)    Technology / Open Resources:  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) | [Unit 1 Model Curriculum](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=S9sVwbN5kEPO4tNGU17n8I%2fohkvFrLYGXUzaz282xW0%3d&docid=2_1ac68537a141548c49deb135c094531b6&rev=1)  [Unit 2 Model Curriculum](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=MOoGUHQ3JYWYq3z%2bhoVpbfo3P%2bKiRhM7vaytmvBPD6c%3d&docid=2_1cbde4cfb30524b78b2a450bd6adc5251&rev=1)  [Unit 3 Model Curriculum](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=N92SdnfLx28xWISUD4CGTTcxH3yb1VD%2bz6OZk%2bLzhDs%3d&docid=2_1f8790d8b77e244b0a0d2b20201571f86&rev=1)  [Unit 4 Model Curriculum](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=sdifEUj7fS4z3IfeNTjfQaOvVBd6uMwlEJJHjGwekDQ%3d&docid=2_15caf47b2d6c64f69b60f456eea8b8a66&rev=1)  [Unit 5 Model Curriculum](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=PIIJqMxp%2bdopScuKKVEJjJV9vITU7kUJWCff9btp804%3d&docid=2_1bab1c385ab9744a6b0cfdabf56a22e68&rev=1) |
| NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). | [Unit 1 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=%2b57cHhCixMVkhNg7S1dkPRm8vrDLucR0loIUUf86k%2b0%3d&docid=2_1dc44e33ba2854bafa481aca3de751e3d&rev=1)  [Unit 3 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Wy33zpxaC9Hr3zLpq3KqRes7oNOto%2fVIjpTnxQ6mAHo%3d&docid=2_1030d03dae86942a781682fb4904200a4&rev=1)  [Unit 5 Text Reading and Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6upB%2bKzUnxC00nFnkUsj0wzcAs97%2fLJb5oGaWaaXgG0%3d&docid=2_1fdf65080b5354f87b00775dd3faaf7c5&rev=1) | Text (Units / Pages)    Technology / Open Resources:  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
| NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RL.K.3. With prompting and support, identify characters, settings, and major events in a story. | [Unit 1 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=%2b57cHhCixMVkhNg7S1dkPRm8vrDLucR0loIUUf86k%2b0%3d&docid=2_1dc44e33ba2854bafa481aca3de751e3d&rev=1)  [Unit 3 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Wy33zpxaC9Hr3zLpq3KqRes7oNOto%2fVIjpTnxQ6mAHo%3d&docid=2_1030d03dae86942a781682fb4904200a4&rev=1) | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |

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| Grade: K | Unit: Literature | | Pacing: 10 days | |
| **Craft and Structure** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | RL.K.4. Ask and answer questions about unknown words in a text. |  | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
| NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | RL.K.5. Recognize common types of texts (e.g., storybooks, poems). |  | Text (Units / Pages)    Technology / Open Resources |  |
| NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. | RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |  | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |

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| Grade: K | Unit: Literature Text | | Pacing: 10 days | |
| **Integration of Knowledge and Ideas** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |  | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
| NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | RL.K.8. (Not applicable to literature.) |  | Text (Units / Pages)  Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
| NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | [Unit 5 Text Reading and Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6upB%2bKzUnxC00nFnkUsj0wzcAs97%2fLJb5oGaWaaXgG0%3d&docid=2_1fdf65080b5354f87b00775dd3faaf7c5&rev=1) | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |

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| Grade: K | Unit: Literature | | Pacing: 15 days | |
| **Range of Reading and Level of Text Complexity** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. | RL.K.10. Actively engage in group reading activities with purpose and understanding. | [Unit 1 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=%2b57cHhCixMVkhNg7S1dkPRm8vrDLucR0loIUUf86k%2b0%3d&docid=2_1dc44e33ba2854bafa481aca3de751e3d&rev=1)  [Unit 3 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Wy33zpxaC9Hr3zLpq3KqRes7oNOto%2fVIjpTnxQ6mAHo%3d&docid=2_1030d03dae86942a781682fb4904200a4&rev=1) | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |

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| Grade: K | Unit: Informational Text | |  | |
| **Key Ideas and Details** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | RI.K.1. With prompting and support, ask and answer questions about key details in a text. | [Unit 1 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=%2b57cHhCixMVkhNg7S1dkPRm8vrDLucR0loIUUf86k%2b0%3d&docid=2_1dc44e33ba2854bafa481aca3de751e3d&rev=1)  [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1) | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
| NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RI.K.2. With prompting and support, identify the main topic and retell key details of a text. | [Unit 1 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=%2b57cHhCixMVkhNg7S1dkPRm8vrDLucR0loIUUf86k%2b0%3d&docid=2_1dc44e33ba2854bafa481aca3de751e3d&rev=1)  [Unit 3 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Wy33zpxaC9Hr3zLpq3KqRes7oNOto%2fVIjpTnxQ6mAHo%3d&docid=2_1030d03dae86942a781682fb4904200a4&rev=1) | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
| NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | [Unit 5 Text Reading and Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6upB%2bKzUnxC00nFnkUsj0wzcAs97%2fLJb5oGaWaaXgG0%3d&docid=2_1fdf65080b5354f87b00775dd3faaf7c5&rev=1) | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |

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| Grade: K | Unit: Informational Text | | Pacing: 10 days | |
| **Craft and Structure** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. | [Unit 5 Text Reading and Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6upB%2bKzUnxC00nFnkUsj0wzcAs97%2fLJb5oGaWaaXgG0%3d&docid=2_1fdf65080b5354f87b00775dd3faaf7c5&rev=1) | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
| NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | RI.K.5. Identify the front cover, back cover, and title page of a book. | [Unit 1 Print Concepts](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=NVXQAjoq3YO9FMaM39wMsmFjoJfRT4Vpjqb7tPpgNkY%3d&docid=2_1caf9a09bb99b493a9b7f4e95fca9df61&rev=1) | Text (Units / Pages)    Technology / Open Resources |  |
| NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. | RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |  | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |

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| Grade: K | Unit: Informational Text | |  | |
| **Integration of Knowledge and Ideas** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |  | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
| NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. |  | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
| NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | [Unit 5 Text Reading and Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6upB%2bKzUnxC00nFnkUsj0wzcAs97%2fLJb5oGaWaaXgG0%3d&docid=2_1fdf65080b5354f87b00775dd3faaf7c5&rev=1) | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |

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| Grade: K | Unit: Informational Text | | Pacing: 10 days | |
| **Range of Reading and Level of Text Complexity** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. | RI.K.10. Actively engage in group reading activities with purpose and understanding. | [Unit 1 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=%2b57cHhCixMVkhNg7S1dkPRm8vrDLucR0loIUUf86k%2b0%3d&docid=2_1dc44e33ba2854bafa481aca3de751e3d&rev=1)  [Unit 3 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Wy33zpxaC9Hr3zLpq3KqRes7oNOto%2fVIjpTnxQ6mAHo%3d&docid=2_1030d03dae86942a781682fb4904200a4&rev=1) | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |

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| Grade: K | Unit: Reading Foundation Skills | | Pacing: 10 days | |
| Print Concepts | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
|  | RF.K.1. Demonstrate understanding of the organization and basic features of print. |  | Text (Units / Pages)    Technology/Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
|  | A. Follow words from left to right, top to bottom, and page by page. | [Unit 2 Print Concepts](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=8zxzWkbFcEQjb31vJFBNjZ%2fxpcykcHP%2f4sX3F9md%2bVc%3d&docid=2_1c7116530588f432aa287322a3129e601&rev=1)  [Unit 3 Print Concepts](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=8uL1IsDY%2bJ6%2fOtt93CE53XEw9x6YdWAp1rdb1qQQkpY%3d&docid=2_1c0930d3318ee4121a141c1108baf2213&rev=1) |  |
|  | B. Recognize that spoken words are represented in written language by specific sequences of letters. | [Unit 2 Print Concepts](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=8zxzWkbFcEQjb31vJFBNjZ%2fxpcykcHP%2f4sX3F9md%2bVc%3d&docid=2_1c7116530588f432aa287322a3129e601&rev=1)  [Unit 3 Print Concepts](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=8uL1IsDY%2bJ6%2fOtt93CE53XEw9x6YdWAp1rdb1qQQkpY%3d&docid=2_1c0930d3318ee4121a141c1108baf2213&rev=1) |  |
|  | C. Understand that words are separated by spaces in print. | [Unit 2 Print Concepts](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=8zxzWkbFcEQjb31vJFBNjZ%2fxpcykcHP%2f4sX3F9md%2bVc%3d&docid=2_1c7116530588f432aa287322a3129e601&rev=1)  [Unit 3 Print Concepts](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=8uL1IsDY%2bJ6%2fOtt93CE53XEw9x6YdWAp1rdb1qQQkpY%3d&docid=2_1c0930d3318ee4121a141c1108baf2213&rev=1) |  |
|  | D. Recognize and name all upper- and lowercase letters of the alphabet. | [Unit 5 Letter Sound Identification](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=w5IJiSpGdSM3np0Yc7S9GSghL4cmb5RyCO2K5Dm0eis%3d&docid=2_1f2845f0eb32f402088a7ed6733f828b1&rev=1) |  |

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| Grade: K | Unit: Reading Foundation Skills | | Pacing: 15 days | |
| **Phonological Awareness** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
|  | RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |  | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
|  | A. Recognize and produce rhyming words. | [Unit 1 Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=n%2fFhEmNKbVqPVk3AeidLLpmTOvml0u4D0t2t4Z5OivQ%3d&docid=2_15e725ae07734495fa61aca97d5507e5a&rev=1)  [Unit 3 Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FlrOt6971i4c0zM3AMxJDgu81bk4Ll0ncBWbfpsK3zU%3d&docid=2_176152bd251124d309b70fa96f07cd3ff&rev=1) |  |
|  | B. Count, pronounce, blend, and segment syllables in spoken words. | [Unit 1 Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=n%2fFhEmNKbVqPVk3AeidLLpmTOvml0u4D0t2t4Z5OivQ%3d&docid=2_15e725ae07734495fa61aca97d5507e5a&rev=1)  [Unit 3 Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FlrOt6971i4c0zM3AMxJDgu81bk4Ll0ncBWbfpsK3zU%3d&docid=2_176152bd251124d309b70fa96f07cd3ff&rev=1) |  |
|  | C. Blend and segment onsets and rimes of single-syllable spoken words. | [Unit 3 Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FlrOt6971i4c0zM3AMxJDgu81bk4Ll0ncBWbfpsK3zU%3d&docid=2_176152bd251124d309b70fa96f07cd3ff&rev=1)  [Unit 5 Phonemic Awareness and Word Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=PBmG%2f4THDVkDydSBpd8h8zR5TjJZgyaQQtunpzs32hs%3d&docid=2_157f242f890614f5293fd526fe46e5a45&rev=1) |  |
|  | D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) | [Unit 5 Phonemic Awareness and Word Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=PBmG%2f4THDVkDydSBpd8h8zR5TjJZgyaQQtunpzs32hs%3d&docid=2_157f242f890614f5293fd526fe46e5a45&rev=1) |  |
|  | E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | [Unit 5 Phonemic Awareness and Word Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=PBmG%2f4THDVkDydSBpd8h8zR5TjJZgyaQQtunpzs32hs%3d&docid=2_157f242f890614f5293fd526fe46e5a45&rev=1) |  |

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| Grade: K | Unit: Reading Foundation Skills | | Pacing: 10 days | |
| **Phonics and Word Recognition** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
|  | RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |  | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
|  | A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. | [Unit 2 Letter and Sound Identification](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Zmgusnj17ABpGuPpq62ztRKZMqhAEKB3MmwG5ejNlsM%3d&docid=2_16f77c31af27f40159a17efcf51c18136&rev=1)  [Unit 3 Letter and Sound Recognition](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kT9NEJ1zQTaFAk5dDLK2WnEkNs5wr7k2H7f6SgkqCAg%3d&docid=2_1a3ede4038e574dbbbc516f800ecf1ee7&rev=1)  [Unit 5 Letter Sound Identification](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=w5IJiSpGdSM3np0Yc7S9GSghL4cmb5RyCO2K5Dm0eis%3d&docid=2_1f2845f0eb32f402088a7ed6733f828b1&rev=1) |  |
|  | B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. |  |  |
|  | C. Read high-frequency and sight words with automaticity. | [Unit 3 Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FlrOt6971i4c0zM3AMxJDgu81bk4Ll0ncBWbfpsK3zU%3d&docid=2_176152bd251124d309b70fa96f07cd3ff&rev=1) |  |
|  | D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). |  |  |

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| Grade: K | Unit: Reading Foundation Skills | | Pacing: 10 days | |
| **Fluency** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
|  | RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. | [Unit 5 Text Reading and Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6upB%2bKzUnxC00nFnkUsj0wzcAs97%2fLJb5oGaWaaXgG0%3d&docid=2_1fdf65080b5354f87b00775dd3faaf7c5&rev=1) | Text (Units / Pages)    Technology / Open Resources  [Reading Eggs](http://readingeggs.com/)  [Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)  [Newsela](https://newsela.com/) |  |
|  | A. Read emergent-readers with purpose and understanding. |  |  |
|  | B. Read grade level text for purpose and understanding. |  |  |

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| Grade: K | Unit: Writing | | Pacing: 10 days | |
| Text Types and Purposes | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). | [Unit 1 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=dveCsf%2bWOU4AFoC8nnKHps%2fWurbAvKMiXYTFOuBmOVk%3d&docid=2_1b132d2b1572e41a7a3f34d4d331a5b72&rev=1)  [Unit 3 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=HNU0%2bXjeE%2fqu167PGT6oOP6MiiEOL7ypPV39dbfIv14%3d&docid=2_19878f08150c443a88c4c7e825734917b&rev=1)  [Unit 5 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=SM2gHT7WVQJZFd9G9J%2fwv4L3ve8nKMbMrLB7hiyyZDs%3d&docid=2_1ca72ce51040846efbb30e9e812656475&rev=1) | Text (Units / Pages)    Technology / Open Resources |  |
| NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | [Unit 2 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=uTQlqR7WGqMwGGFnY2CopgnVGeZLME9WmULapKrbQ40%3d&docid=2_1427f5c59947e4ba1ac306b7c80833a14&rev=1)  [Unit 3 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=HNU0%2bXjeE%2fqu167PGT6oOP6MiiEOL7ypPV39dbfIv14%3d&docid=2_19878f08150c443a88c4c7e825734917b&rev=1)  [Unit 5 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=SM2gHT7WVQJZFd9G9J%2fwv4L3ve8nKMbMrLB7hiyyZDs%3d&docid=2_1ca72ce51040846efbb30e9e812656475&rev=1) | Text (Units / Pages)    Technology / Open Resources |  |
| NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | [Unit 2 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=uTQlqR7WGqMwGGFnY2CopgnVGeZLME9WmULapKrbQ40%3d&docid=2_1427f5c59947e4ba1ac306b7c80833a14&rev=1)  [Unit 5 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=SM2gHT7WVQJZFd9G9J%2fwv4L3ve8nKMbMrLB7hiyyZDs%3d&docid=2_1ca72ce51040846efbb30e9e812656475&rev=1) | Text (Units / Pages)    Technology / Open Resources |  |

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| Grade: K | Unit: Writing | | Pacing: 10 days | |
| Production and Distribution of Writing | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W.K.4. (Begins in grade 3) |  | Text (Units / Pages)  Begins in grade 3  Technology / Open Resources |  |
| NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). | [Unit 2 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=uTQlqR7WGqMwGGFnY2CopgnVGeZLME9WmULapKrbQ40%3d&docid=2_1427f5c59947e4ba1ac306b7c80833a14&rev=1)  [Unit 5 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=SM2gHT7WVQJZFd9G9J%2fwv4L3ve8nKMbMrLB7hiyyZDs%3d&docid=2_1ca72ce51040846efbb30e9e812656475&rev=1) | Text (Units / Pages)    Technology / Open Resources |  |
| NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |  | Text (Units / Pages)    Technology / Open Resources |  |

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| Grade: K | Unit: Writing | | | | Pacing: 15 days | |
| Research to Build and Present Knowledge | | | | | | | |
| Critical Skills (Anchor Standards) | | NJ Learning Standards (Progress Indicators): | | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. | W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | | [Unit 3 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=HNU0%2bXjeE%2fqu167PGT6oOP6MiiEOL7ypPV39dbfIv14%3d&docid=2_19878f08150c443a88c4c7e825734917b&rev=1) | | Text (Units / Pages)    Technology / Open Resources |  |
| NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | |  | | Text (Units / Pages)    Technology / Open Resources |  |
| NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | W.K.9. (Begins in grade 4) | |  | | Text (Units / Pages)  Begins in grade 4  Technology / Open Resources |  |

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| Grade: K | Unit: Writing | | Pacing: 10 days | |
| Range of Writing | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | W.K.10. (Begins in grade 3) |  | Text (Units / Pages)  Begins in grade 3  Technology / Open Resources |  |

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| Grade: K | Unit: Speaking and Listening | | Pacing: 15 days | |
| Comprehension and Collaboration | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. |  | Text (Units / Pages)    Technology / Open Resources |  |
|  | 1. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). | [Unit 1 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=cafV2Qp8eGg6sFYSSY7uNS0y%2bDHSiJ9TRZ%2bzLPtl0nM%3d&docid=2_1675215197d95437b944023aab48414c1&rev=1)  [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1) |  |
|  | 1. Continue a conversation through multiple exchanges. | [Unit 1 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=cafV2Qp8eGg6sFYSSY7uNS0y%2bDHSiJ9TRZ%2bzLPtl0nM%3d&docid=2_1675215197d95437b944023aab48414c1&rev=1)  [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1) |  |
| NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | [Unit 1 Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=%2b57cHhCixMVkhNg7S1dkPRm8vrDLucR0loIUUf86k%2b0%3d&docid=2_1dc44e33ba2854bafa481aca3de751e3d&rev=1)  [Unit 1 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=cafV2Qp8eGg6sFYSSY7uNS0y%2bDHSiJ9TRZ%2bzLPtl0nM%3d&docid=2_1675215197d95437b944023aab48414c1&rev=1)  [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1) | Texts (Units/Pages)    Technology/Open Resources |  |
| NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1)  [Unit 5 Text Reading and Comprehension](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6upB%2bKzUnxC00nFnkUsj0wzcAs97%2fLJb5oGaWaaXgG0%3d&docid=2_1fdf65080b5354f87b00775dd3faaf7c5&rev=1) | Texts (units/pages)    Technology/Open Resources |  |

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| Grade: K | | Unit: Speaking and Listening | | | | Pacing: 10 days | | |
| Presentation of Knowledge and Ideas | | | | | | | | |
| Critical Skills (Anchor Standards) | | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | | | Resources: | | Assessments / Rubrics |
| NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | | SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | [Unit 1 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=cafV2Qp8eGg6sFYSSY7uNS0y%2bDHSiJ9TRZ%2bzLPtl0nM%3d&docid=2_1675215197d95437b944023aab48414c1&rev=1)  [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1) | | | Text (Units / Pages)    Technology / Open Resources | |  |
| NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | | SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | [Unit 3 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=HNU0%2bXjeE%2fqu167PGT6oOP6MiiEOL7ypPV39dbfIv14%3d&docid=2_19878f08150c443a88c4c7e825734917b&rev=1) | | | Text (Units / Pages)    Technology / Open Resources | |  |
| NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. | [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1) | | | Text (Units / Pages)    Technology / Open Resources | |  |
| Grade: 1 | Unit: Language | | | | Pacing: 15 days | | | |
| **Conventions of Standard English** | | | | | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | | | Samples / Exemplars | Resources: | | Assessments / Rubrics | |
| NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | |  | Text (Units / Pages)    Technology / Open Resources | |  | |
|  | A. Print many upper- and lowercase letters. | | | [Unit 3 Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=HNU0%2bXjeE%2fqu167PGT6oOP6MiiEOL7ypPV39dbfIv14%3d&docid=2_19878f08150c443a88c4c7e825734917b&rev=1) |  | |
|  | B. Use frequently occurring nouns and verbs. | | | [Unit 1 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=cafV2Qp8eGg6sFYSSY7uNS0y%2bDHSiJ9TRZ%2bzLPtl0nM%3d&docid=2_1675215197d95437b944023aab48414c1&rev=1)  [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1) |  | |
|  | C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). | | |  |  | |
|  | D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). | | | [Unit 1 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=cafV2Qp8eGg6sFYSSY7uNS0y%2bDHSiJ9TRZ%2bzLPtl0nM%3d&docid=2_1675215197d95437b944023aab48414c1&rev=1) |  | |
|  | E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). | | | [Unit 1 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=cafV2Qp8eGg6sFYSSY7uNS0y%2bDHSiJ9TRZ%2bzLPtl0nM%3d&docid=2_1675215197d95437b944023aab48414c1&rev=1)  [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1) |  | |
|  | F. Produce and expand complete sentences in shared language activities. | | |  |  | |
| NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | |  | Texts (units/pages) | |  | |
|  | A. Capitalize the first word in a sentence and the pronoun *I*. | | |  |  | |
|  | 1. Capitalize the first word in a sentence and the pronoun *I*. | | |  |  | |
|  | 1. Recognize and name end punctuation. | | |  |  | |
|  | 1. Write a letter or letters for most consonant and short-vowel sounds (phonemes). | | |  |  | |
|  | 1. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | |  |  | |

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| Grade: 1 | Unit: Language | | Pacing: 15 days | |
| **Vocabulary Acquisition and Usage** | | | | |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |  | Text (Units / Pages)    Technology / Open Resources |  |
|  | A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). |  |  |
|  | B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word. |  |  |
| NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. | L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. |  | Texts (Units/Pages)    Technology/Open Resources |  |
|  | A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |  |  |
|  | B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |  |  |
|  | C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). |  |  |
|  | D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. | [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1) |  |
| NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | [Unit 1 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=cafV2Qp8eGg6sFYSSY7uNS0y%2bDHSiJ9TRZ%2bzLPtl0nM%3d&docid=2_1675215197d95437b944023aab48414c1&rev=1)  [Unit 2 Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=P8iXsgYcP%2fbWZXtUXJa2QlgdxatnQRlLsNQHL0I905E%3d&docid=2_1177471a4609e4b3da9a63f18970bc278&rev=1) | Texts (Units/Pages) |  |

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| **Assessments** | Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks, Reading Eggs |
| **21st Century Skills and Career Integration** | Informational sources, text features |
| **Technology Integration** | Digital tools; online series, Reading Eggs, Reading A-Z, Newsela, Read Works |
| **Interdisciplinary Connections** | Social Studies and Science- Informational Text |
| **Core Instructional and Supplemental Materials** | Core Instruction: Project Read, Orton Gilligham, Super Kids Series  Supplemental: picture books, fictional and non-fictional books, videos |
| **Modifications/Accommodations** | ELL: Alternate responses, extended time, teacher modeling, simplified directions, vocabulary banks, manipulatives, nonverbal responses, sentence frames, prompts, partner talk  Special Education: Enlarged graph paper, small group instruction, highlighted  instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models  G&T: Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group  504/Students at Risk: Enlarged graph paper, small group instruction, highlighted  instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models |