

# Totowa Preschool Curriculum Project

Aligned to the NJDOE Model Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

| Pacing Guide                        |  |                    |
|-------------------------------------|--|--------------------|
| Content Area: ELA                   |  |                    |
| Course Title: English/Language Arts |  | Grade Level: Pre-K |
| Unit 1:                             |  | September-October  |
| Unit 2:                             |  | November-January   |
| Unit 3:                             |  | January-February   |
| Unit 4:                             |  | March-April        |
| Unit 5:                             |  | April-June         |

Created by: Tina DeRose

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### Unit Overview

**Content Area: ELA**

**Unit Title: Unit 1**

**Target Course/Grade Level: Pre-K**

#### Unit Summary

**In this unit students will be able to demonstrate understanding of basic features of print including following words from left to right and name many upper and lower case letters of the alphabet. Students will learn to answer questions from a story. Students will begin to use a combination of scribble writing, drawing illustrations, and teacher dictation to express their writing.**

**Interdisciplinary connections:** [www.corestandards.org/ela\\_literacy](http://www.corestandards.org/ela_literacy)

**21<sup>st</sup> century themes:**

[www.njcore.org](http://www.njcore.org)

[www.teachingchannel.com](http://www.teachingchannel.com)

[www.pbskids.com](http://www.pbskids.com)

#### Unit Rationale

**The ability to speak, write and read strategically is an integral part of being able to communicate and participate in the human experience. It is through speaking, writing, reading and listening that we are better able to communicate what we are thinking or how we are feeling. In this unit children will gain more literacy independence, working in collaboration with their peers.**

### Learning Targets

| Standard #      | Learning Standard  |
|-----------------|--|
| RL.PK.1         | With prompting and support, ask and answer key elements in a familiar story or poem.             |
| RL.PK.2         | With prompting and support, retell familiar stories or poems.                                    |
| RL.PK.3         | With prompting and support, identify characters, settings, and major events in a familiar story. |
|                 | <b>Reading Information Text</b>  |
| RI.PK.1         | With prompting and support, ask and answer questions about key elements in a familiar text.      |
| RI.PK.5         | Identify the front and back cover of a book.   |
|                 | <b>Reading: Foundational Skills</b>  |
| RF.PK.1,a,b,c,d | Begin to demonstrate understanding of basic features of print.                                   |
|                 | a) Follow words from left to right, top to bottom, page by page.                                 |
|                 | b) Recognize that spoken words can be written and read.  |
|                 | c) Recognize that words are separated by spaces.   |
|                 | d) Recognize and name many upper and lower case letters of                                       |

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|   |   |
|---|---|
|   | the alphabet.   |
| RF.PK.3,c   | Demonstrate an understanding of beginning phonics and word skills.  |
|   | c) Recognize their name in print as well as other familiar print in the environment.  |
|   | <b>Writing</b>  |
| W.PK.1  | Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.          |
|   | <b>Speaking and Listening</b>   |
| SL.PK.1.a,b   | Participate in conversations and interactions with peers and adults individually and in small and large groups.   |
|   | a) Follow-agreed upon rules for discussions during group interactions.  |
|   | b) Continue a conversation through several back and forth exchanges.  |
|   | <b>Language</b>   |
| L.PK.1,a,f,g  | Begin to understand the conventions of standard English grammar when speaking during interactions and activities.   |
|   | a) Print many alphabet letters.   |
|   | f) Begin to speak in complete sentences.  |
|   | g) Understands and can follow simple multi-step directions.   |
| L.PK.2,a  | Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.   |
|   | a) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.   |
| <b>Unit Essential Questions</b>   | <b>Unit Enduring Understandings</b>   |
| <ul style="list-style-type: none"> <li>• What are the parts of a book?</li> <li>• What do pictures help to tell?</li> </ul> | <ul style="list-style-type: none"> <li>• Students identify the front cover and back cover</li> <li>• Pictures help to convey when written text is not available.</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will...</i>   |   |
| <b>Evidence of Learning</b>   |   |
| <b>Summative Assessment</b>   |   |
| <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Parent/Teacher Conferences</li> </ul>                        |   |

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### Formative Assessments

- Teacher observations
- Classroom activities
- Question and answer
- Class discussion

### Activities:

**Discussions**

**Learning Centers**

### Teacher Resources:

**The Creative Curriculum**

### Integration of Technology:

Computers

iPads

### Curriculum Development Resources

Click the links below to access additional resources used to supplement this unit:

**Starfall.com**

**Abcmouse.com**

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| Unit Overview   |  |
|---|--|
| <b>Content Area: ELA</b>  |  |
| <b>Unit Title: Unit 2</b>   |  |
| <b>Target Course/Grade Level: Pre-K</b>   |  |
| <b>Unit Summary</b><br><b>In this unit students will be able to ask and answer questions about unfamiliar words in a story. They will be guided in recalling important facts from what was just read. They will actively participate in read aloud experiences using age appropriate literature in both small and large groups. Students will be able to express their thoughts, feelings, and ideas with their peers and adults. The students will be introduced to rhyming words.</b> |  |
| Interdisciplinary connections: <a href="http://www.corestandards.org/ela_literacy">www.corestandards.org/ela_literacy</a>   |  |
| 21 <sup>st</sup> century themes:<br><a href="http://www.njcore.org">www.njcore.org</a><br><a href="http://www.teachingchannel.com">www.teachingchannel.com</a><br><a href="http://www.pbskids.com">www.pbskids.com</a>  |  |
| <b>Unit Rationale</b><br><b>The ability to speak, write and read strategically is an integral part of being able to communicate and participate in the human experience. It is through speaking, writing, reading and listening that we are better able to communicate what we are thinking or how we are feeling. In this unit children will gain more literacy independence, working in collaboration with their peers.</b>   |  |
| Learning Targets  |  |
| Standard #  | Learning Standard  |
| RL.PK.1   | With prompting and support, ask and answer key elements in a familiar story or poem.                                   |
| RL.PK.2   | With prompting and support, retell familiar stories or poems.  |
| RL.PK.3   | With prompting and support, identify characters, settings, and major events in a familiar story.                       |
| RL.PK.10  | Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. |
| <b>Reading Information Text</b>   |  |
| RI.PK.1   | With prompting and support, ask and answer questions about key elements in a familiar text.                            |
| RI.PK.2   | With prompting and support, recall important facts from a familiar text.   |
| <b>Reading: Foundational Skills</b>   |  |
| RF.PK.1,b,c,d   | Begin to demonstrate understanding of basic features of print.   |
|   | b) Recognize that spoken words can be written and read.  |
|   | c) Recognize that words are separated by spaces.   |

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|  |   |
|--|---|
|  | d) Recognize and name many upper and lower case letters of the alphabet.  |
| RF.PK.2,a,b,c  | Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).  |
|  | a) Recognize and produce simple rhyming words.  |
|  | b) Segment syllables in spoken words by clapping out the number of syllables.   |
|  | c) Identify many initial sounds of familiar words.  |
|  | <b>Writing</b>  |
| W.PK.1   | Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.        |
| W.PK.5   | With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.                  |
|  | <b>Speaking and Listening</b>   |
| SL.PK.6  | With guidance and support, speak audibly and express thoughts, feelings, and ideas.   |
|  | <b>Language</b>   |
| L.PK.1,b,f,g   | Begin to understand the conventions of standard English grammar when speaking during interactions and activities.   |
|  | b) Use frequently occurring nouns and verbs.  |
|  | f) Begin to speak in complete sentences.  |
|  | g) Understands and can follow simple multi-step directions.   |
| L.PK.2,a,b,c,d   | Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.   |
|  | a) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. |
| L.PK.5,a,b,c,d   | With guidance and support, explore word relationships.  |
|  | a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).  |
| <b>Unit Essential Questions</b>  | <b>Unit Enduring Understandings</b>   |
| <ul style="list-style-type: none"> <li>• What are rhyming words?</li> <li>• What are some ways we can group things?</li> </ul> | <ul style="list-style-type: none"> <li>• They are two words that sound the same.</li> <li>• By shape, color, size.</li> </ul>   |
| <b>Unit Learning Targets</b>   |   |
| <i>Students will...</i>  |   |

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### Evidence of Learning

#### Summative Assessment

- Portfolios
- Parent/Teacher Conferences

#### Formative Assessments

- Teacher observations
- Classroom activities
- Question and answer
- Class discussion

#### Activities:

Discussions

Learning Centers

#### Teacher Resources:

The Creative Curriculum

#### Integration of Technology:

Computers

iPads

#### Curriculum Development Resources

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### Unit Overview

**Content Area: ELA**

**Unit Title: Unit 3**

**Target Course/Grade Level: Pre-K**

#### Unit Summary

Students will make a connection between pieces of essential information in a text as well as ask and answer questions about unfamiliar words in a text. They will be able to identify the roles of both an author and illustrator. Read aloud experiences will be incorporated using age appropriate books. The students will use a combination of drawing, scribe writing and invented spelling to share and express information.

**Interdisciplinary connections:** [www.corestandards.org/ela\\_literacy](http://www.corestandards.org/ela_literacy)

**21<sup>st</sup> century themes:**

[www.njcore.org](http://www.njcore.org)

[www.teachingchannel.com](http://www.teachingchannel.com)

[www.pbskids.com](http://www.pbskids.com)

#### Unit Rationale

**The ability to speak, write and read strategically is an integral part of being able to communicate and participate in the human experience. It is through speaking, writing, reading and listening that we are better able to communicate what we are thinking or how we are feeling. In this unit children will gain more literacy independence, working in collaboration with their peers.**

### Learning Targets

| Standard #                      | Learning Standard  |
|---------------------------------|--|
| RL.PK.1                         | With prompting and support, ask and answer key elements in a familiar story or poem.   |
| RL.PK.6                         | With prompting and support, identify the role of author and illustrator in telling the story.                                      |
| RL.PK.7                         | With prompting and support, using a familiar storybook, tell how the illustrations support the story.                              |
| <b>Reading Information Text</b> |  |
| RI.PK.3                         | With prompting and support, make a connection between pieces of essential information in a familiar text.                          |
| RI.PK.4                         | With prompting and support, ask and answer questions about unfamiliar words in informational text.                                 |
| RI.PK.6                         | With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.                 |
| RI.PK.7                         | With prompting and support, tell how the illustrations support the text (information or topic) in informational text.              |
| RI.PK.10                        | Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups. |



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| <b>Reading: Foundational Skills</b> |  |
|-------------------------------------|--|
| RF.PK.1,a,b,c,d                     | Begin to demonstrate understanding of basic features of print.   |
|                                     | a) Follow words from left to right, top to bottom, page by page.   |
|                                     | b) Recognize that spoken words can be written and read.  |
|                                     | c) Recognize that words are separated by spaces.   |
|                                     | d) Recognize and name many upper and lower case letters of the alphabet.   |
| RF.PK.3,a,b,c,d                     | Demonstrate an understanding of beginning phonics and word skills.   |
|                                     | a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.   |
|                                     | b) (Begins in kindergarten)  |
|                                     | c) Recognize their name in print as well as other familiar print in the environment.   |
|                                     | d) (Begins in kindergarten)  |
| <b>Writing</b>                      |  |
| W.PK.2                              | Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. |
| W.PK.8                              | With guidance and support, recall information from experience or familiar topic to answer a question.  |
| <b>Speaking and Listening</b>       |  |
| SL.PK.2                             | Ask and answer questions about a text or other information read aloud or presented orally.   |
| SL.PK.4                             | Begin to describe familiar people, places, things, and events and sometimes with detail.   |
| <b>Language</b>                     |  |
| L.PK.1,c,e                          | Begin to understand the conventions of standard English grammar when speaking during interactions and activities.                                      |
|                                     | c) Form regular plural nouns.  |
|                                     | e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).  |
| L.PK.5,b,c                          | With guidance and support, explore word relationships.   |
|                                     | b) Begin to understand opposites of simple and familiar words.   |
|                                     | c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).          |

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|   |  |
|---|--|
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"><li>• What does an author do?</li><li>• What does an illustrator do?</li></ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"><li>• An author writes the story.</li><li>• An illustrator draws the pictures.</li></ul> |
| <b>Unit Learning Targets</b><br><i>Students will...</i>   |  |
| <b>Evidence of Learning</b>   |  |
| <b>Summative Assessment</b> <ul style="list-style-type: none"><li>• Portfolios</li><li>• Parent/Teacher Conferences</li></ul>   |  |
| <b>Formative Assessments</b> <ul style="list-style-type: none"><li>• Teacher observations</li><li>• Classroom activities</li><li>• Question and answer</li><li>• Class discussion</li></ul> |  |
| <b>Activities:</b><br><b>Discussions</b><br><b>Learning Centers</b><br><br><b>Teacher Resources:</b><br><b>The Creative Curriculum</b>  |  |
| <b>Integration of Technology:</b><br>Computers<br>iPads   |  |
| <b>Curriculum Development Resources</b><br>Click the links below to access additional resources used to supplement this unit:<br><br><b>Starfall.com</b><br><b>Abcmouse.com</b>             |  |

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| Unit Overview  |  |
|--|--|
| <b>Content Area: ELA</b>   |  |
| <b>Unit Title: Unit 4</b>  |  |
| <b>Target Course/Grade Level: Pre-K</b>  |  |
| <p><b>Unit Summary</b></p> <p>Within this unit, the students will be engaged in a variety of texts with purpose and understanding. For example, tell how experiences within a story and its characters are alike and different. The students will use a combination of drawings, scribble writings, and invented spelling to share information. Students are encouraged to ask and answer questions to seek help and to get information.</p> <p><b>Interdisciplinary connections:</b> <a href="http://www.corestandards.org/ela_literacy">www.corestandards.org/ela_literacy</a></p> <p><b>21<sup>st</sup> century themes:</b></p> <p><a href="http://www.njcore.org">www.njcore.org</a></p> <p><a href="http://www.teachingchannel.com">www.teachingchannel.com</a></p> <p><a href="http://www.pbskids.com">www.pbskids.com</a></p> |  |
| <p><b>Unit Rationale</b></p> <p><b>The ability to speak, write and read strategically is an integral part of being able to communicate and participate in the human experience. It is through speaking, writing, reading and listening that we are better able to communicate what we are thinking or how we are feeling. In this unit children will gain more literacy independence, working in collaboration with their peers.</b></p>   |  |
| Learning Targets   |  |
| Standard #   | Learning Standard  |
| RL.PK.9  | With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different. |
|  | <b>Reading Information Text</b>  |
| RI.PK.1  | With prompting and support, ask and answer questions about key elements in a familiar text.  |
|  | <b>Reading: Foundational Skills</b>  |
| RF.PK.1,a,b,c,d  | Begin to demonstrate understanding of basic features of print.   |
|  | a) Follow words from left to right, top to bottom, page by page.   |
|  | b) Recognize that spoken words can be written and read.  |
|  | c) Recognize that words are separated by spaces.   |
|  | d) Recognize and name many upper and lower case letters of the alphabet.   |
| RF.PK.3,a,c  | Demonstrate an understanding of beginning phonics and word skills.   |

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|   |   |
|---|---|
|   | a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.  |
|   | c) Recognize their name in print as well as other familiar print in the environment.  |
| RF.PK.4   | Begin to engage in a variety of texts with purpose and understanding.   |
|   | <b>Writing</b>  |
| W.PK.2  | Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.                    |
| W.PK.6  | With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).                           |
|   | <b>Speaking and Listening</b>   |
| SL.PK.3   | Ask and answer questions to seek help, get information, or follow directions.   |
|   | <b>Language</b>   |
| L.PK.1,d  | Begin to understand the conventions of standard English grammar when speaking during interactions and activities.   |
|   | d) Understand and use question words (e.g., who, what, where, when, why, how).  |
| L.PK.2,a  | Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.   |
|   | a) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. |
| L.PK.4,a  | Begin to determine the meaning of new words and phrases introduced through preschool reading and content.   |
|   | a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).  |
| L.PK.6  | Use words and phrases acquired through conversations, activities and read alouds.   |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why are there illustrations in some books?</li> <li>• Why is it important to read?</li> <li>•</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• They tell about the story.</li> <li>• To learn new information.</li> </ul>                   |
| <b>Unit Learning Targets</b><br><i>Students will...</i>   |   |

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### Evidence of Learning

#### Summative Assessment

- Portfolios
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#### Formative Assessments

- Teacher observations
- Classroom activities
- Question and answer
- Class discussion

#### Activities:

Discussions

Learning Centers

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| Unit Overview   |  |
|---|--|
| <b>Content Area: ELA</b>  |  |
| <b>Unit Title: Unit 5</b>   |  |
| <b>Target Course/Grade Level: Pre-K</b>   |  |
| <p><b>Unit Summary</b></p> <p>Within this unit, students will continue to recognize upper and lower case letters of the alphabet as well as write them. They will associate letters with their names and most frequent sounds. With guidance and support they will use drawings, scribble writing or invented spelling to describe real or imaginary events. They will then share their work with their peers using words and phrases acquired through conversations.</p> <p><b>Interdisciplinary connections:</b> <a href="http://www.corestandards.org/ela_literacy">www.corestandards.org/ela_literacy</a></p> <p><b>21<sup>st</sup> century themes:</b></p> <p><a href="http://www.njcore.org">www.njcore.org</a></p> <p><a href="http://www.teachingchannel.com">www.teachingchannel.com</a></p> <p><a href="http://www.pbskids.com">www.pbskids.com</a></p> |  |
| <p><b>Unit Rationale</b></p> <p><b>The ability to speak, write and read strategically is an integral part of being able to communicate and participate in the human experience. It is through speaking, writing, reading and listening that we are better able to communicate what we are thinking or how we are feeling. In this unit children will gain more literacy independence, working in collaboration with their peers.</b></p>  |  |
| Learning Targets  |  |
| Standard #  | Learning Standard  |
| RL.PK.1   | With prompting and support, ask and answer key elements in a familiar story or poem.   |
| <b>Reading Information Text</b>   |  |
| RI.PK.1   | With prompting and support, ask and answer questions about key elements in a familiar text.  |
| RI.PK.10  | Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups. |
| <b>Reading: Foundational Skills</b>   |  |
| RF.PK.1,a,b,c,d   | Begin to demonstrate understanding of basic features of print.   |
|   | a) Follow words from left to right, top to bottom, page by page.   |
|   | b) Recognize that spoken words can be written and read.  |
|   | c) Recognize that words are separated by spaces.   |
|   | d) Recognize and name many upper and lower case letters of the alphabet.   |

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|   |   |
|---|---|
| RF.PK.3,a,b,c,d   | Demonstrate an understanding of beginning phonics and word skills.  |
|   | a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.  |
|   | b) (Begins in kindergarten)   |
|   | c) Recognize their name in print as well as other familiar print in the environment.  |
|   | d) (Begins in kindergarten)   |
|   | <b>Writing</b>  |
| W.PK.5  | With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.                  |
| W.PK.7  | With guidance and support, participate in shared research and shared writing projects.  |
|   | <b>Speaking and Listening</b>   |
| SL.PK.5   | Use drawings or visual displays to add to descriptions to provide additional detail.  |
|   | <b>Language</b>   |
| L.PK.1,a,b,c,d,e,f  | Begin to understand the conventions of standard English grammar when speaking during interactions and activities.   |
|   | a) Print many alphabet letters.   |
|   | f) Begin to speak in complete sentences.  |
|   | g) Understands and can follow simple multi-step directions.   |
| L.PK.2,a,b,c,d  | Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.   |
|   | a) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. |
| L.PK.4,a,b  | Begin to determine the meaning of new words and phrases introduced through preschool reading and content.   |
|   | a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).  |
|   | b) (Begins in kindergarten)   |
| L.PK.6  | Use words and phrases acquired through conversations, activities and read alouds.   |
| <b>Unit Essential Questions</b>   | <b>Unit Enduring Understandings</b>   |
| <ul style="list-style-type: none"> <li>• What is another word for happy? Sad?</li> <li>• What are the letters of the alphabet?</li> </ul> | <ul style="list-style-type: none"> <li>• Glad, upset</li> <li>• Name letters A-Z</li> </ul>   |

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### Unit Learning Targets

*Students will...*

### Evidence of Learning

#### Summative Assessment

- **Portfolios**
- **Parent/Teacher Conferences**

#### Formative Assessments

- Teacher observations
- Classroom activities
- Question and answer
- Class discussion

#### Activities:

**Discussions**

**Learning Centers**

#### Teacher Resources:

**The Creative Curriculum**

#### Integration of Technology:

Computers

iPads

#### Curriculum Development Resources

Click the links below to access additional resources used to supplement this unit:

**Starfall.com**

**Abcmouse.com**



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### ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
  - Graphic organizers
  - Modified texts
  - Modified assessments
  - Written/audio instruction
  - Shorter paragraph/essay length
  - Homogeneously grouped by level

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### ***MODIFICATIONS***

#### ***Based on Students' Individual Needs***

(Special Education Students, English Language Learners, Students at-Risk)

|   |   |   |
|---|---|---|
| <b>Time/General</b> <ul style="list-style-type: none"><li>• Allow extra time</li><li>• Repeat and clarify directions</li><li>• Provide breaks in between tasks</li><li>• Have student verbalize directions</li><li>• Provide timelines/due dates for reports and projects</li></ul> | <b>Processing</b> <ul style="list-style-type: none"><li>• Provide extra response time</li><li>• Have student verbalize steps</li><li>• Repeat directions</li><li>• Provide small group instruction</li><li>• Include partner work</li></ul>   | <b>Comprehension</b> <ul style="list-style-type: none"><li>• Provide reading material on student's level</li><li>• Have student underline important points</li><li>• Assist student on how to use context clues to identify words/phrases</li><li>• Ensure short manageable tasks</li></ul> |
| <b>Tests/Quizzes/Grading</b> <ul style="list-style-type: none"><li>• Provide extended time</li><li>• Provide study guides</li><li>• Limit number of responses</li></ul>   | <b>Behavior/Attention</b> <ul style="list-style-type: none"><li>• Establish classroom rules</li><li>• Write a contract with the student specifying expected behaviors</li><li>• Provide preferential seating</li><li>• Re-focus student as needed</li><li>• Reinforce student for staying on task</li></ul> | <b>Organization</b> <ul style="list-style-type: none"><li>• Monitor the student and provide reinforcement of directions</li><li>• Verify the accurateness of homework assignments</li><li>• Display a written agenda</li></ul>  |

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### Enrichment

#### Accommodate Based on Students Individual Needs: Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

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### Career Ready Practices

#### Standards

#### CRP1, CRP2, CRP3, CRP4, CRP8, CRP9, CRP10, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- **CRP2. Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- **CRP3. Attend to personal health and financial well-being.** Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- **CRP4. Communicate clearly and effectively and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- **CRP9. Model integrity, ethical leadership and effective management.** Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in

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every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.** Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
- **CRP12. Work productively in teams while using cultural global competence.** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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# Educational Technology

## Standards

**8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1**

- **Technology Operations and Concepts**
  - Identify the basic features of a computer and explain how to use them effectively.
  - Use technology terms in daily practice.
  - Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
  - Create a document with text using a word processing program.
  
- **Creativity and Innovation**
  - Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
  
- **Communication and Collaboration**
  - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
  
- **Digital Citizenship**
  - Model legal and ethical behaviors when using both print and non-print information by citing resources.
  
- **Research and Information Literacy**
  - Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
  
- **Critical Thinking, Problem Solving, and Decision-Making**
  - Use mapping tools to plan and choose alternate routes to and from various locations.