

Branchburg Township Public Schools

Office of Curriculum and Instruction

Kindergarten Word Study (Foundations & Heggerty) Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

Curriculum Scope and Sequence

Content Area	Phonics and Word Study (ELA)	Course Title/Grade Level:	Foundations Level K/ Kindergarten
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Topic/Unit Name	Suggested Pacing (Days/Weeks)	Page Number	
Topic/Unit #1	Level K Orientation and Unit 1	12 weeks	Page 3
Topic/Unit #2	Level K Unit 2	4 weeks	Page 15
Topic/Unit #3	Level K Unit 3	6 weeks	Page 24
Topic/Unit #4	Level K Unit 4	4 weeks	Page 35
Topic/Unit #5	Level K Unit 5	6 weeks	Page 45

Topic/Unit 1 Title	Level K Orientation and Unit 1	Approximate Pacing	12 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> 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 sequence of letters. C) Understand that words are separated by spaces in print. D) Recognize and name all upper-and lowercase letters of the alphabet. <p>RF. K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <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 //, /r/, or /x/.) E) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF. K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C) Read high-frequency and sight words with automaticity. D) Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. nap and tap; cat and cot). <p>RF. K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C) Read high-frequency and sight words with automaticity. D) Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. nap and tap; cat and cot). 			

- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A) Capitalize the first word in a sentence and the pronoun *I*.
 - B) Recognize and name end punctuation.
 - C) Write a letter or letters for most consonant and short- vowel sounds (phonemes).
 - D) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- A) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - B) Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- A) Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.
 - B) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - D) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Interdisciplinary Connections:

- 6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
(*Example: Students will work together to create rules for Foundations time including how to respect materials and peers.*)
- 6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good
(*Example: Students will learn and understand why rules are important during Foundations time and how they are designed to benefit the common good of the class and maximize learning time/learning opportunities.*)
- 6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
(*Example: Students will learn how their role in the class community impacts others in the class. This includes being a good partner during center activities and using shared materials wisely.*)
- 6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.

(Example: Students will learn procedures for how to work collaboratively in Foundations Explorations. This includes making decisions about which Exploration to visit, how they will engage in the learning task, and how they will collaborate and problem-solve with other classmates at the same Exploration.)

Read texts that are connected to science/ social studies/ health content topics.

(Example: Students will have access to texts about community, the fall season, friendship, holidays, push & pull forces, needs of living things, and/or weather patterns for shared reading experiences.)

Create texts in interactive writing connected to science/ social studies/ health content topics.

(Example: Students will create writing pieces about community, the fall season, friendship, holidays, push & pull forces, needs of living things, and/or weather patterns during interactive writing experiences.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). <i>(Example: Students will use appropriate navigation skills to safely use learning applications such as Starfall, ABCMouse.com, or RAZKids to reinforce taught skills.)</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. <i>(Example: Students will explore how all future careers require reading and writing skills.)</i></p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). <i>(Example: Students will create a plan for which Explorations they will visit.)</i></p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) <i>(Example: Students will engage creatively and show inventiveness in Exploration tasks.)</i></p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <i>(Example: Students will operate Chromebooks and iPads to engage in various digital learning tasks.)</i></p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:

- Why is it important to learn the letters of the alphabet?
- Why is it important to know alphabet letter sounds?
- How can sounds (phonemes) be changed/manipulated?

Enduring Objectives/ Understandings:

- All letters of the alphabet have a name, lowercase shape, uppercase shape, and a sound associated with them.
- Letter and sound knowledge will help me be a better reader and writer.
- Phonemes (sounds) can be manipulated and changed.

STUDENT LEARNING OBJECTIVES**Key Knowledge*****Students will know - Foundations:***

- concept of “echoing”
- letter formation grid
 - sky line, plane line, grass line, worm line
- display proper formation of lower case letters using the formation grid
- letter-keyword-sound
 - identify the difference between a letter and a sound
- identify difference between vowel and a consonant
 - vowels are open mouth sounds and can make a long or short sound
 - consonants are closed mouth sounds
 - clip consonant sounds so a short vowel is not at the end
- match letters to dictated sounds
- identify what a word is and identify words in a sentence
- understand that sentences are words put together to say something
- understand that sentences start with a capital letter and end with a punctuation mark

Process/Skills/Procedures/Application of Key Knowledge***Students will be able to - Foundations:***

- echo the teacher
- identify the names of the lines on the Large Letter Formation Grid
- display proper handwriting position
- identify the letter, keyword, and sound for each letter in the alphabet
- clip the consonant sounds
- identify the 5 major vowels
- use proper letter formation to trace and write letters
- assist the teacher when forming a sentence by using an uppercase letter at the beginning and period at the end
- match magnetic letter tiles to the letters on their magnetic board
- use the vowel extension poster to help them identify short vowel sounds
- feel the syllables under their chin to segment and count syllables in words
- hear rhyming word pairs
- produce rhyming words
- capitalize the first letter of their name and friends’ names

- use sentence frames as a visual for understanding sentences
- understand what an asking and a telling sentence is
- understand that names begin with a capital letter
- understand that letters have an uppercase shape and a lowercase shape
- understand what rhyming is and rhyme words
 - rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil
- understand that the initial sound in a word is the very first sound in a word /s/ /t/ /o/ /p/ ---- initial sound is /s/
- understand that the final sound in a word is the last sound you hear in a word-- /m/ /a/ /sh/--- final sound is /sh/
- understand that qu- says /kw/ one tap
- understand that x says /ks/ one tap

Students will know - Heggerty (Phonemic Awareness):

- understand what rhyming is and rhyme words
 - rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil
- understand the concept of a phoneme
- understand concept of a sentence
- understand the concept of a syllable
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand that syllables can be added, substituted, and deleted
- understand that words go together to make sentences
- identify rhymes
- identify onset phonemes
- concept of a compound word

- identify initial sounds in words and the letter that corresponds to that sound
- identify the final sounds in words and the letter that corresponds to that sound
- identify a question mark and its purpose in a sentence

Students will be able to - Heggerty (Phonemic Awareness):

- hear and repeat words that rhyme
- recognize rhymes in word pairs
- recognize rhymes in a series of words
- produce rhymes with a familiar word
- produce rhymes with a nonsense word
- isolate onset phonemes in spoken words
- identify onset phonemes in a series of words or sentence
- blend individual words into compound words
- blend syllables into spoken words
- blend onset-rime into spoken words
- isolate final phonemes in spoken words
- identify same final phonemes in a series of words or sentence
- segment compound words into individual words
- segment spoken words into syllables
- segment spoken words into onset-rime
- add words to make compound words
- add syllables to words or word parts
- add initial phonemes to spoken words
- delete words from compound words
- delete syllables from spoken words
- delete initial phonemes from spoken words
- substitute a word or syllable in 2 and 3 syllable words
- substitute the final phoneme in spoken words
- name letters A-Z
- name sounds A-Z (short vowels only)
- break sentences into separate, spoken words

<ul style="list-style-type: none"> • hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting) 	<ul style="list-style-type: none"> • repeat sentences • count the number of words in a sentence • clap words in a sentence • recite nursery rhymes
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> • Unit Test (p. 184 in <i>Teacher’s Manual</i>) <ul style="list-style-type: none"> ○ This assessment should be done 1:1 and will take approximately 20 minutes per student. The other students should be participating in previously taught games/ centers during this assessment window. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 2. If not, please review and reteach tricky concepts and then reassess.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Mid Unit Check Unit 1 Week 6 Day 5 (print from the PLC) <i>Teacher’s Manual</i> page 123 • Ongoing classroom observations during Foundations Lessons
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist • You will also see evidence of the application of skills in reading and writing workshop tasks • Letter ID Assessment: <ul style="list-style-type: none"> ○ Show letter and ask students to identify the name of the letter ○ Say the name of the letter and ask students to point to the letter • Letter/Sound Assessment <ul style="list-style-type: none"> ○ Show letter and ask students to identify the sound of the letter ○ Say the sound of the letter and ask students to point to the letter
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> • The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year in September, January, and June

RESOURCES

Core instructional materials:

- Foundations Teacher's Manual Level K
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level K Trick Words](#)

Supplemental materials:

- [Wilson Fun Hub for Virtual Learning](#)
- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Kindergarten* by Michael Heggarty
 - Follow lessons for Phonemic Awareness Training Plans Weeks 1-12
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

Technology Resources

- Downloadable apps for ipads
 - ABCmouse.com
 - Bob Books Spin and Spell app

Shared Reading Teaching Points

- Students will demonstrate concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word.
- Students will demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Students will locate certain letters in a text.
- Students will identify the first letter/ last letter in a word.
- Students will get their mouth ready by making the first sound in a word when attempting an unknown word.
- Students will check the first letter and picture when attempting an unknown word.
- Students will monitor their reading by checking the first letter of the word they said with the text.

Interactive Writing Teaching Points

- Students will demonstrate concepts about print knowledge by counting the number of words in a sentence.
- Students will demonstrate concepts about print knowledge by writing left to right, top to bottom, with return sweep.
- Students will demonstrate knowledge of words by using proper spacing between words.

- Students will hear and record initial consonant sounds in words.
- Students will hear and record final consonant sounds in words.
- Students will hear and record easy to hear consonant sounds in words.
- Students use proper letter formation when writing.

Guided Reading Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Use decodable texts.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled texts

Assorted leveled texts can be used to differentiate instruction.

Connection to Writing Workshop

- Students should be applying letter/sound correspondence to hear and record consonant sounds in words when writing.
- Progression of skills:
 - Record initial sound in a word
 - Record initial and final sound in a word
 - Record all easy to hear consonants in a word
 - Use a vowel placeholder in words.
 - Use the correct vowel in a word.
 - Use the correct vowel and vowel pattern in a word.
 - Conventional spelling

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Level K Unit 2	Approximate Pacing	4 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> 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 sequence of letters. C) Understand that words are separated by spaces in print. D) Recognize and name all upper-and lowercase letters of the alphabet. <p>RF. K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <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.

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

- A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C) Read high-frequency and sight words with automaticity.
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RF. K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C) Read high-frequency and sight words with automaticity.
- D) Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. nap and tap; cat and cot).

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A) Capitalize the first word in a sentence and the pronoun *I*.
- B) Recognize and name end punctuation.
- C) Write a letter or letters for most consonant and short- vowel sounds (phonemes).
- D) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B) Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A) Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.
- B) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C) Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Interdisciplinary Connections:

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

(Example: Students will work together to create rules for Foundations time including how to respect materials and peers.)

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good

(Example: Students will learn and understand why rules are important during Foundations time and how they are designed to benefit the common good of the class and maximize learning time/learning opportunities.)

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

(Example: Students will learn how their role in the class community impacts others in the class. This includes being a good partner during center activities and using shared materials wisely.)

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

(Example: Students will learn procedures for how to work collaboratively in Foundations Explorations. This includes making decisions about which Exploration to visit, how they will engage in the learning task, and how they will collaborate and problem-solve with other classmates at the same Exploration.)

Read texts that are connected to science/ social studies/ health content topics.

(Example: Students will have access to texts about family, the winter season, culture, holidays, needs of living things, and/or weather patterns for shared reading experiences.)

Create texts in interactive writing connected to science/ social studies/ health content topics.

(Example: Students will create writing pieces about family, the winter season, culture, holidays, needs of living things, and/or weather patterns during interactive writing experiences.)

Career Readiness, Life Literacies, and Key Skills:

Computer Science and Design Thinking:

<p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). <i>(Example: Students will use appropriate navigation skills to safely use learning applications such as Starfall, ABCMouse.com, or RAZKids to reinforce taught skills.)</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. <i>(Example: Students will explore how all future careers require reading and writing skills.)</i></p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). <i>(Example: Students will create a plan for which Explorations they will visit.)</i></p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) <i>(Example: Students will engage creatively and show inventiveness in Exploration tasks.)</i></p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <i>(Example: Students will operate Chromebooks and iPads to engage in various digital learning tasks.)</i></p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:

- How will knowing about letters and sounds help me be a better reader?

Enduring Objectives/ Understandings:

- Words can be broken down into individual sounds.
- Readers blend sounds together to read words.
- Phonemes (sounds) can be manipulated and changed.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know - Foundations:

- letter-keyword-sound for each letter in the alphabet
- words are made up of individual sounds
- each sound in a word gets a “tap”
- uppercase letter formations
- understand that the initial sound in a word is the very first sound in a word /s/ /t/ /o/ /p/ ---- initial sound is /s/
- understand that the final sound in a word is the last sound you hear in a word-- /m/ /a/ /sh/--- final sound is /sh/
- understand that the medial sound in a word in the middle sound you hear /c/ /a/ /t/-- the medial (middle) sound is /a/.

Students will know - Heggerty:

- understand what rhyming is and rhyme words
 - rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil
- understand the concept of a phoneme
- understand concept of a sentence
- understand the concept of a syllable
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand that syllables can be added, substituted, and deleted
- understand that words go together to make sentences
- identify rhymes
- identify onset phonemes
- concept of a compound word
- understand how to use Elkonin boxes
- understand the concept of medial sounds and how to manipulate them
- hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)

Students will be able to - Foundations:

- identify the letter, keyword, and sound for each letter in the alphabet
- segmenting words into 3 sounds
- blend words with 3 sounds by tapping out the word
- blend words with 3 sounds orally
- review uppercase letter formations
- manipulate the initial sound in words to make new words
- manipulate the medial and final sounds in words to make new words

Students will be able to - Heggerty:

- produce rhymes with a familiar word or rime
- produce rhymes with a nonsense word
- isolate onset phonemes in spoken words
- categorize phonemes by like sounds
- blend phonemes with Elkonin boxes
- blend phonemes into spoken words
- isolate medial phonemes in spoken words
- segment spoken words into phonemes
- add initial phonemes to spoken words
- delete initial phonemes from spoken words
- substitute initial phonemes in spoken words
- recite nursery rhymes

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Unit Test (p. 229 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment should be done 1:1 and will take approximately 15-20 minutes per student. The other students should be participating in previously taught games/ centers during this assessment window. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 3. If not, please review and reteach tricky concepts and then reassess.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Ongoing classroom observations during Foundations Lessons ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop task
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● Phonemic awareness subtest: Blending phonemes ● Phonemic awareness subtest: Segmenting phonemes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year in September, January, and June
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> ● Foundations Teacher's Manual Level K <ul style="list-style-type: none"> ○ page 230 Unit 2 Resources ● Wilson PLC http://www.wilsonlanguage.com/register (look for the registration code on the first page of teacher's manual) ● Level K Trick Words 	

Supplemental materials:

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Kindergarten* by Michael Heggarty
 - Follow lessons for Phonemic Awareness Training Plans Weeks 13-16
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - articulation station
 - Bob Book #1 Reading Magic
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Companies Wordball!
 - Wonster Words

Shared Reading Teaching Points

- Students will demonstrate concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word.
- Students will demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Students will locate certain letters in a text.
- Students will identify the first letter/ last letter in a word.
- Students will get their mouth ready by making the first sound in a word when attempting an unknown word.
- Students will check the first letter and picture when attempting an unknown word.
- Students will monitor their reading by checking the first letter of the word they said with the text.
- Students will “tap out” CVC words in the text.

Interactive Writing Connections

- Students will demonstrate concepts about print knowledge by counting the number of words in a sentence.
- Students will demonstrate concepts about print knowledge by writing left to right, top to bottom, with return sweep.
- Students will demonstrate knowledge of words by using proper spacing between words.
- Students will hear and record initial consonant sounds in words.

- Students will hear and record final consonant sounds in words.
- Students will hear and record easy to hear consonant sounds in words.
- Students will use proper letter formation when writing.

Writing Workshop Connections

- Students should be applying letter/sound correspondence to hear and record consonant sounds in words when writing.
- Progression of skills:
 - Record initial sound in a word
 - Record initial and final sound in a word
 - Record all easy to hear consonants in a word
 - Use a vowel placeholder in words.
 - Use the correct vowel in a word.
 - Use the correct vowel and vowel pattern in a word.
 - Conventional spelling

Guided Reading Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Use decodable texts.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled texts

Assorted leveled texts can be used to differentiate instruction.

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Level K Unit 3	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
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 sequence of letters.
- C) Understand that words are separated by spaces in print.
- D) Recognize and name all upper- and lowercase letters of the alphabet.

RF. K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A) Recognize and produce rhyming words.
- B) Count, pronounce, blend and segment syllables in spoken words.
- C) Blend and segment onsets and rimes of single-syllable spoken words.
- D) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant- vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- E) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C) Read high-frequency and sight words with automaticity.
- D) Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. nap and tap; cat and cot).

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

- A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C) Read high-frequency and sight words with automaticity.
- D) Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. nap and tap; cat and cot).

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A) Capitalize the first word in a sentence and the pronoun *I*.
- B) Recognize and name end punctuation.
- C) Write a letter or letters for most consonant and short- vowel sounds (phonemes).
- D) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

B) Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A) Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.
- B) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Interdisciplinary Connections:

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
(Example: Students will work together to create rules for Foundations time including how to respect materials and peers.)

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
(Example: Students will learn and understand why rules are important during Foundations time and how they are designed to benefit the common good of the class and maximize learning time/learning opportunities.)

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
(Example: Students will learn how their role in the class community impacts others in the class. This includes being a good partner during center activities and using shared materials wisely.)

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
(Example: Students will learn procedures for how to work collaboratively in Foundations Explorations. This includes making decisions about which Exploration to visit, how they will engage in the learning task, and how they will collaborate and problem-solve with other classmates at the same Exploration.)

Read texts that are connected to science/ social studies/ health content topics.

(Example: Students will have access to texts about community, the spring season, friendship, holidays, maps, and the environment for shared reading experiences.)

Create texts in interactive writing connected to science/ social studies/ health content topics.

(Example: Students will create writing pieces about community, the spring season, friendship, holidays, maps, and the environment for during interactive writing experiences.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). <i>(Example: Students will use appropriate navigation skills to safely use learning applications such as Starfall, ABCMouse.com, or RAZKids to reinforce taught skills.)</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. <i>(Example: Students will explore how all future careers require reading and writing skills.)</i></p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). <i>(Example: Students will create a plan for which Explorations they will visit.)</i></p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) <i>(Example: Students will engage creatively and show inventiveness in Exploration tasks.)</i></p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <i>(Example: Students will operate Chromebooks and iPads to engage in various digital learning tasks.)</i></p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:

- How can learning about letters and sounds help me be a better reader and writer?
- What makes vowels special?

Enduring Objectives/ Understandings:

- Words are made up of sounds and you can use those sounds to help you read and write.
- Vowels can make multiple sounds.
- Vowels make a long sound and a short sound.

- Phonemes (sounds) can be manipulated and changed.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know - Foundations:

- Trick words: **a, the, and, are, to, is, his, as, has, was**
 - trick words are not tapped out
 - they are high frequency words that need to be memorized for reading and spelling
- manipulate the initial sound of a word to create new words
 - mat-cat-bat
- distinguish long and short vowel sounds
 - cope, cop-----pin,pine
- understand that each letter in the alphabet makes a sound
- understand that when they say each sound in a word and then blend them together they are reading words
- mark short vowels with a breve (ă)
 - marking words helps student understand what type of vowel sound is occurring and helps students analyze the words
- sound of x /ks/ and one tap in words
- Use **c** at the beginning of a word when followed by **a, o, or u**
- Use **k** at the beginning of a word when followed by **e or i**
- spell words with c or a k by listening to the vowel sounds
- understand that all sentences start with a capital letter and end with a punctuation mark
- scooping phrases is a visual to show where you take a breath when reading- it helps build fluency and prosody

Students will know - Heggerty:

- understand what rhyming is and rhyme words
 - rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil
- understand the concept of a phoneme

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to - Foundations:

- identify the name, keyword, and sound for every letter in the alphabet
- tap and read 3 sound words
- manipulate the initial sound in words to make new words
- manipulate the medial and final sounds in words to make new words
- spell out CVC words with letter tiles
- distinguish between short vowel and long vowel sounds in words
- use proper letter formation for all the letters in the alphabet
- tap and read nonsense words following the CVC pattern
- identify the final sound in words
- sequence letter tiles in alphabetical order
- mark short vowels in words with a breve ă/
- identify the trick words **a** and **the**
- assist the teacher with writing sentences that start with an uppercase letter and end with proper punctuation.
- segment a word into sounds orally
- match letters to the sounds in words to spell new words
- write dictated words
- build fluency by reading scooped phrases
- identify the initial sound in a word and the letter associated with that sound
- identify the trick words **and, are, and to**
- tap words that end with X
- identify the trick words **is** and **his**
- determine when to use **c** or **k** at the beginning of a word
- identify the trick words **as** and **has**

<ul style="list-style-type: none"> ● understand the concept of a syllable ● understand that phonemes go together to make words ● understand that phonemes can be added, substituted, and deleted ● understand that syllables can be added, substituted, and deleted ● identify rhymes ● identify onset phonemes ● concept of a compound word ● understand how to use Elkonin boxes ● understand the concept of medial sounds and how to manipulate them ● hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting) 	<ul style="list-style-type: none"> ● identify the trick word was
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Unit Test (p. 296 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment should be done 1:1 and will take approximately 15-20 minutes per student. The other students should be participating in previously taught games/ centers during this assessment window. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 4. If not, please review and reteach tricky concepts and then reassess.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Ongoing classroom observations during Foundations Lessons ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks

Benchmark Assessments

(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)

- The Primary Spelling Inventory (*Words Their Way*) will be given 3 X per year in September, January, and June

RESOURCES**Core instructional materials:**

- Foundations Teacher's Manual Level K
 - page 297 Unit 3 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level K Trick Words](#)

Supplemental materials:

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Kindergarten* by Michael Heggarty
 - Follow lessons for Phonemic Awareness Training Plans Weeks 17-22
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)
- [Heart Words](#)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - articulation station
 - Bob Book #1 Reading Magic
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Companies Wordball!
 - Wonster Words

Shared Reading Teaching Points

- Students will demonstrate concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word.
- Students will demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Students will locate certain letters in a text.
- Students will identify the first letter/ last letter in a word.
- Students will get their mouth ready by making the first sound in a word when attempting an unknown word.
- Students will check the first letter and picture when attempting an unknown word.
- Students will monitor their reading by checking the first letter of the word they said with the text.
- Students will “tap out” CVC words in the text.
- Students will listen to a word and determine if it has a long or short sound.
- Students will read and identify the trick words: a, the, and, are, to, his, is, has, as, was

Interactive Writing Teaching Points

- Students will demonstrate concepts about print knowledge by counting the number of words in a sentence.
- Students will demonstrate concepts about print knowledge by writing left to right, top to bottom, with return sweep.
- Students will demonstrate knowledge of words by using proper spacing between words.
- Students will hear and record initial consonant sounds in words.
- Students will hear and record final consonant sounds in words.
- Students will hear and record easy to hear consonant sounds in words.
- Students will use proper letter formation when writing.
- Students will spell out CVC words.
- Students will spell the trick words: a, the, and, are, to, his, is, has, as, was

Writing Workshop Teaching Points

- Students should be applying letter/sound correspondence to hear and record consonant sounds in words when writing.
- Progression of skills:
 - Record initial sound in a word
 - Record initial and final sound in a word
 - Record all easy to hear consonants in a word
 - Use a vowel placeholder in words.
 - Use the correct vowel in a word.
 - Use the correct vowel and vowel pattern in a word.
 - Conventional spelling

Guided Reading Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Use decodable texts.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled texts

Assorted leveled texts can be used to differentiate instruction.

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	Level K Unit 4	Approximate Pacing	4 weeks
STANDARDS			
NJSLS (ELA/L)			
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 sequence of letters. C) Understand that words are separated by spaces in print. D) Recognize and name all upper-and lowercase letters of the alphabet. RF. K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A) Recognize and produce rhyming words. B) Count, pronounce, blend and segment syllables in spoken words.			

- C) Blend and segment onsets and rimes of single-syllable spoken words.
- D) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant- vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- E) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

- A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C) Read high-frequency and sight words with automaticity.
- D) Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. nap and tap; cat and cot).

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

- A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C) Read high-frequency and sight words with automaticity.
- D) Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. nap and tap; cat and cot).

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A) Capitalize the first word in a sentence and the pronoun *I*.
- B) Recognize and name end punctuation.
- C) Write a letter or letters for most consonant and short- vowel sounds (phonemes).
- D) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B) Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A) Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.
- B) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C) Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Interdisciplinary Connections:

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

(Example: Students will work together to create rules for Foundations time including how to respect materials and peers.)

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good

(Example: Students will learn and understand why rules are important during Foundations time and how they are designed to benefit the common good of the class and maximize learning time/learning opportunities.)

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

(Example: Students will learn how their role in the class community impacts others in the class. This includes being a good partner during center activities and using shared materials wisely.)

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

(Example: Students will learn procedures for how to work collaboratively in Foundations Explorations. This includes making decisions about which Exploration to visit, how they will engage in the learning task, and how they will collaborate and problem-solve with other classmates at the same Exploration.)

Read texts that are connected to science/ social studies/ health content topics.

(Example: Students will have access to texts about American symbols, holidays, heroes, and the sun for shared reading experiences.)

Create texts in interactive writing connected to science/ social studies/ health content topics.

(Example: Students will create writing pieces about american symbols, holidays, heroes, and the sun interactive writing experiences.)

Career Readiness, Life Literacies, and Key Skills:

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

(Example: Students will use appropriate navigation skills to safely use learning applications such as Starfall, ABCMouse.com, or RAZKids to reinforce taught skills.)

Computer Science and Design Thinking:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

(Example: Students will operate Chromebooks and iPads to engage in various digital learning tasks.)

<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. <i>(Example: Students will explore how all future careers require reading and writing skills.)</i></p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). <i>(Example: Students will create a plan for which Explorations they will visit.)</i></p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) <i>(Example: Students will engage creatively and show inventiveness in Exploration tasks.)</i></p>	
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How do I tap out words with digraphs? ● Why is it important to read with fluency? <p><u>Enduring Objectives/ Understandings:</u></p> <ul style="list-style-type: none"> ● Consonant digraphs make one sound. ● Reading with fluency leads to better comprehension. ● Phonemes (sounds) can be manipulated and changed.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know - Foundations:</i></p> <ul style="list-style-type: none"> ● Trick words: we, she, he, be, me, I, you, they ● identify, produce and understand digraph sounds <ul style="list-style-type: none"> ○ two consonant letters that make one sound ○ sh, ch, wh, th, ck 	<p><i>Students will be able to - Foundations:</i></p> <ul style="list-style-type: none"> ● identify the trick words: we, she, he, be, me, I, you and they ● tap/segment, read and write words with digraphs: sh, ch, wh, th, -ck ● write short vowel words ending in -ck ● identify sounds in isolation

- ck-- comes at the end of a one syllable word after a short vowel
- digraphs get one tap
- mark digraphs with one line under both consonants because it is one sound
- understand that c,k, and ck all make the same sound and understand when we hear /k/ at then end of a word after a short vowel we spell it -ck
 - sock, pack

Students will know - Heggerty:

- understand what rhyming is and rhyme words
 - rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil
- understand the concept of a phoneme
- understand the concept of a syllable
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand that syllables can be added, substituted, and deleted
- identify rhymes
- identify onset phonemes
- concept of a compound word
- understand how to use Elkonin boxes
- understand the concept of medial sounds and how to manipulate them
- hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)

- mark words with digraphs
- identify the beginning letter of a sentence as a capital letter and an ending punctuation mark
- ready phrases fluently using scooping method
- identify words with long vowel versus short vowel words
- locate trick words in sentences
- read nonsense words
- read c, k, and -ck as the same sound
- write the /k/ sound at the end of a short vowel word as -ck
- read cvc words with digraphs
- spell cvc words with digraphs
- read sentences with trick words and cvc words

Students will be able to - Heggerty:

- produce rhymes with a familiar word or rime
- isolate onset phonemes in spoken words
- categorize phonemes by sound
- blend phonemes into spoken words
- isolate medial phonemes in spoken words
- segment spoken words into phonemes
- add initial phonemes to spoken words
- delete initial phonemes from spoken words
- substitute initial phonemes in spoken words
- recite nursery rhymes

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Unit Test (p. 342 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment should be done 1:1 and will take approximately 10-15 minutes per student. The other students should be participating in previously taught games/ centers during this assessment window. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 5. If not, please review and reteach tricky concepts and then reassess.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Ongoing classroom observations during Foundations Lessons ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> ● The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year in September, January, and June

RESOURCES

Core instructional materials:

- Foundations Teacher's Manual Level K
 - page 343 Unit 4 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level K Trick Words](#)

Supplemental materials:

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Kindergarten* by Michael Heggarty

- Follow lessons for Phonemic Awareness Training Plans Weeks 23-26
- [Learning Trick Words Strategy](#)
- [Heggerty Hand Motions Tutorials](#)
- [Heart Words](#)
- [Digraph Tent Game](#)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - articulation station
 - Bob Book #1 Reading Magic
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Companies Wordball!
 - Wonster Words

Shared Reading Connections

- Students will demonstrate concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word.
- Students will demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Students will locate certain letters in a text.
- Students will identify the first letter/ last letter in a word.
- Students will get their mouth ready by making the first sound in a word when attempting an unknown word.
- Students will check the first letter and picture when attempting an unknown word.
- Students will monitor their reading by checking the first letter of the word they said with the text.
- Students will “tap out” CVC words in the text.
- Students will listen to a word and determine if it has a long or short sound.
- Students will read and identify the trick words: a, the, and, are, to, his, is, has, as, was
- Students will identify words with digraphs wh, ch, sh, th, and ck.
- Students will “tap out” CVC words with digraphs in the text.
- Students will read and identify the trick words: we, she, he, be, me, I, you, they
- Students will practice reading with fluency by scooping phrases.

Interactive Writing Connections

- Students will demonstrate concepts about print knowledge by counting the number of words in a sentence.
- Students will demonstrate concepts about print knowledge by writing left to right, top to bottom, with return sweep.
- Students will demonstrate knowledge of words by using proper spacing between words.
- Students will hear and record initial consonant sounds in words.
- Students will hear and record final consonant sounds in words.
- Students will hear and record easy to hear consonant sounds in words.
- Students will use proper letter formation when writing.
- Students will spell out CVC words.
- Students will spell the trick words: a, the, and, are, to, his, is, has, as, was
- Students will hear and record the digraphs wh, ch, sh, th, and ck in words.
- Students will spell CVC words with digraphs.
- Students will spell the trick words: we, she, he, be, me, I, you, they
- Students will use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Students will use end punctuation properly in interactive writing experiences.

Writing Workshop Connections

- Students should be applying letter/sound correspondence to hear and record consonant sounds in words when writing.
- Progression of skills:
 - Record initial sound in a word
 - Record initial and final sound in a word
 - Record all easy to hear consonants in a word
 - Use a vowel placeholder in words.
 - Use the correct vowel in a word.
 - Use the correct vowel and vowel pattern in a word.
 - Conventional spelling

Guided Reading Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Use decodable texts.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled texts

Assorted leveled texts can be used to differentiate instruction.

Modifications for Learners
See appendix

Topic/Unit 5 Title	Level K Unit 5	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
RF.K.1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> 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 sequence of letters. C) Understand that words are separated by spaces in print. D) Recognize and name all upper-and lowercase letters of the alphabet. 			
RF. K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			

- A) Recognize and produce rhyming words.
 - B) Count, pronounce, blend and segment syllables in spoken words.
 - C) Blend and segment onsets and rimes of single-syllable spoken words.
 - D) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant- vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - E) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF. K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C) Read high-frequency and sight words with automaticity.
 - D) Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. nap and tap; cat and cot).
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 - D) Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. nap and tap; cat and cot).
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A) Capitalize the first word in a sentence and the pronoun *I*.
 - B) Recognize and name end punctuation.
 - C) Write a letter or letters for most consonant and short- vowel sounds (phonemes).
 - D) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- A) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - B) Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- A) Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.
 - B) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

- C) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Interdisciplinary Connections:

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
(Example: Students will work together to create rules for Foundations time including how to respect materials and peers.)

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
(Example: Students will learn and understand why rules are important during Foundations time and how they are designed to benefit the common good of the class and maximize learning time/learning opportunities.)

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
(Example: Students will learn how their role in the class community impacts others in the class. This includes being a good partner during center activities and using shared materials wisely.)

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
(Example: Students will learn procedures for how to work collaboratively in Foundations Explorations. This includes making decisions about which Exploration to visit, how they will engage in the learning task, and how they will collaborate and problem-solve with other classmates at the same Exploration.)

Read texts that are connected to science/ social studies/ health content topics.
(Example: Students will have access to texts about american symbols, holidays, heroes, and the sun for shared reading experiences.)

Create texts in interactive writing connected to science/ social studies/ health content topics.
(Example: Students will create writing pieces about american symbols, holidays, heroes, and the sun interactive writing experiences.)

Career Readiness, Life Literacies, and Key Skills:

Computer Science and Design Thinking:

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

<p><i>(Example: Students will use appropriate navigation skills to safely use learning applications such as Starfall, ABCMouse.com, or RAZKids to reinforce taught skills.)</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. <i>(Example: Students will explore how all future careers require reading and writing skills.)</i></p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). <i>(Example: Students will create a plan for which Explorations they will visit.)</i></p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) <i>(Example: Students will engage creatively and show inventiveness in Exploration tasks.)</i></p>	<p><i>(Example: Students will operate Chromebooks and iPads to engage in various digital learning tasks.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● Why is it important to learn trick words? ● How can I make my writing easier to read? <p><u>Enduring Objectives/ Understandings:</u></p> <ul style="list-style-type: none"> ● Trick words are words that are found frequently in texts and may or may not follow phonetic rules. They should be memorized in order to be read with automaticity. ● Sentences should start with an uppercase letter, have proper spacing, and end with a punctuation mark. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

Students will know - Foundations:

- Trick words: or,for,of,have,from,by,my,do,one
- understand that sentences start with a capital letter and end with a punctuation mark
- review of all concepts in previous units
- understand that you can blend sounds to make nonsense words

Students will know - Heggerty:

- understand what rhyming is and rhyme words
 - rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil
- understand the concept of a phoneme
- understand the concept of a syllable
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand that syllables can be added, substituted, and deleted
- identify rhymes
- identify onset phonemes
- concept of a compound word
- understand how to use Elkonin boxes
- understand the concept of medial sounds and how to manipulate them
- hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)

Students will be able to - Foundations:

- identify and read the trick words: or, for, of, have, from, by, my, do and one.
- read sentences with trick words and cvc words
- use scooping method to read the sentence fluently
- locate trick words in sentences
- listen to a sentence with cvc words, segment words on sentence frames, write it, scoop it, and read it
- utilize capital letters for the beginning of a sentence and people's names when writing sentences
- use punctuation when writing a sentence
- tap and blend and read cvc words from dictation
- identify trick words in sentences
- spell sounds in isolation
- spell cvc words from dictation
- read real and nonsense words, by tapping each sound and blending sounds to read the words
- using sentence frames, manipulate and change words within the sentence
 - Tom met Beth at the shop. Tim met Beth at the shop.

Students will be able to - Heggerty:

- recognize rhymes
- produce rhymes with a familiar word or rime
- produce rhymes with nonsense words
- isolate onset phonemes
- identify same onset phonemes in a series of words or sentence
- blend phonemes into spoken words
- identify same final phonemes in a series of words or sentence
- isolate medial phonemes in spoken words
- phoneme location: identify a blend as the initial, medial, or final sound

- segment spoken words into phonemes
- add final phonemes or syllables to spoken words
- delete final phonemes from spoken words
- substitute medial phonemes in spoken words
- recite nursery rhymes

ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

- Unit Test (p. 407 in *Teacher's Manual*)
 - This assessment should be done in small groups. The other students should be participating in previously taught games/ centers during this assessment window.
 - You need 80% of students to demonstrate mastery (80%) in order to move on. If not, please review and reteach tricky concepts and then reassess.

Formative Assessments
(Ongoing assessments during the learning period to inform instruction)

- Ongoing classroom observations during Foundations Lessons
- Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist
- You will also see evidence of the application of skills in reading and writing workshop tasks
- Assess student writing samples using the conventions section of the Writing Rubric

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)

- Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist
- You will also see evidence of the application of skills in reading and writing workshop tasks
- Assess student writing samples using the conventions section of the Writing Rubric

Benchmark Assessments
(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)

- The Primary Spelling Inventory (*Words Their Way*) will be given 3 X per year in September, January, and June

RESOURCES

Core instructional materials:

- Foundations Teacher's Manual Level K
 - page 408-409 Unit 5 Resources

- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level K Trick Words](#)

Supplemental materials:

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Kindergarten* by Michael Heggarty
 - Follow lessons for Phonemic Awareness Training Plans Weeks 27-32
- [Learning Trick Words Strategy](#)
- [Heggerty Hand Motions Tutorials](#)
- [Heart Words](#)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - articulation station
 - Bob Book #1 Reading Magic
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Companies Wordball!
 - Wonster Words

Shared Reading Teaching Points

- Students will demonstrate concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word.
- Students will demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Students will locate certain letters in a text.
- Students will identify the first letter/ last letter in a word.
- Students will get their mouth ready by making the first sound in a word when attempting an unknown word.
- Students will check the first letter and picture when attempting an unknown word.
- Students will monitor their reading by checking the first letter of the word they said with the text.
- Students will “tap out” CVC words in the text.
- Students will listen to a word and determine if it has a long or short sound.
- Students will read and identify the trick words: a, the, and, are, to, his, is, has, as, was

- Students will identify words with digraphs wh, ch, sh, th, and ck.
- Students will “tap out” CVC words with digraphs in the text.
- Students will read and identify the trick words: we, she, he, be, me, I, you, they
- Students will practice reading with fluency by scooping phrases.
- Students will read and identify trick words: or, for, of, have, from, by, my, do, one

Interactive Writing Connections

- Students will demonstrate concepts about print knowledge by counting the number of words in a sentence.
- Students will demonstrate concepts about print knowledge by writing left to right, top to bottom, with return sweep.
- Students will demonstrate knowledge of words by using proper spacing between words.
- Students will hear and record initial consonant sounds in words.
- Students will hear and record final consonant sounds in words.
- Students will hear and record easy to hear consonant sounds in words.
- Students will use proper letter formation when writing.
- Students will spell out CVC words.
- Students will spell the trick words: a, the, and, are, to, his, is, has, as, was
- Students will hear and record the digraphs wh, ch, sh, th, and ck in words.
- Students will spell CVC words with digraphs.
- Students will spell the trick words: we, she, he, be, me, I, you, they
- Students will use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Students will use end punctuation properly in interactive writing experiences.
- Students will spell the trick words: or, for, of, have, from, by, my, do, one

Writing Workshop Connections

- Students should be applying letter/sound correspondence to hear and record consonant sounds in words when writing.
- Progression of skills:
 - Record initial sound in a word
 - Record initial and final sound in a word
 - Record all easy to hear consonants in a word
 - Use a vowel placeholder in words.
 - Use the correct vowel in a word.
 - Use the correct vowel and vowel pattern in a word.
 - Conventional spelling

Guided Reading Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Use decodable texts.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Assorted leveled texts

Assorted leveled texts can be used to differentiate instruction.

Modifications for Learners

See [appendix](#)