

Domain: <i>Foundational Skills (RF)</i>		
Cluster: Print Concepts		
Standard: RF.K.1- Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper and lower case letters of the alphabet.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why do we have upper and lowercase letters? How do you know when to use them? Why do we use guide-lined paper? Do any letters begin on the bottom line? What letters begin on the top line, middle line, another place?</p>	<p>Words are made up of letters. Readers use grammatical and mechanical conventions from writing to determine how a writer intended an audience to read the writing.</p>	<p>Various letters, both upper and lower case, will be placed in a bag. Students will be required to pick letters and place in appropriate categories, i.e: upper and lower case.</p>
Content Statements		
<p>Upper case and lower case letters specific purposes. We use templates such as sky-line, plane .-line and</p>		

grass-line.		
Assessments		Teacher Resources
Students will be assessed by asking them to differentiate between upper and lower case letters.		Reading Street 2013 Alignment
Equipment Needed		
<p>NJ Model Curriculum Alignment</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper and lower case letters of the alphabet.</p>		<p>TE 1: 24–25, 40–41, 42, 126, 138, 142–143, 144, 158, 183, 234, 238–239, 240, 340, 346</p> <p>TE 2: 24</p> <p>TE 3: 24</p> <p>TE 5: 42, 548</p> <p>TE 6: 340</p> <p>TE 1: 23, 125, 138, 221, 234, 327, 340, 433, 446, 535</p> <p>TE 2: 23, 36, 121, 134, 221, 234, 321, 334, 423, 436, 523, 537</p> <p>TE 3: 23, 36, 123, 136–137, 223, 236, 321, 334, 421, 434–435, 519, 532–533</p> <p>TE 4: 23, 36, 119, 132, 321, 321, 334, 423, 436, 519, 532–533</p> <p>TE 5: 23, 37, 121, 134, 227, 240, 327, 340, 431, 444, 529, 542</p> <p>TE 6: 23, 36, 123, 136, 221, 234, 321, 334, 423, 436, 519, 532</p> <p>TE 1: 237, 599</p> <p>TE 2: 23, 587</p> <p>TE 3: 39, 583</p> <p>TE 4: 538</p> <p>TE 5: 613</p> <p>TE 6: 597</p> <p>MSB 1: 16, 36, 56, 76, 96, 116</p> <p>TE 1: 20–21, 36–37, 49, 54–55, 81, 86, 93, 96, 98–99, 107, 122, 138, 142,</p>

	156-157, 182, 183, 192, 194-195, 218, 229, 234, 238-239, 254-255, 278, 283, 288, 295, 298, 300-301, 324-325, 340, 358-359, 394, 405, 406-407, 446, 464-465, 495, 593 TE 2: 54, 152, 352, 454, 549, 554 TE 3: 54, 154, 254, 352, 452, 550 TE 4: 54, 177, 253, 352, 454, 550 TE 5: 54, 152, 258, 358, 462, 560 TE 6: 54, 154, 252, 352, 454, 550
--	--

Domain: <i>Foundational Skills (RF)</i>		
Cluster: Phonological Awareness		
Standard: RF.K.2.- Demonstrate understanding of spoken words, syllables, and sounds, (phonemes). <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds, phonemes in three- phoneme (consonant-vowel-consonant or CVC words). *(This does not include CVCs ending with /l/, /r/, or /x/). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>What are the “speech helpers”?</p> <p>What do they do?</p> <p>What is rhyme?</p> <p>Can the “speech helpers make words “rhyme”?</p> <p>How?</p>	Our English language has consistent language patterns.	Students can participate in activities such as using the pocket chart center to create new words. One student takes a word family ending and another takes various beginning letters in order to create new rhyming words. A new word family can be used each “round.”
Content Statements		
Students will comprehend the spoken words, pronounce initial, medial and final vowel sounds, and will understand the concept of phonemes.		
Assessments		Teacher Resources

<p>Students will be asked to create rhymes and/or identify word families. Teacher will also administer tests/ask questions regarding one-syllable words to see if students comprehend.</p>	<p>MSB 1: 32–33, 52–53, 72–73, 92–93, 112–113 MSB 2: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p>
<p>Equipment Needed</p>	<p>MSB 3: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p>
<p>NJ Model Curriculum Alignment Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p>	<p>MSB 4: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113 MSB 5: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113 MSB 6: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113 TE 1: 120–121, 136–137, 150, 151, 154–155, 180, 192, 216–217, 235, 286–287, 294, 322–323, 335, 338–339, 356–357, 392–393, 404, 428–429, 431, 444–445, 506, 507, 560, 600, 606–607 TE 2: 18–19, 20–21, 30, 34–35, 77, 116–117, 132–133, 147, 150–151, 216–217, 232–233, 234–235, 246, 250–251, 316–317, 332–333, 350–351, 418–419, 421, 434–435, 484, 519, 534–535, 553, 582, 589, 589 TE 3: 18–19, 34–35, 52–53, 79, 84, 94, 118–119, 134–135, 152–153, 194, 218–219, 234–235, 252–253, 292, 316–317, 332–333, 350–351, 392, 416–417, 432–433, 450–451, 490, 514–515, 530–531, 588 TE 4: 18–19, 34–35, 48, 49, 52–53, 90, 114–115, 130–131, 148–149, 192, 216–217, 232–233, 250–251, 292, 316–317, 333, 350–351, 394, 418–</p>

419, 452-453, 490, 514-515, 530-531, 594

TE 5: 18-19, 34-35, 52-53, 92, 116-117, 132-133, 150-151, 198, 222-223, 253, 256-257, 286, 298, 322-323, 338-339, 356-357, 387, 390, 402, 426-427, 442-443, 460-461, 490, 500, 524-525, 540-541, 558-559, 594, 604

TE 6: 18-19, 31, 34-35, 52-53, 82, 94, 118-119, 134-135, 152-153, 180, 192, 216-217, 229, 232-233, 250-251, 280, 292, 316-317, 329, 332-333, 350-352, 382, 394, 418-419, 434-435, 452-453, 478, 490, 514-515, 527, 530-531, 548-549, 576, 588

MSB 1: 12, 68

MSB 2: 32, 90

MSB 3: 30, 68, 72

MSB 4: 110

MSB 5: 30, 32, 72, 110

MSB 6: 92, 130

TE 1: 18-19, 34-35, 52-53, 84-85, 96, 137, 181, 188, 189, 217, 228, 279, 280-281, 287, 357, 547

TE 2: 35, 49, 233, 375, 398-399, 419, 449

TE 3: 98-99, 230, 274-275, 277, 433, 569

TE 4: 494-495, 526, 527, 576-577

TE 5: 96-97, 179, 279, 485, 504-505

TE 6: 196-197, 375, 592-593

MSB 1: 32-33

MSB 2: 52, 72, 92

MSB 5: 108
TE 1: 120–121, 123, 136–137, 139, 150, 151, 180, 192, 235, 251, 286–287, 323, 339, 356, 393, 429
TE 2: 151, 351, 452, 553
TE 3: 253
TE 5: 257, 455
TE 6: 351, 449
MSB 1: 116
MSB 3: 112
MSB 4: 32, 52, 56, 72, 112, 118
MSB 5: 112
TE 1: 21, 325, 335, 341, 357, 392, 431, 447, 533, 549
TE 2: 449, 577
TE 4: 35, 292, 435, 453, 531, 549
MSB 1: 52, 72, 92, 96, 112
MSB 2: 12, 16, 32, 36, 52, 56, 72, 96, 112, 116, 118
MSB 3: 12, 16, 32, 36, 56, 76, 96, 116
MSB 4: 12, 32
MSB 5: 12, 72, 92, 96, 98
MSB 6: 12, 32, 52, 72, 92, 112
TE 1: 216–217, 232–233, 250, 298, 322–323, 338–339, 356–357, 392, 404, 428–429, 444–445, 446, 462–463, 464, 491, 494, 496, 530–531, 546–547, 564–565, 592, 594, 604
TE 2: 18–19, 34–35, 36–37, 52–53, 80, 82, 89, 92, 116–117, 119, 132–133, 135, 150–151, 180, 192, 216–217, 219, 232–233, 234–235, 250–251, 280, 292, 316–317, 319, 332–333, 334–335, 350–351, 382, 394,

405, 434-435, 436-437, 452-453,
482, 494, 534-535, 536-537, 552-
553, 580, 592

TE 3: 18-19, 21, 34-35, 36-37, 52-
53, 82, 94, 118-119, 121, 134-135,
136-137, 152-153, 218-219, 221,
234-235, 236-237, 252-253, 280,
316-317, 319, 332-333, 334-335,
350-351, 380, 392, 416-417, 432-
433, 434-435, 447, 450-451, 478,
490, 514-515, 530-531, 532-533,
548-549, 576, 588

TE 4: 18-19, 21, 34-35, 36-37, 52-
53, 78, 90, 114-115, 117, 130-131,
132-133, 148-149, 180, 192, 280,
316-317, 319, 332-333, 350-351,
394, 434-435, 436-437, 452-453,
478, 490, 514-515, 530-531, 548-
549, 582, 594

TE 5: 18-19, 21, 31, 34-35, 36-37,
52-53, 80, 92, 186, 222-223, 238-
239, 256-257, 298, 322-323, 338-
339, 356-357, 390, 402, 426-427,
442-443, 444-445, 460-461, 488,
500, 524-525, 540-541, 558-559,
592, 604

TE 6: 18-19, 34-35, 52-53, 82, 94,
118-119, 131, 134-135, 152-153,
192, 216-217, 232-233, 250-251,
280, 292, 316-317, 332-333, 350-
352, 382, 394, 418-419, 434-435,
452-453, 478, 490, 514-515, 530-
531, 545, 548-549, 573, 576, 588

MSB 1: 72, 92, 112

MSB 2: 12, 32, 52
MSB 3: 112
MSB 4: 12, 32, 52, 72, 92, 112
MSB 5: 12, 32, 92
MSB 6: 12, 52
TE 1: 21, 53, 232-233, 250, 323, 338,
356-357, 404, 429, 462-463, 531, 565
TE 2: 18-19, 35, 49, 53, 116-117,
182, 216-217, 252, 282, 316-317,
384, 434-435, 452-453, 518-519,
534-535, 553
TE 3: 18-19, 53, 118-119, 134-135,
152-153, 182, 194, 218-219, 234-
235, 252-253, 292, 316-317, 329,
332-333, 351, 377, 389, 451, 479, 549
TE 4: 18-19, 34-35, 53, 114-115,
131, 149, 216-217, 232-233, 250-
251, 292, 316-317, 332-333, 350-
351, 382, 418-419, 452-453, 548-549
TE 5: 18-19, 34-35, 52-53, 116-117,
132-133, 150-151, 198, 223, 238-
239, 256-257, 322-323, 338-339,
356-357, 426-427, 442-443, 460-
461, 524-525, 540-541, 558-559

Domain: *Foundational Skills (RF)*

Cluster: **Phonics and Word Recognition**

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

- a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high frequency words by sight (e.g., the of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
What are the vowels and sounds (long and short)? Can you hear vowels in spoken words? Can words be broken into individual sounds? What is a sight word? How do I learn to know words instantly? What sight words should I know?	Words made up of letters. Readers use grammatical and mechanical conventions from writing to determine how a writer intended an audience to read the writing.	Students can play “read the room” using sight words, commonly spelled words, or simply with vowels. Depending on the focus, students use clipboards or dry erase boards to go around the room and write those words/letters as many times as they see them. The student that gets the most can be the “winner” for that period.
Content Statements		
Students can be tested weekly for sight word recognition. If a child gets 3 or 4 new sight		

<p>words per week, he/she will be able to recognize them and will therefore be ready for independent reading. The same thing can be done with similar letters or just vowels.</p>		
<p>Assessments</p>	<p>Teacher Resources</p>	
<p>Students will be assessed at the end of each week or benchmark suggestion regarding sight words. Once mastered, students will be more prepared for guided reading groups. The same thing can be done with common words and/or vowels.</p>	<p>Reading Street 2013 Alignment</p>	
<p>Equipment Needed</p>		
<p>NJ Model Curriculum Alignment</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>TE 4: 20–21, 24–25, 40–41, 54–55, 56–57, 81, 91, 92–93, 116–117, 120–121, 136–137, 150–151, 152–153, 183, 193, 194–195, 218–219, 222–223, 238–239, 252–253, 254–255, 282, 283, 293, 294–295, 318–319, 322–323, 338–339, 352–353, 354–355, 385, 395, 396–397, 420–421, 424–425, 436–437, 440–441, 449, 454–455, 456–457, 479, 481, 491, 492–493, 516–517, 520–521, 532–533, 536–537, 550–551, 552–553, 583, 585, 595, 596–597</p> <p>TE 5: 20–21, 24–25, 40–41, 54–55, 56–57, 83, 93, 94–95, 118–119, 122–123, 134–135, 138–139, 152–153, 154–155, 187, 189, 199, 200–201, 224–225, 228–229, 240–241, 244–245, 258–259, 260–261, 283, 289, 299, 300–301, 324–325, 328–329, 340–341, 344–345, 353, 358–359, 360–361, 391, 393, 403, 404–405,</p>	

428-429, 432-433, 444-445, 448-449, 462-463, 464-465, 489, 491, 501, 502-503, 526-527, 530-531, 542-543, 546-547, 560-561, 562-563, 595, 605, 606-607

TE 6: 20-21, 24-25, 36-37, 40-41, 49, 54-55, 56-57, 83, 85, 95, 96-97, 120-121, 124-125, 136-137, 140-141, 154-155, 156-157, 181, 183, 193, 194-195, 218-219, 222-223, 234-235, 238-239, 252-253, 254-255, 281, 283, 289, 293, 294-295, 318-319, 322-323, 334-335, 338-339, 352-353, 354-355, 383, 396-397, 420-421, 424-425, 436-437, 440-441, 454-455, 456-457, 475, 479, 481, 487, 491, 492-493, 516-517, 520-521, 532-533, 550-551, 552-553, 577, 579, 589, 590-591

MSB 1: 116, 118

MSB 2: 16, 18, 36, 38, 52, 56, 58, 76, 78, 96, 98

TE 1: 430, 446, 450-451, 459, 464, 497, 532-533, 536-537, 543, 548, 552-553, 561, 566-567, 568-569, 593, 594, 601, 606-607

TE 2: 81, 118-119, 122-123, 134-135, 138-139, 152-153, 193, 194-195, 203, 218-219, 222-223, 234-235, 247, 252-253, 281, 289, 293, 294-295, 318-319, 329, 334-335, 338-339, 347, 352-353, 383, 395, 396-397, 440-441, 454-455, 483, 521, 536-537, 554-555, 581, 603

TE 3: 20-21, 36-37, 40-41, 49, 54-55, 83, 95, 96-97, 120-121, 131, 136-137, 140-141, 149, 154-155, 183, 195, 196-197, 220-221, 236-237, 249, 254-255, 281, 293, 294-295, 318-319, 334-335, 352-353, 381, 393, 394-395, 479, 532-533, 550-551

TE 4: 20-21, 36-37, 54-55, 75, 91, 92-93, 116-117, 132-133, 145, 150-151, 177, 181, 193, 194-195, 218-219, 234-235, 252-253, 281, 293, 294-295, 318-319, 334-335, 338-339, 352-353, 383, 395, 396-397, 479, 517, 532-533, 550-551, 583, 591

TE 5: 20-21, 36-37, 54-55, 77, 93, 94-95, 118-119, 134-135, 152-153, 187, 199, 200-201, 225, 241, 258-259, 287, 325, 341, 358-359, 391, 399, 428-429, 444-445, 457, 462-463, 501, 502-503, 526-527, 537, 542-543, 555, 560-561, 593, 605, 606-607

TE 6: 20-21, 36-37, 54-55, 83, 105, 121, 137, 154-155, 219, 234-235, 252-253, 281, 319, 334-335, 352-353, 420-421, 436-437, 454-455, 516-517, 532-533, 550-551

TE 2: 20-21, 36-37, 40-41, 54, 93, 94-95, 420-421, 436-437, 454-455, 495, 496-497, 520-521, 531, 536-537, 554-555, 593, 594-595, 603

TE 3: 131, 418-419, 434-435, 452-453, 491, 492-493, 501, 516-517, 532-533, 550-551, 577, 589, 590-591

TE 4: 79, 420-421, 436-437, 454-455, 491, 492-493, 516-517, 532-533, 550-551, 595, 596-597

TE 5: 81, 224-225, 240-241, 258-259, 299, 300-301, 324-325, 340-341, 358-359, 391, 399, 403, 404-405, 489

TE 6: 20-21, 36-37, 54-55, 95, 96-97, 120-121, 136-137, 154-155, 181, 193, 154-155, 194-195, 218-219, 234-235, 247, 252-253, 281, 292, 294-295, 303, 318-319, 334-335, 352-353, 383, 391, 395, 396-397, 420-421, 436-437, 440-441, 454-455, 487, 516-517, 532-533, 550-551

MSB 5: 17, 37, 57, 77, 97, 117

MSB 6: 17, 37, 57, 77, 97, 117

TE 1: 23, 24-25, 31, 39, 40-41, 56-57, 87, 97, 98-99, 125, 126-127, 141, 142-143, 177, 194-195, 221, 222-223, 237, 238-239, 289, 300-301, 327, 328-329, 343, 344-345, 360-361, 406-407, 433, 434-435, 449, 450-451, 465, 535, 536-537, 551, 552-553, 568-569, 595, 606-607

TE 2: 23, 39, 40-41, 94-95, 121, 137, 138-139, 194-195, 221, 237, 238-239, 294-295, 321, 337, 338-339, 396-397, 423, 439, 440-441, 496-497, 523, 539, 540-541, 594-595

TE 3: 23, 39, 40-41, 96-97, 123, 139, 140-141, 196-197, 223, 236-237, 239, 240-241, 294-295, 321, 337, 338-339, 394-395, 421, 437, 438-

439, 492-493, 519, 535, 536-537,
545, 590-591

TE 4: 23, 39, 40-41, 92-93, 119, 135,
136-137, 194-195, 221, 237, 238-
239, 294-295, 321, 337, 338-339,
396-397, 423, 439, 440-441, 492-
493, 519, 535, 536-537, 596-597

TE 5: 23, 39, 40-41, 94-95, 121, 137,
138-139, 195, 200-201, 227, 243,
244-245, 300-301, 327, 343, 344-
345, 404-405, 431, 448-449, 485,
502-503, 529, 545, 546-547, 606-607

TE 6: 23, 39, 40-41, 96-97, 123, 139,
140-141, 189, 194-195, 221, 237,
238-239, 294-295, 321, 337, 338-
339, 396-397, 423, 439, 440-441,
492-493, 519, 535, 536-537, 590-591

TE 2: 334-335, 352, 436-437, 454-
455, 536-537

TE 3: 36, 54-55, 136-137, 191, 236,
334-335, 429, 434, 452, 475, 532,
573, 599

TE 4: 36, 87, 132, 150, 334, 436, 454,
532-533, 550

TE 5: 36-37, 134, 152, 240, 287, 340,
358, 444, 542

TE 6: 36, 136-137, 234, 252, 277,
352, 431, 436, 454, 585

Domain: <i>Foundational Skills (RF)</i>		
Cluster: Fluency		
Standard: RF.K.4- Read emergent-reader texts with purpose and understanding.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is it important to think about what you read, write, listen to or say? Should people make their own judgments about things? Is everything you read or hear true? And how will you know?</p>	<p>Reading and writing are ways to explore personal interests, answer important questions, satisfy a need for information, and to entertain and be entertained.</p>	<p>Students will be asked to form a “text-to-self” connection upon hearing a familiar story. Once read in whole group by the teacher, students can record their answers on chart paper and/or write them on construction paper to be shared with the class.</p>
Content Statements		
<p>Students will be required to “think aloud” and make a text-to-self connection when reading an emergent-reader text. This will allow them to make sense of the reading and it will hold more meaning for the student.</p>		
Assessments		Teacher Resources
<p>Students will be asked to make text-to-self connections in order to make sense of a reading and have it hold more purpose.</p>		<p>Reading Street 2013 Alignment MSB 1: 18, 38, 58, 78, 98, 118</p>

Equipment Needed	MSB 2: 18, 38, 58, 78, 98, 118
	MSB 3: 18, 38, 58, 78, 98, 118
NJ Model Curriculum Alignment	MSB 4: 18, 38, 58, 78, 98, 118
Read emergent-reader texts with purpose and understanding.	<p>MSB 5: 18, 38, 58, 78, 98, 118</p> <p>MSB 6: 18, 38, 58, 78, 98, 118</p> <p>TE 1: 40–41, 56–57, 142–143, 238–239, 344–345, 434–435, 450–451, 466–467, 536–537, 552–553</p> <p>TE 2: 24–25, 40–41, 56–57, 122–123, 138–139, 154–155, 183, 222–223, 238–239, 254–255, 283, 322–323, 338–339, 424–425, 440–441, 456–457, 524–525, 540–541</p> <p>TE 3: 24–25, 40–41, 56–57, 124–125, 140–141, 224–225, 240–241, 322–323, 338–339, 422–423, 438–439, 520–521, 536–537</p> <p>TE 4: 24–25, 40–41, 120–121, 136–137, 222–223, 238–239, 322–323, 338–339, 424–425, 440–441, 520–521, 536–537</p> <p>TE 5: 24–25, 40–41, 122–123, 138–139, 154–155, 228–229, 244–245, 328–329, 344–345, 432–433, 448–449, 464–465, 530–531, 546–547, 562–563</p> <p>TE 6: 24–25, 40–41, 56–57, 124–125, 140–141, 156–157, 222–223, 238–239, 254–255, 322–323, 338–339, 354–355, 424–425, 440–441, 456–457, 520–521, 536–537, 552–553</p>

