

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS/LITERACY CURRICULUM
GRADE K**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>SCHOOL VOCABULARY</p> <p>APPROPRIATE LANGUAGE</p> <p>QUESTIONS</p> <p>SPEAKING SKILLS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use appropriate language and vocabulary to describe ideas, feelings and experiences. • ask and answer relevant questions. • demonstrate speaking skills, such as purpose, volume, rate, fluency. 	<ul style="list-style-type: none"> • Recite the poem “One, Two, How Do You Do?” 1,2, how do you do? 1,2,3, clap with me. 1,2,3,4, jump on the floor. 1,2,3,4,5, look bright and alive. 1,2,3,4,5,6, your shoe to fix. 1,2,3,4,5,6,7,look up to heaven. 1,2,3,4,5,6,7,8, draw a round plate. 1,2,3,4,5,6,7,8,9, get in line. • Encourage groups of students to compose an oral story through a discussion of a picture. • Students draw a “Funny Animal.” Students dictate sentences about their drawings. • Play “What Do You Like?” Each student asks another student this question who answers “I like ...” • Give children the opportunity to ask questions and answer during sharing time. • Provide an opportunity for children to tell about something special that happened to them. 	<ul style="list-style-type: none"> • Pictures • Experience • Paper 	<ul style="list-style-type: none"> • Group Participation • Completed Projects • Group Participation • Student Participation 	<p>3.3 C.1</p> <p>3.3 B.1,2</p> <p>3.3 A.1,2</p>

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CONNECT OWN EXPERIENCES	<p>The students will be able to:</p> <ul style="list-style-type: none"> connect their own experiences, ideas and traditions with those of others. 	<ul style="list-style-type: none"> After talking about the story "The Three Little Pigs", read "The Three Javelinas". Discuss how the stories are different and the same. 	<ul style="list-style-type: none"> "The Three Javelinas" 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 E.4 3.2 D.1</p>
REPORTING INFORMATION	<ul style="list-style-type: none"> demonstrate skills of reporting and providing information. 	<ul style="list-style-type: none"> Model for students the correct way to call 911 to report a fire. Give each child the opportunity to practice on a play phone. 	<ul style="list-style-type: none"> Play Phone 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.3 A.2 B.2</p>
<u>VIEWING</u>					
DEMONSTRATE VIEWING SKILLS	<ul style="list-style-type: none"> demonstrate viewing skills such as focusing attention. 	<ul style="list-style-type: none"> Provide students with the opportunity to view a short video, reminding them to pay attention. Afterwards, discuss details to find those students who were able to focus their attention. 	<ul style="list-style-type: none"> Short Video 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.5 A.1</p>
RESPOND TO AUDIOVISUAL MEDIA	<ul style="list-style-type: none"> respond to audiovisual media in a variety of ways. 	<ul style="list-style-type: none"> Have students illustrate their favorite part of a video. Have students orally retell the video story. Have students tell about something that they learned that they did not know before. 	<ul style="list-style-type: none"> Video 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.5 B.1</p>
PARTICIPATE IN VIEWING ACTIVITIES	<ul style="list-style-type: none"> participate in viewing activities related to reading and writing. 	<ul style="list-style-type: none"> Read trade books that have also been made into videos, such as "The Berenstain Bears". Illustrate your favorite character and tell why you liked that one. 	<ul style="list-style-type: none"> Trade Books Videos 	<ul style="list-style-type: none"> Completed Projects 	<p>3.5 A.2</p>

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READING: ALPHABETIC PRINCIPLE, SOUNDS/SYMBOLS					
<u>PRINT AWARENESS</u>	The students will be able to:				
ORDER OF ALPHABET	<ul style="list-style-type: none"> • know the order of the alphabet. 	<ul style="list-style-type: none"> • Sing the alphabet song. • Give each student a card with a letter on it. Let them come to the front of the room and get in order. • Let students line up by their first name in ABC order. 	<ul style="list-style-type: none"> • Alphabet Cards 	<ul style="list-style-type: none"> • Teacher Observation 	3.1 C.2
REPRESENTS SPOKEN LANGUAGE	<ul style="list-style-type: none"> • recognize that print represents spoken language and conveys meaning. 	<ul style="list-style-type: none"> • Memorize a rhyme from a rhyme chart. Then let them follow along with the printed text. 	<ul style="list-style-type: none"> • Rhyme Chart 	<ul style="list-style-type: none"> • Teacher Observation 	3.1 A.5
DIRECTIONALITY	<ul style="list-style-type: none"> • understand directionality - tracking print from left to right and return sweep. 	<ul style="list-style-type: none"> • Using a big book, have students use a pointer to follow along from left to right and returning at the end of the line. 	<ul style="list-style-type: none"> • Big Book • Pointer 	<ul style="list-style-type: none"> • Teacher Observation 	3.1 A.4
SPACES BETWEEN WORDS	<ul style="list-style-type: none"> • understand that written words are separated by spaces. 	<ul style="list-style-type: none"> • Point to each word as you read a story, and have the students say the words with you. As you continue, frame the words with your fingers or two index cards. • Students can use their finger as a spacing guide between words. 	<ul style="list-style-type: none"> • Big Book • Index Cards 	<ul style="list-style-type: none"> • Teacher Observation 	3.1 A.3

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DIFFERENCE BETWEEN WORDS & LETTERS	<p>The students will be able to:</p> <ul style="list-style-type: none"> know the difference between individual letters and printed words. 	<ul style="list-style-type: none"> The students can use two index fingers or two cards to frame a letter in a word or frame a word. Students can work with a partner using the letter cards to build words. 	<ul style="list-style-type: none"> Index Cards Letter Cards CD Rom 	<ul style="list-style-type: none"> Teacher Observation 	3.1 A.2
SPOKEN WORDS ARE REPRESENTED BY LETTERS	<ul style="list-style-type: none"> understand that spoken words are represented in written language by a specific sequence of letters. 	<ul style="list-style-type: none"> Cut pictures of people out of magazines and paste on construction paper. Students can dictate a short sentence that the teacher will write in a speech bubble as the words the person said. 	<ul style="list-style-type: none"> Magazines Construction Paper 	<ul style="list-style-type: none"> Completed Projects 	3.1 B.1
CORRECT SPELLINGS FOR WORDS	<ul style="list-style-type: none"> recognize that there are correct spellings for words. 	<ul style="list-style-type: none"> As new words are introduced, students can use the magnetic letters to make the new words, putting the letters in the correct order. Students can use letter cards to make their name. 	<ul style="list-style-type: none"> Magnetic Letters Letter Cards CD Rom 	<ul style="list-style-type: none"> Teacher Observation 	3.1 A.1 C.2,3
CAPITAL & LOWER CASE LETTERS	<ul style="list-style-type: none"> know the difference between capital and lowercase letters. 	<ul style="list-style-type: none"> Give each student a card with a lowercase letter on it. As you hold up each capital letter, the student can bring up the matching lowercase letter. Write several capital and lowercase letters on the chalkboard. Let volunteers come up and erase the letter from that you identify. 	<ul style="list-style-type: none"> Letter Cards CD Rom Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 	3.1 C.2 3.2 C.5

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CAPITALIZATION & PUNCTUATION	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize how readers use capitalization and punctuation to comprehend. 	<ul style="list-style-type: none"> Using a big book, let the students point to capital letters at the beginning of each sentence and point to end marks discussing how each is used. Write "Super Sentence Stumpers" on the board. Write a sentence without capitalization or punctuation and see if students are able to find the mistake. 	<ul style="list-style-type: none"> Big Books Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 E.1 F.3</p>
PARTS OF A BOOK	<ul style="list-style-type: none"> recognize that parts of a book (cover and title page) offer information. 	<ul style="list-style-type: none"> Give each student a trade book and have them locate the cover and the title page. 	<ul style="list-style-type: none"> Trade Books 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 A.6</p>
<u>PHONOLOGICAL AWARENESS</u> LETTERS, WORDS, SENTENCES	<ul style="list-style-type: none"> identify letters, words and sentences. 	<ul style="list-style-type: none"> Students can use letter cards to identify individual letters and to make words. Students can use word cards to make sentences. Students can write sentences on experience paper and illustrate. 	<ul style="list-style-type: none"> Letter Cards Word Cards Experience Paper CD Rom 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 B.3</p>
DIVIDE SENTENCE INTO WORDS	<ul style="list-style-type: none"> divide a spoken sentence into individual words. 	<ul style="list-style-type: none"> Ask students to count the number of words in a spoken sentence. Give each student six blocks or linking cubes. They will use them to represent the words in a spoken sentence, one block for each word. 	<ul style="list-style-type: none"> Blocks or Linking Cubes 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 B.1 B.3</p>

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RHYMES	<p>The students will be able to:</p> <ul style="list-style-type: none"> produce rhyming words and distinguish rhyming words from nonrhyming words. 	<ul style="list-style-type: none"> The students can identify the rhyming words in a poem or nursery rhyme by reciting the poem in whispers but saying the rhyming words loudly. If you're reading a rhyming book that the students are familiar with, stop before reading the second word of a rhyming pair and ask the students to guess. Play "Rhyme Time". You say a word, a student gives you a rhyming word; OR, you say two words and a student tells you if they rhyme. The students can sing "Down By The Bay" and make up new rhymes 	<ul style="list-style-type: none"> Poems Nursery Rhymes Rhyming Stories 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 B.5 G.5</p>
SYLLABLES	<ul style="list-style-type: none"> identify, segment and combine syllables within spoken words. 	<ul style="list-style-type: none"> Ask the students to clap and count the syllables of their names. Have the students hold two fingers horizontally under their chins, so they can feel their chin drop for each syllable. 		<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 B.2</p>
INITIAL & FINAL SOUNDS	<ul style="list-style-type: none"> identify and isolate the initial and final sound of a spoken word. 	<ul style="list-style-type: none"> Play "Guess a Name". Say "I'm thinking of someone's name that begins (or ends) with ____ sound." Pass picture cards out to the class. Each student can identify the initial (or final) sound of his/her picture and put it in the correct pile. 	<ul style="list-style-type: none"> Picture Cards CD Rom 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 B.4</p>

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CHANGE SOUNDS	<p>The students will be able to:</p> <ul style="list-style-type: none"> add, delete or change sounds to change words. 	<ul style="list-style-type: none"> Add a sound: Say "ox". Ask what will happen if we add a sound to the beginning such as /f-f-f-f/? The new word will be "fox". Delete a sound: Say "fear". Ask what will happen if we take away the beginning sound? The new word will be "ear". Change sounds: Give a word: students think of a rhyme. 		<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 B.2,5</p>
BLEND SOUNDS	<ul style="list-style-type: none"> blend sounds to make spoken words. 	<ul style="list-style-type: none"> Play "Walk A Word". On a white plastic trash bag, draw letter cards for the letters you want to blend. Tape it to the floor and have students walk on the letters as they blend them. The students can blend sounds to make words using blocks or letter cards. 	<ul style="list-style-type: none"> White Plastic Trash Bag CD Rom Blocks Letter Cards 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 B.3</p>
WORDS INTO PHONEMES	<ul style="list-style-type: none"> segment one-syllable spoken words into individual phonemes. 	<ul style="list-style-type: none"> Display several picture cards of one-syllable words. The students can repeat the picture names after the teacher. Let one student say the name of one picture sound by sound, and then choose someone to guess which picture it is. 	<ul style="list-style-type: none"> Picture Cards CD Rom 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 B.1,3</p>

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<p>SEGMENTING CVC</p> <p>BLENDING CVCe, CVCC, CVCC, CVVC WORDS</p> <p>SEGMENTING CVCe, CVCc, CVCC, CVVC WORDS</p> <p>INITIAL & FINAL CONSONANTS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • segment CVC words. • blend and segment CVCe, CCVC, CVCC and CVVC words. • identify the consonant sounds when they are the initial and final positions in a word. 	<ul style="list-style-type: none"> • Use blocks to help students identify the separate sounds in a given word, phoneme by phoneme. • Say a word and see if anyone is able to come to the board and write it. • Play "I'm thinking of a word that has a ____ beginning sound and a ____ ending sound." Students can make guesses. Then give the middle sound if no one can guess the correct word. • Use letter cards to build new words. • Play "Thumbs Up". Say a pair of words such as hat/had. If the words are the same, students put up their thumbs. Thumbs are down if they're not the same. • Play the "Bean Bag Toss Game". Hold up a letter card and throw the bean bag to a student. That student must say a word that begins (or ends) with that sound. 	<ul style="list-style-type: none"> • Colored Blocks • Chalkboard • CD Rom • Letter Cards • CD Rom • Letter Cards • Bean Bag • CD Rom 	<ul style="list-style-type: none"> • Teacher Observation • Skills Test • Skills Test • Teacher Observation • Skills Test • Teacher Observation 	<p>3.1 B.1</p> <p>3.1 B.3,4</p> <p>3.1 B.4</p>

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INITIAL & MEDIAL SHORT VOWELS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • read words with initial and medial short vowels: a, i, u, o, e. 	<ul style="list-style-type: none"> • Use paper plates and yarn to make hats that tie under the chin. Students can decorate their hats with pictures that have a specific vowel sound. • Play "Stand Up". Students will close their eyes while the teacher randomly gives out the word cards. Each student who has a word card must stand up and read the word. Next, those students distribute the word cards to others. • Fold a sheet of drawing paper in half and decorate the outside to look like a gift box. Inside, students can draw a gift whose name has a specific vowel sound. Have a classroom gift exchange and then students can say the name of the gift they received. 	<ul style="list-style-type: none"> • Paper Plates • Yarn • Word Cards • Drawing Paper 	<ul style="list-style-type: none"> • Skills Test • Completed Projects • Teacher Observation 	<p>3.1 B.4 C.1</p>
DIAGRAPH "CK"	<ul style="list-style-type: none"> • identify the sound of "ck". 	<ul style="list-style-type: none"> • Play "What will you pack?" Students will sit in a circle and each tells something that they will pack (it must end with the /k/ sound). • Use letter cards to build words ending in <i>-ck</i>. 	<ul style="list-style-type: none"> • Letter Cards • CD Rom 	<ul style="list-style-type: none"> • Skills Test • Teacher Observation 	<p>3.1 B.4</p>

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READING: VOCABULARY/WORD IDENTIFICATION					
<p><u>WORD STRUCTURE</u></p> <p>SPELLING PATTERNS</p> <p><u>WORD MEANING</u></p> <p>VOCABULARY THROUGH CONCRETE EXPERIENCE</p> <p>VOCABULARY THROUGH READ ALOUD STORIES</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify common spelling patterns. • experience vocabulary development through concrete experiences. • develop vocabulary through selections read aloud. 	<ul style="list-style-type: none"> • The students can use magnetic letters or letter cards to build words with common spelling patterns. • Place word cards around the room to name common objects. • Use magazine pictures to make picture cards of people doing different activities. Write an alphabet letter on the card to match an action such as "Rr - running." Students can identify the action and say the letter. • After reading a story, students can draw a picture and retell the story using vocabulary from the story. • Have students act out actions words from the story. 	<ul style="list-style-type: none"> • Magnetic Letters • Letter Cards • CD Rom • Word Cards • Magazines • CD Rom • Big Book • Pointer 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation 	<p>3.2 C.1</p> <p>3.1 F.1</p> <p>3.1 A.7</p>

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VOCABULARY THROUGH READING	<p>The students will be able to:</p> <ul style="list-style-type: none"> develop vocabulary through reading. 	<ul style="list-style-type: none"> Write a daily message on the board about the day's activities. Use a "Word Wall". Students can draw a picture from a story that was read. Then they can dictate a sentence using at least one of the words they have learned. Share illustrations and sentences. 	<ul style="list-style-type: none"> Chalk Board Bulletin Board CD Rom Drawing Paper 	<ul style="list-style-type: none"> Teacher Observation 	3.1 F.1,4
SYNTACTIC, SEMANTIC & PHONETIC CUES	<ul style="list-style-type: none"> develop a cuing system using syntactic, semantic and phonetic cues. 	<ul style="list-style-type: none"> Encourage students to do self-corrections as they read by saying: "Does that look right? Does that make sense? Does that sound right? Can you find a bit in the word you know? Look at the picture? What letter would you expect to see at the beginning? (or at the end)." 	<ul style="list-style-type: none"> CD Rom 	<ul style="list-style-type: none"> Teacher Observation 	3.1 D.2 E.3
CONTEXT CLUES	<ul style="list-style-type: none"> use context clues including semantic clues, syntactical clues and phonetic clues. 	<ul style="list-style-type: none"> Read riddles to the class. Let them explain how they got the correct answer. Cover an unfamiliar word in a big book with a post-it note. Read the rest of the sentence. Use the context of the sentence to figure out the new word. Show students a picture from a children's book. Ask them to guess what is going on in the story. Finish by reading the book aloud so the students can see if their interpretations of the illustration are correct. 	<ul style="list-style-type: none"> Riddle Book Big Book Post-it Note Trade Book 	<ul style="list-style-type: none"> Teacher Observation Skills Test 	3.1 E.2,3

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HIGH FREQUENCY WORDS	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize and be able to read the high frequency words. 	<ul style="list-style-type: none"> The students can make a personal dictionary called "My Own Words", using the high frequency words. Use word cards to build sentences. Have students search for the high frequency words in magazines. These can be added to a bulletin board to show how the word looks when it is written in different type. Use an old Candyland Game board. Write a high-frequency word on each space. Students must be able to read the word or go back to their former position. 	<ul style="list-style-type: none"> Booklet CD Rom Word Cards Bulletin Board Magazines Candyland Game Board 	<ul style="list-style-type: none"> Completed Projects Teacher Observations 	3.1 C.1
NOUNS & VERBS	<ul style="list-style-type: none"> identify words that name persons, places, things and actions. 	<ul style="list-style-type: none"> Students can fold a piece of drawing paper into boxes. Have them draw and label a picture that shows a person, a place, a thing and an action in each section. Discuss their illustrations. Make a booklet so that students can fill in the blanks and draw a picture. Page 1 - I am <u>(person)</u>. Page 2 - I am at <u>(place)</u>. Page 3 - I have a <u>(thing)</u>. Page 4 - I can <u>(action)</u>. 	<ul style="list-style-type: none"> Drawing Paper Booklet 	<ul style="list-style-type: none"> Teacher Observation Completed Booklets 	3.2 A.1,4
AUTOMATIC READING	<ul style="list-style-type: none"> display automatic reading of regular and irregular words. 	<ul style="list-style-type: none"> Provide ample opportunities for students to reread the decodable stories, and familiar patterned books, individually and with a partner. 	<ul style="list-style-type: none"> Decodable Story Books Familiar Patterned Books 	<ul style="list-style-type: none"> Teacher Observation 	3.1 D.3 E.5

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<p>CHARTS , STORY MAPS</p> <p style="text-align: center;"><u>SKILLS & STRATEGIES</u></p> <p>DETAILS</p> <p>ILLUSTRATIONS</p> <p>REALITY & FANTASY</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • create story maps, diagrams, charts and story props to help comprehend, analyze, synthesize and evaluate texts. • recall story details. • use the illustrations to aid in comprehension. • differentiate between reality and fantasy. 	<ul style="list-style-type: none"> • After reading a story, the class can create a story map that will include the title, the characters, the setting, beginning, middle and ending. This can be written out on a chart or students can make their own story map or paper with pictures. • Students can make stick puppets of story characters to use in retelling the story. • Show the class a detailed picture from a story that you are going to read to them. Give them several minutes to look at it. Then ask questions about its details like " What color was the dog?" • Have each student participate in telling the story for a wordless picture book. • Let each student hold up a picture in their favorite story book. Other students can ask that student questions about the picture for that student to answer. • Using a Scholastic Newspaper, students can tell which stories are reality and which are fantasy. • After reading a story, have students tell what aspects of the story helped them to identify it as reality or fantasy. 	<ul style="list-style-type: none"> • Chart Paper • Drawing Paper • Craft Sticks • Wordless Picture Books • Trade Books • Scholastic News • Trade Books 	<ul style="list-style-type: none"> • Completed Projects • Skills Test • Teacher Observation • Teacher Observation • Skills Test • Skills Test • Teacher Observation 	<p>3.1 G.2,4</p> <p>3.1 D.4</p> <p>3.1 E.3</p> <p>3.1 G.1</p>

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CATEGORIES	<p>The students will be able to:</p> <ul style="list-style-type: none"> • classify and categorize. 	<ul style="list-style-type: none"> • Call students to get in line according to categories, such as: if you have shoes or sneakers, if you have a dog, a cat, or no pets. • The students can cut two pictures from magazines. Paste them onto charts according to their categories, such as food, toys, people, etc. 	<ul style="list-style-type: none"> • Magazines • Chart Paper 	<ul style="list-style-type: none"> • Skills Test • Teacher Observation 	3.1 F.2
PREDICTING	<ul style="list-style-type: none"> • make predictions. 	<ul style="list-style-type: none"> • Show the class the cover of a book and read the title. Ask them to make predictions of what the story will be about. Half way through the story, they can revise their predictions and have another revision at the end of the story. 	<ul style="list-style-type: none"> • Trade Books 	<ul style="list-style-type: none"> • Skills Test • Teacher Observation 	3.1 E.2 G.6
SEQUENCE	<ul style="list-style-type: none"> • tell or act out the sequence of events. 	<ul style="list-style-type: none"> • Put picture cards of a familiar story on the flannel board. Have the students put them in the correct sequential order and tell the story using the pictures. • After reading a story, students can draw pictures to show what happened first, next, and last. Then they can retell the story using their pictures. 	<ul style="list-style-type: none"> • Flannel Board • Picture Cards • Drawing Paper • Trade Books 	<ul style="list-style-type: none"> • Skills Test • Teacher Observation 	3.1 D.1 3.2 A.7
CAUSE & EFFECT	<ul style="list-style-type: none"> • understand cause and effect relationships. 	<ul style="list-style-type: none"> • Help students to understand that when one thing happens, it causes something else to happen. Give them some common examples such as: "When it rains, we can not go out to play." Ask them to share any cause and effect examples they can think of. 		<ul style="list-style-type: none"> • Teacher Observation 	3.3 A.1 B.2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
COMPARE & CONTRAST	<p>The students will be able to:</p> <ul style="list-style-type: none"> demonstrate comprehension by comparing and contrasting. 	<ul style="list-style-type: none"> Use a Venn diagram to compare two versions of a fairy tale. Compare two stories about the same topic, using story maps. Talk about similarities and differences of two videos or T.V. shows. 	<ul style="list-style-type: none"> Chart Paper Trade Books 	<ul style="list-style-type: none"> Skills Test Teacher Observation 	3.2 A.6
SUMMARIZE	<ul style="list-style-type: none"> summarize. 	<ul style="list-style-type: none"> The students can use puppets to summarize a familiar story. Read a short passage to the class and have them try to summarize it in a single sentence. Students can give clues about a familiar story so that the others can try to guess the title of the story. 	<ul style="list-style-type: none"> Puppets 	<ul style="list-style-type: none"> Skills Test Teacher Observation 	3.1 G.1
INFERENCES	<ul style="list-style-type: none"> make and explain inferences. 	<ul style="list-style-type: none"> Students can tell riddles and make inferences to solve them. As an additional activity, students can draw a picture to show what they think the answer to the riddle is. Show examples in trade books of when an author does not tell you everything and you have to figure it out by the clues that are given. 	<ul style="list-style-type: none"> Drawing Paper 	<ul style="list-style-type: none"> Teacher Observation 	3.1 D.1
DRAW CONCLUSIONS	<ul style="list-style-type: none"> demonstrate comprehension by drawing conclusions. 	<ul style="list-style-type: none"> Show students cartoons and ask questions that lead them to draw conclusions. 	<ul style="list-style-type: none"> Cartoons 	<ul style="list-style-type: none"> Teacher Observation 	3.1 G.6

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MAIN IDEA	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize the main idea and supporting details of a story. 	<ul style="list-style-type: none"> Students can work with a partner to tell the main idea of a picture and then answer questions their classmates ask. 	<ul style="list-style-type: none"> Pictures 	<ul style="list-style-type: none"> Skills Test Teacher Observation 	3.1 G.2
SIMILARITIES & DIFFERENCES	<ul style="list-style-type: none"> identify similarities and differences across texts including topics, characters, and problems. 	<ul style="list-style-type: none"> Read two versions of the same story. Have the students identify some of the things that were the same and some of the things that were different. Tell which version was your favorite and why. 	<ul style="list-style-type: none"> Trade Books 	<ul style="list-style-type: none"> Teacher Observation 	3.1 G.3,4
<u>LITERARY RESPONSE</u>					
LISTEN TO STORIES	<ul style="list-style-type: none"> listen to stories being read aloud. 	<ul style="list-style-type: none"> Provide students with the opportunity to listen to a variety of literature to increase background information, language of books and attention span. 	<ul style="list-style-type: none"> Trade Books 	<ul style="list-style-type: none"> Teacher Observation 	3.4 B.1
PREDICTABLE & PATTERNED STORIES	<ul style="list-style-type: none"> react, speculate, join in, and read along when predictable and patterned selections are read aloud. 	<ul style="list-style-type: none"> When reading predictable stories, have students join in, read along tracking print with a pointer, and emphasize return sweep. 	<ul style="list-style-type: none"> Big Books Pointer 	<ul style="list-style-type: none"> Teacher Observation 	3.1 D.3 E.1,5

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD						
RESPOND TO LITERATURE	<p>The students will be able to:</p> <ul style="list-style-type: none"> respond to a variety of stories and poems through talk, movement, music, art, drama, writing, and media. 	<ul style="list-style-type: none"> The students can respond to stories and poems that they have heard by: <ol style="list-style-type: none"> Turn and Talk - turn and talk to your neighbor about your favorite part; what character you liked; why you think a character reacted the way they did. Show how you think a character moved; what a character's facial expression was. Sing a song that might correlate with the theme of a story. Illustrate the main events or your favorite part. Act out a story; make stick puppets. Do journal writing or use the computer to find relevant information. Show the movie version of a story that has been read. 	<ul style="list-style-type: none"> Drawing Paper Craft Sticks Journals Computer Videos 	<ul style="list-style-type: none"> Teacher Observation Completed Projects 	<table border="0"> <tr> <td>3.1</td> <td>G.1</td> </tr> <tr> <td>3.2</td> <td>D.1</td> </tr> <tr> <td>3.3</td> <td>A.3</td> </tr> </table>	3.1	G.1	3.2	D.1	3.3	A.3
3.1	G.1										
3.2	D.1										
3.3	A.3										
CONNECT IDEAS & EXPERIENCES	<ul style="list-style-type: none"> connect ideas and themes across texts by referring to relevant aspects and own experiences. 	<ul style="list-style-type: none"> Complete an author study by reading many stories written by the same author. Complete an illustrator study, and compare. Compare several stories about a central theme and allow children to relate their own experiences to those in the stories. 	<ul style="list-style-type: none"> Trade Books 	<ul style="list-style-type: none"> Teacher Observation 	<table border="0"> <tr> <td>3.1</td> <td>E.4</td> </tr> </table>	3.1	E.4				
3.1	E.4										

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p style="text-align: center;"><u>TEXT STRUCTURE/ LITERARY CONCEPTS</u></p> <p>DISTINGUISH FORMS OF TEXTS</p> <p>STORY STRUCTURE</p> <p>FICTION & NONFICTION</p> <p>LITERARY FORMS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> distinguish forms of texts and the functions they serve such as lists, newsletters and signs. understand story structure as the beginning, middle and end. distinguish fiction from nonfiction including fact and fantasy. understand literary forms such as stories, poems, plays and informational books. 	<ul style="list-style-type: none"> Create a list of things that you would take on a picnic. Have the class write a class newsletter. Make a sign about an upcoming event to be displayed in the classroom. After listening to or reading a story, give each student a sheet of drawing paper folded in half to make a 4-page booklet. On the front have students write the title and draw a picture. Have them use the three remaining pages to illustrate what happened at the beginning, middle and end of the story. Have students recall stories they have read or heard that are examples of fact and fantasy. Using big books, have students identify the similarities and differences among stories, poems, plays and informational books. 	<ul style="list-style-type: none"> Chart Paper Writing Paper Drawing Paper Big Books 	<ul style="list-style-type: none"> Completed Projects Completed Projects Teacher Observation Teacher Observation 	<p>3.2 A.2</p> <p>3.2 A.7 B.1</p> <p>3.1 A.1</p> <p>3.3 A.3</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD								
<p>TERMS OF TITLE, AUTHOR, ILLUSTRATOR</p> <p><u>VARIETY OF TEXT</u></p> <p>VARIETY OF GENRES</p> <p>READ FOR A VARIETY OF PURPOSES</p> <p><u>FLUENCY</u></p> <p>READ ON LEVEL</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • understand terms and roles of title, author and illustrator. • listen to or read a variety of genres, when reading for information or pleasure. • read for a variety of purposes and use informational texts to acquire information. • read regularly in independent-level and instructional-level materials that have been self-selected. 	<ul style="list-style-type: none"> • Every time a story is read to the class, always identify the title, author and illustrator. Review the job of an author and illustrator. • Provide the students with many opportunities to hear and read a variety of genres. • Have students use informational texts to learn new facts about a science or social studies theme, such as the seasons or holidays. • Provide students with the opportunity to read self-selected books during DEAR (Drop Everything And Read) and SSR (Sustained Silent Reading) for increasing amounts of time. 	<ul style="list-style-type: none"> • Trade Books • Trade Books • Informational Books • Trade Books 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	<table border="0"> <tr> <td>3.1</td> <td>D.3 F.1</td> </tr> <tr> <td>3.4</td> <td>B.1</td> </tr> <tr> <td>3.4</td> <td>H.1</td> </tr> <tr> <td>3.1</td> <td>C.1 E.5</td> </tr> </table>	3.1	D.3 F.1	3.4	B.1	3.4	H.1	3.1	C.1 E.5
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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>READ ORALLY</p> <p><u>CULTURES</u></p> <p>CONNECT, COMPARE & ARTICULATE</p> <p><u>CRITICAL THINKING</u></p> <p>EXPERIENCES</p> <p>MAKE CONNECTIONS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • read orally with fluency from familiar texts. • connect own experiences with culture of others. • compare experiences of characters across cultures. • articulate themes that cross cultures. • comprehend, apply, analyze, synthesize and evaluate their experiences. • make connections by comprehending, applying, analyzing, synthesizing and evaluating. 	<ul style="list-style-type: none"> • Reread familiar stories with a small group of students who had difficulties during the first reading. Also reread the story with students who are not yet ready to read independently. • Read various stories, poems and age appropriate literature from diverse cultures. • Discuss common words in different cultures. • Engage students in talking about foods from other countries they have enjoyed. • Discuss family customs of holiday. • Students can work in groups to share their experiences with others. • Students can make a graph to show common experiences. 	<ul style="list-style-type: none"> • Decodable Stories • Patterned Books • Trade Books • World Map • Chart Paper 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Completed Graph 	<p>3.1 E.1,5</p> <p>3.1 E.4 3.3 A.2</p> <p>3.1 E.4 3.3 A.1</p> <p>3.1 E.4</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
EXPRESSIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> comprehend, apply, analyze, synthesize and evaluate expressions. 	<ul style="list-style-type: none"> Students can collect magazine pictures of the faces of people. They can be grouped by common facial expressions. 	<ul style="list-style-type: none"> Magazines 	<ul style="list-style-type: none"> Completed Project 	3.1 F.2
INQUIRY	<ul style="list-style-type: none"> comprehend, apply, analyze, synthesize and evaluate through inquiry. 	<ul style="list-style-type: none"> Play "Guess What's In My Bag". Each student brings an object of his/her choice from home in a paper bag. The other students must try to guess what it is by asking questions. 	<ul style="list-style-type: none"> Objects Brought From Home 	<ul style="list-style-type: none"> Teacher Observation 	3.3 B.1,2
PROBLEM SOLVING	<ul style="list-style-type: none"> comprehend, apply, analyze, synthesize and evaluate to solve problems. 	<ul style="list-style-type: none"> The students can work in a group to solve problems such as there are 3 students and 4 cookies. How can the cookies be divided evenly? 	<ul style="list-style-type: none"> Cookies 	<ul style="list-style-type: none"> Teacher Observation 	3.3 B.1 3.5 A.1
MAKING DECISIONS	<ul style="list-style-type: none"> comprehend, apply, analyze, synthesize and evaluate in making decisions. 	<ul style="list-style-type: none"> Give the students opportunities to have to make decisions such as, do you want the to color first or eat snack first? 		<ul style="list-style-type: none"> Teacher Observation 	3.3 A.1 B.1
STUDY SKILLS					
<u>INQUIRY/ RESEARCH</u> FOLLOW DIRECTIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> follow oral directions. 	<ul style="list-style-type: none"> The students will be able to draw and color a picture of a house by following the teacher's oral directions. 	<ul style="list-style-type: none"> Drawing Paper 	<ul style="list-style-type: none"> Completed Pictures 	3.4 A.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
ALPHABETICAL ORDER	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use alphabetical order. 	<ul style="list-style-type: none"> • Make a living alphabet. Give each student a large card with one letter of the alphabet on it. Students can come to the front of the room to line up in ABC order. • Call students to line up by their first name in ABC order. 	<ul style="list-style-type: none"> • Alphabet Cards 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C.1
QUESTIONS FOR RESEARCH	<ul style="list-style-type: none"> • identify and frame questions for research. 	<ul style="list-style-type: none"> • Using a K-W-L chart, students will frame questions for things they want to know. K = What I Know W = What I Want To Know L = What I Have Learned 	<ul style="list-style-type: none"> • Chart Paper 	<ul style="list-style-type: none"> • Teacher Observation 	3.1 A.3
TEXT ORGANIZERS & GRAPHIC AIDS	<ul style="list-style-type: none"> • use the title, author, illustrator and maps, charts and graphs. 	<ul style="list-style-type: none"> • Observe students locating the title page, author and illustrator of a story. • Work together to draw a map of the classroom or playground. • Make graphs: How many pockets do you have? How many teeth have you lost? 	<ul style="list-style-type: none"> • Trade Books • Chart Paper • Pocket Chart 	<ul style="list-style-type: none"> • Teacher Observation • Completed Projects 	3.1 H.1
VARIED TEXTS	<ul style="list-style-type: none"> • read and interpret environmental print, signs, calendars. 	<ul style="list-style-type: none"> • Review with students some of the signs that they see daily, including Girl's Room/Boy's Room; EXIT, On, Off and the calendar. 	<ul style="list-style-type: none"> • Signs & Calendar 	<ul style="list-style-type: none"> • Teacher Observation 	3.1 H.1
LIBRARY	<ul style="list-style-type: none"> • recognize the library as a source of information. • use technology to present information. 	<ul style="list-style-type: none"> • Provide an opportunity for students to visit the library to become familiar with all that it has to offer including the computers. 	<ul style="list-style-type: none"> • Library 	<ul style="list-style-type: none"> • Teacher Observation 	3.1 H.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
WRITING MODES AND FORMS					
INTERACTIVE	<p>The students will be able to:</p> <ul style="list-style-type: none"> participate in group writing activities. 	<ul style="list-style-type: none"> Create a class story. Have students dictate their ideas and write as appropriate. Students can then illustrate their stories. Use a patterned story. Students can rewrite the story following the pattern but substituting different words. 	<ul style="list-style-type: none"> Chart Paper Patterned Book 	<ul style="list-style-type: none"> Completed Story 	3.2 A
PERSONAL WRITING	<ul style="list-style-type: none"> write stories that are expressive, informative or persuasive, in a variety of formats. 	<ul style="list-style-type: none"> Set up a writing center with a variety of materials that can be used for writing. Use daily journal writing as a place to tell about what is happening in class. Students “read” their entries as they choose. Keep a log of the changes that are observed as the caterpillars change into butterflies. 	<ul style="list-style-type: none"> Drawing & Writing Paper Pencils, Markers, Paint Journals 	<ul style="list-style-type: none"> Teacher Observation 	3.2 D.2
<u>PURPOSES/AUDIENCES</u>					
DICTATED MESSAGES	<ul style="list-style-type: none"> dictate messages such as news and stories for others to write. 	<ul style="list-style-type: none"> Students can dictate a message for others to write on the day he/she is the helper or Child of the Day. 	<ul style="list-style-type: none"> Writing Paper 	<ul style="list-style-type: none"> Teacher Observation 	3.2 D.1
LABELS, NOTES & CAPTIONS	<ul style="list-style-type: none"> write labels, notes and captions for illustrations and possessions. 	<ul style="list-style-type: none"> Students can write their name on labels to be put on their folders, lunch boxes, pencil boxes, etc. Provide writing paper for students to write notes to the teacher and each other and deliver to their mail boxes. Have students cut interesting pictures from magazines to provide practice for writing captions. 	<ul style="list-style-type: none"> Labels Writing Paper Magazines 	<ul style="list-style-type: none"> Teacher Observation 	3.2 D.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>PROCESSES</u></p> <p>GENERATE IDEAS</p> <p>DEVELOP & REVISE</p> <p>PUBLISH TECHNOLOGY REFERENCES</p> <p><u>SPELLING</u></p> <p>NAME HIGH FREQUENCY WORDS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • generate ideas for self-selected and assigned topics using prewriting strategies. • develop and revise drafts for varied purposes. • bring pieces to final form and “publish” them for audiences. • use technology to compose text. • select and use reference materials. • spell his/her own name. • write high frequency words. 	<ul style="list-style-type: none"> • Students can work together to brainstorm ideas for possible topics to be used. These ideas could be listed on a chart. • Have students choose a topic from the ideas list. They can tell the story as the teacher writes it on chart paper. Encourage students to focus on the beginning, middle and end. They can make the illustrations. • Compile the text and illustrations into a book. Reread together or share with another class. • Help students to input parts of their story on the computer. • Use dictionaries as picture books as resources for final drafts. • Write each student’s name on a sentence strip that can be laminated. They can use wipe-off crayons to trace their name and spell aloud. • Use high frequency words in filling-in-the-blank activities. • Write a sentence using one of the high frequency words. 	<ul style="list-style-type: none"> • Chart Paper • Chart Paper • Computer • Sentence Strip • Wipe-Off Crayons • Writing Paper 	<ul style="list-style-type: none"> • Completed List • Completed Story • Teacher Observation 	<p>3.2 A.3</p> <p>3.2 B.2</p> <p>3.2 B.2</p> <p>3.2 C.1</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>WORDS</p> <p><u>GRAMMAR & USAGE</u></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> spell words with short vowels, digraphs, blends, clusters, diphthongs, variant vowels, and "r" controlled vowels. 	<ul style="list-style-type: none"> Create a "Word Wall" in the classroom as part of a print-rich environment to help students' progress towards writing readable text. 	<ul style="list-style-type: none"> Bulletin Board 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C.1</p>
<p>SENTENCES</p>	<ul style="list-style-type: none"> understand sentence concepts (word order, statements, questions, exclamations) and sentence structure. 	<ul style="list-style-type: none"> Model subject-verb agreement and complete sentences so that students may gain increasing control of grammar when writing. 		<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 B.1</p>
<p>SYNONYMS, ANTONYMS, CONTRACTIONS</p>	<ul style="list-style-type: none"> understand and use synonyms, antonyms and contractions. 	<ul style="list-style-type: none"> During interactive writing lessons, ask "What is another word that means the same as ____?" Play an opposites game by asking students to identify the opposite of a given word. When contractions are encountered in a story, explain that they are the short way of saying two words. 	<ul style="list-style-type: none"> Chart Paper 	<ul style="list-style-type: none"> Teacher Observation 	
<p><u>PENMANSHIP</u></p> <p>LETTERS</p>	<ul style="list-style-type: none"> write each letter of alphabet (capital and lower case) using correct formation, appropriate size and spacing. 	<ul style="list-style-type: none"> Have students practice writing on large chart paper or on the board with lines. 	<ul style="list-style-type: none"> Chart Paper Chalk Board 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C.5</p>

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NAME & WORDS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write their own name and other important words. 	<ul style="list-style-type: none"> • Write each student's name on a piece of overhead transparency that can be clipped on to lined paper to show correct size and spacing. 	<ul style="list-style-type: none"> • Transparencies • Writing Paper 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C.2
MESSAGES	<ul style="list-style-type: none"> • use phonological knowledge to map sounds to letters to write messages that move left to right and top to bottom. 	<ul style="list-style-type: none"> • The teacher can model on the board, chart paper or overhead projector how to write the sounds that you hear in words and how to begin in the top left corner tracking left to right and then return sweep. 	<ul style="list-style-type: none"> • Chalk Board • Chart Paper • Overhead Projector 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C.3
DEVELOPMENTAL APPROPRIATE PENMANSHIP BEHAVIORS	<ul style="list-style-type: none"> • gain increasing control of penmanship, pencil grip, paper position and beginning stroke. 	<ul style="list-style-type: none"> • Monitor students during penmanship lessons to correct improper pencil grips, positioning of paper and beginning each letter at the correct place. 		<ul style="list-style-type: none"> • Teacher Observation 	3.2 C.4
<u>EVALUATION</u> RESPONDING TO OTHERS	<ul style="list-style-type: none"> • respond constructively to others' writing. 	<ul style="list-style-type: none"> • The students can play "Say Something Nice". They must make a positive comment to someone who is standing. If the class agrees that it is nice, then they may sit and the person receiving the compliment takes a turn. 		<ul style="list-style-type: none"> • Teacher Observation 	3.2 D.2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>ADDITIONAL WRITING ACTIVITIES</u></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> practice writing their name, letters, numbers, words, sentences, etc., while gaining control of their penmanship. 	<ul style="list-style-type: none"> Have a writing center in the classroom so students can explore and practice their writing at their own pace and level. They can create cards, lists, or just practice. Have a well stocked center will make the students eager and more interested to write. 	<ul style="list-style-type: none"> A Variety of Materials to Write On & With Which to Write Variety of Paper Art Materials for Illustrations Letter Templates & Stencils for Tracing Individual Journals Magnetic Letters & Magnetic Boards Magic Slates 	<ul style="list-style-type: none"> Completed Projects 	<p>3.2 A.5 C.4</p>
	<ul style="list-style-type: none"> complete an activity to support writing development. 	<ul style="list-style-type: none"> Have a class post office. Students may write to each other, parents, principal, nurse, etc. Remind student to only write kind things to others. 	<ul style="list-style-type: none"> Can be Interchangeable with Writing Center Plus: <ul style="list-style-type: none"> - Stickers for Stamps - Envelopes & Stationery - Post Cards - Cardboard Box for Mailing Letters 	<ul style="list-style-type: none"> Completed Projects 	<p>3.2 A.1 C.1</p>
	<ul style="list-style-type: none"> participate in interactive writing. 	<ul style="list-style-type: none"> Write a class story and note capital letters, familiar words, spaces between words, etc. Each student will contribute either a letter, several letters, or a whole word. Reread and have a student use the pointer to track print. 	<ul style="list-style-type: none"> Chart Paper Marker Pointer 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 A.6 C.3</p>

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<p><u>ADDITIONAL WRITING ACTIVITIES</u></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write and illustrate their feelings about the dentist. • explore a familiar nursery rhyme and write about it. • write (print) and spell correctly his or her own name. 	<ul style="list-style-type: none"> • Discuss going to the dentist. Read “Fang the Dentist” by Mark Thaler. Have them write a sentence about when they first went to the dentist. Model some examples. • Read “Jack and Jill.” Sequence the rhyme on chart paper into what happened first, second, third (model writing). • Have students compose an original ending to rhyme with :Jack and Jill went up the hill to fetch a pail of _____.” • After reading the story, students will complete the sentence “ <u>Name</u> has <u>number</u> apples up on top.” Then they will illustrate this. Put pages together to form a class book. • Students will write their name on a sentence strip and add to classroom word wall. 	<ul style="list-style-type: none"> • Book • Experience Paper • Idea found on website: www.atozteacherstuff.com • Writing Paper • Chart Paper • Website: www.mcps.org/ces/ca/jnj/webtext.html • “Ten Apples Up On Top” by Theo Le Seig • Tagborad • Website: www.atozteacherstuff.com • Sentence Strips • Pencils 	<ul style="list-style-type: none"> • Completed Activity • Completed Rhyme • Completed Book • Teacher Observation • Completed Name Cards 	<table border="0"> <tr> <td>3.2</td> <td>A.4 D.1</td> </tr> <tr> <td>3.2 3.1</td> <td>A.2 B.5</td> </tr> <tr> <td>3.2</td> <td>A.5 C.2</td> </tr> </table>	3.2	A.4 D.1	3.2 3.1	A.2 B.5	3.2	A.5 C.2
3.2	A.4 D.1										
3.2 3.1	A.2 B.5										
3.2	A.5 C.2										

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<p><u>ADDITIONAL WRITING ACTIVITIES</u></p>	<p>The students will be able to:</p>	<ul style="list-style-type: none"> • Develop a morning greeting or message together as a class on chart paper. It can include the day's schedule, upcoming plans, or classroom events. Students make suggestions, teacher models writing. Model spelling, punctuation, grammar, etc. Then have a student volunteer use the pointer to read the message to reinforce left to right, top to bottom sweep motion of reading. 	<ul style="list-style-type: none"> • Chart Paper • Pointer • Chart Marker • Resource Book - "15 Early Lessons That Build Basic Writing Sills in Grades K-2 (Scholastic) 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.2 A.6</p>
	<ul style="list-style-type: none"> • participate in model writing, interactive writing, and experience writing. 	<ul style="list-style-type: none"> • Copy a previous morning message without the punctuation. Have students use red stop signs (cut out) to reinforce where periods should do and the purpose of them. 	<ul style="list-style-type: none"> • Morning Message Without Punctuation • Stop Signs • Resource Book - "15 Early Lessons That Build Basic Writing Sills in Grades K-2 (Scholastic) 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.2 A.6</p>
	<ul style="list-style-type: none"> • participate in model writing, interactive writing, and experience writing. 	<ul style="list-style-type: none"> • Create a class calendar for Monday through Friday. After writing each day, the sentence begins with "You can. . . ." Students suggest ideas and teacher writes on chalkboard or chart paper. Ask questions like "What would Monday start with?" Example: "On Monday, you can. . . ." 	<ul style="list-style-type: none"> • Chart Paper or Chalkboard 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.2 A.6</p>

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<p><u>ADDITIONAL WRITING ACTIVITIES</u></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • participate in model writing, interactive writing, and experience writing. • participate in model writing, interactive writing, and experience writing. • participate in model writing, interactive writing, and experience writing. • identify the beginning or ending sounds and write them correctly. 	<ul style="list-style-type: none"> • Create a class book entitled “What Was Brought In For Show and Tell?” Create pages based on objects. On the top of each page write _____, what did you bring for show and tell?” At the bottom write “It is my _____.” Students fill in the blanks and illustrate. • Reread “The Apple Pie Tree.” Make a list on chart of foods that contain apples. Make a class book “Our Favorite Apple Foods.” Students choose a food from the list and write/illustrate it. (Example: “It’s _____ for me.”) Copy favorite food name and write name on page. Then illustrate. • Reread “Any Kind of Dog.” Discuss how to take care of a dog. Finish and illustrate the sentence “A dog needs _____.” • Have students cut out pictures from magazines that begin or end with a certain letter (letters of the week). Paste them on a paper and write the letter it starts or ends with. 	<ul style="list-style-type: none"> • Paper • Pencils • Crayons • Previously Made Template • Story “The Apple Pie Tree” from Series - Unit 4 • Chart • Crayons • Pencils • Paper • Story • Experience Paper • Pencils • Crayons • Magazines • Scissors • Paste • Paper • Pencils 	<ul style="list-style-type: none"> • Completed Book • Completed Page of Book • Teacher Observation • Teacher Observation 	<table border="0"> <tr> <td>3.2</td> <td>A.5 C.1</td> </tr> <tr> <td>3.1 3.2</td> <td>G.1 A.6</td> </tr> <tr> <td>3.2</td> <td>C.1 D.2</td> </tr> <tr> <td>3.2</td> <td>C.4,5</td> </tr> </table>	3.2	A.5 C.1	3.1 3.2	G.1 A.6	3.2	C.1 D.2	3.2	C.4,5
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<p><u>ADDITIONAL WRITING ACTIVITIES</u></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify the beginning or ending sounds and write them correctly. • identify the beginning or ending sounds and write them correctly. • create an alternate ending to a story as a class. • recognize and understand dialogue. 	<ul style="list-style-type: none"> • Show Phonics picture poster from the series for the letter you are working on. Have students trace partner letters in the air and then write them on an index card. Teacher will write a letter on the board and students will match it • Have students think of things they like to do that begin with the first letter in their name. Example: "Jessica is jumping." Have them form a sentence, write it, and illustrate it. • After reading a story, discuss alternate endings Then do a shared writing activity to write it on chart paper. • Show students pictures of two characters. Ask them what they would say to each other. Write dialogue and model "Think aloud." Introduce quotations marks as "talking marks." 	<ul style="list-style-type: none"> • Phonics Poster • Index Cards • Pencils • Chalkboard • TM p. 42, I - Unit 1 • Experience Paper • Crayons • Pencils • Chart Paper • Pictures of Characters • Chart Paper 	<ul style="list-style-type: none"> • Teacher Observation • Completed Activity • Teacher Observation • Teacher Observation 	<table border="0"> <tr> <td style="vertical-align: top;">3.2</td> <td style="vertical-align: top;">C.4,5</td> </tr> <tr> <td style="vertical-align: top;">3.1</td> <td style="vertical-align: top;">C.1,2</td> </tr> <tr> <td style="vertical-align: top;">3.2</td> <td style="vertical-align: top;">A.6</td> </tr> <tr> <td style="vertical-align: top;">3.2</td> <td style="vertical-align: top;">A.1</td> </tr> </table>	3.2	C.4,5	3.1	C.1,2	3.2	A.6	3.2	A.1
3.2	C.4,5												
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<p><u>ADDITIONAL WRITING ACTIVITIES</u></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • respond in writing after hearing a musical selection. • respond in writing after hearing a musical selection. 	<ul style="list-style-type: none"> • Play some type of classical music or any instrumental music. Have students close their eyes while they listen. Have them write about how the music made them feel or what they thought about while the music was playing. They may also draw a picture. • Play the “Mister Sun” Song by Raffi. Write a new song to Mr. Earth. Have students complete and illustrate the following: <div style="text-align: center;"> <p>Oh Mister Earth, Earth Mister Earth, Earth Please _____</p> </div> <p>Discuss and write possible responses on chart paper. Students choose one, write and illustrate it.</p> 	<ul style="list-style-type: none"> • Music • CD or Tape Player • Journals • Pencils • Crayons • Song • CD or Tape Player • Chart • Experience Paper • Crayons • Pencils 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation of Completed Projects 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">3.2</td> <td style="width: 50%; border: none;">A.1 C.1</td> </tr> <tr> <td style="border: none;">3.2</td> <td style="border: none;">A.3 C.4</td> </tr> </table>	3.2	A.1 C.1	3.2	A.3 C.4
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ADDITIONAL INTERNET SITES

For Author Studies	www.janbrett.com www.eric-carle.com (for ideas to go along with Eric Carle's books, visit: www.eric-carle.comcatexchange.html)
For Online Stories	www.dreambox.com/storybox/index.html www.berenstainbears.com www.alfy.com www.enchantedlearning.com/whatdoisay (an online story about colors and animals) www.magickeys.com/books/index.html
For Rebus Stories & Rhymes	www.enchantedlearning.com/rhymes.html
For Activities with Colors	www.enchantedlearning.com/themes/colors.shtml
For Additional Literature Activities & Selections	www.glc.k12.ga.us/seg/lps/sudisplay.asp?SUID=235
For Animated Story Books	www.billybear4kids.com
Alphabet Superhighway	www.ash.udel.edu/ash/www.seussville.com www.enchantedlearning.com/dictionary.html
Young Writers Club	www.cs.bilkent.edu.tr/~david/derya/ywc.html
Aesop's Fables	www.AesopFables.com
More Internet Sites for Reading & Writing	www.readroom.com www.candlelightstories.com www.kidstory.cm www.storycraft.com (story telling) www.night.net/tucker/ (silly poems and stories)
More Dr. Seuss Sites	www.afn.org/~afn15301/drseuss.html www.weeklyreader.com/homepage.asp www.scholastic.com www.puzzlemaker.com
Carol Hurst's Children's Literature Site	www.carolhurst.com

