Winslow Township School District
English Language Arts
Kindergarten

Overview: English Language Arts curriculum is developed to provide comprehensive and differentiated instruction and practice for all learners. Effective English Language Arts routines are based upon research and best practices and integrate a multi-discipline approach to ensure that all students make meaningful connections between literacy and other content areas. The goal of literacy instruction is to promote critical thinking, reading proficiency, writing proficiency, and the communication skills necessary to thrive in a global and technological society.

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1 **Module 1** **Module 2** **Module 3** **(Week 1, 2)**	Primary Focus NJSLS: RL.K.1 RI.K.1 RF.K.1A,D RL.K.3 RI.K.5 RF.K.2A RL.K.5 RI.K.10 RF.K.4A,B RL.K.6 RL.K.7 RL.K.10 WIDA Standards 1, 2, 3, 4, 5	Primary Focus NJSLS: W.K.2 W.K.3 W.K.5	Primary Focus NJSLS: SL.K.1A SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus NJSLS: L.K.1B,D,E L.K.5A L.K.6
	Text Type: • Literary	Writing Focus: • Narrative writing • Informative/explanatory writing	Task type: • Small & whole group discussion through guided oral discussion	Skill focus: • Demonstrate command of standard English grammar when writing or speaking
	Enduring Understandings 1. Sharing ideas, solving problems, and celebrating differences makes learning fun. (Module 1) 2. Celebrating differences and our individuality makes each of us special. (Module 2) 3. Being part of a community is about pooling our unique backgrounds and skills. (Module 3)		Essential Questions 1. What I will discover in kindergarten? 2. What makes each of us special? 3. What makes a community?	

Unit 2
 	
Module 3
(Week 3, 4)
Module 4
Module 5
	Primary Focus NJSLS:
	RL.K.1 RI.K.1 RF.K.1B,C,D
	RL.K.3 RI.K.3 RF.K.2A,B,C
	RL.K.10 RI.K.4 RF.K.3A,C
	          RI.K.6 RF.K.4A,B
	          RI.K.7
	          RI.K.10
	WIDA Standards 1, 2, 3, 4, 5
		Primary Focus NJSLS:
		W.K.2
		W.K.3
		W.K.5
			Primary Focus NJSLS:
			SL.K.1A,B
			SL.K.2
			SL.K.3
			SL.K.4
			SL.K.5
			SL.K.6
				Primary Focus NJSLS:
				L.K.1A,B,D,E
				L.K.5B
				L.K.6

	Text Type: • Informational	Writing Focus: • Narrative writing • Informative/explanatory writing	Task type: • Respond to and interact with peers in small & whole group discussion	Skill focus: • Demonstrate command of standard English grammar when writing or speaking

Unit 2 (cont.)	Enduring Understandings 1. Being part of a community is about pooling our unique backgrounds and skills. (Module 3) 2. Staying healthy, exercising, eating well, practicing good hygiene, and getting enough rest are essentials of healthy living. (Module 4) 3. Trying hard, working together, and perseverance can help you to achieve your goals. (Module 5)		Essential Questions 1. What makes a community? 2. How can I be my healthiest me? 3. What does it meant to try hard?	
Unit 3 **Module 6** **Module 7**	Primary Focus NJSLS: RL.K.1 RI.K.1 RF.K.1B,D RL.K.2 RI.K.2 RF.K.2A,B,C,D,E RL.K.4 RI.K.3 RF.K.3C,D RL.K.7 RI.K.4 RF.K.4A,B RL.K.9 RI.K.7 RL.K.10 RI.K.9 RI.K.10 WIDA Standards 1, 2, 3, 4, 5	Primary Focus NJSLS: W.K.1 W.K.2 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus NJSLS: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus NJSLS: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6
	Text Type: • Literary • Informational	Writing Focus: • Opinion writing • Shared research writing	Task type: • Respond to and interact with peers in small & whole group discussion	Skill focus: • Demonstrate command of standard English grammar and mechanics when writing or speaking
	Enduring Understandings 1. Our land, traditions, leaders, and freedoms make the USA special. (Module 6) 2. When you zoom in and look closely, you can notice new things, appreciate nature, discover new worlds, and understand living things. (Module 7)		Essential Questions 1. What makes the USA special? 2. What can I learn when I look closely?	
Unit 4 **Module 8** **Module 9**	Primary Focus NJSLS: RL.K.1 RI.K.1 RF.K.1B,D RL.K.2 RI.K.2 RF.K.2B,C,D,E RL.K.4 RI.K.3 RF.K.3B,C,D RL.K.7 RI.K.4 RF.K.4A,B RL.K.9 RI.K.7 RL.K.10 RI.K.8 RI.K.9 RI.K.10 WIDA Standards 1, 2, 3, 4, 5	Primary Focus NJSLS: W.K.1 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus NJSLS: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus NJSLS: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6

Unit 4 (cont.)	Text Type: • Literary • Informational	Writing Focus: • Opinion writing • Narrative writing • Shared research/writing	Task type: • Respond to and interact with peers in small & whole group discussion	Skill focus: • Demonstrate command of standard English grammar and mechanics when writing or speaking
	Enduring Understandings 1. From down in the dirt to the top of the ground, there are many things happening that help plants grow in the garden. Plants can become the food we eat. (Module 8) 2. Animals live everywhere. They all need water, food, and shelter to survive in a habitat. (Module 9)		Essential Questions 1. How do plants become food? 2. What makes a habitat a home?	
Suggested Open Educational Resources	• http://readingandwritingproject.org/ • www.jenniferserravallo.com/blog • http://www.wegivebooks.org/books • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/	• http://readingandwritingproject.org/ • http://www.schrockguide.net/ - http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing	• http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html	• http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html • http://www.seymoursimon.com/index.php/blog/

Unit 1 Kindergarten	
Unit 1 Reading Standards	**Unit 1 Reading Critical Knowledge and Skills**
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	• Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text • Understand what key details are • Ask and answer questions about key details, with support
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		• Provide a description of characters in a story using key details. • Provide a description of the setting of a story using key details. • Provide a description of the major events in a story using key details.

Unit 1 Kindergarten		
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	RI.K.5. Identify the front cover, back cover, and title page of a book.	RL.K.5: • Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)
		RI.K.5: • Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		• Identify the author and illustrator of a story • Explain the role of the author and illustrator in creating the text
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		• Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	• Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently

RF.K.1. Demonstrate understanding of the organization and basic features of print.
    RF.K.1.A. Follow words from left to right, top to bottom, and page by page.
    RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.
		• Understand basic print features
		    – Books have a correct position
		    – Print has specific directionality
		    – Print has meaning and is made up of letters
		• Track text left to right, top to bottom and page by page
		• Name all upper and lower case letters

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words.		• Recognize the differences in syllables, sounds and phonemes (cat, bat, fat) • Identify and produce rhyming words

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
    RF.K.4.A. Read emergent-readers with purpose and understanding.
    RF.K.4.B. Read grade level text for purpose and understanding.
		• Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding
		• Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding

Unit 1 Writing Standards		**Unit 1 Writing Critical Knowledge and Skills**
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		• Draw tell, write about topics that is well known • Name what is being written about • Supply additional information about the topic
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		• Tell, draw and write a story about something that happened • Show what happens first • Put the pages in order • Tell what happens last

Unit 1 Kindergarten	
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	• Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	• Participate in a variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	• Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	• Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	• Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	• Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   L.K.1.B. Use frequently occurring nouns and verbs.
   L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
   L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
	• Utilize formal grammar and usage of spoken and written standard English
	• Use frequently occurring nouns and verbs correctly
	• Understand and use question words (e.g., who, what, where, when, why, how) appropriately
	• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	• Explore word relationships and nuances in word meaning • Categorize common objects • Sort common objects • Draw conclusions about the category representations
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	• Listen, share and read a variety of texts • Highlight • Use new words and phrases when writing, reading and responding to texts

Unit 1 Kindergarten	
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 1 Kindergarten	
District/School Formative Assessment Plan	**District/School Diagnostic and Summative Assessment Plan**
- Correct & Redirect - Class Discussions - Student Participation - Teacher Observation - Self-Assessments - Verbalization - Anecdotal Notes - Performance-Based Assessments/Tasks - Oral Reading/Running Records - Exit Tickets - Intervention Assessments - Graphic Organizers - Literacy Centers - Think-Pair-Share - Scoring Rubrics - Weekly Assessments - Benchmark Assessments - Text Responses - Conferences - Know It, Show It *iRead*	**Diagnostic Assessments:** - DIBELS Benchmark Assessments - iRead - Guided Reading Benchmark Assessment Kit (1, 3, 4) - HMH Adaptive Growth Measure (1, 3, 4) **Summative Assessments:** - Module Assessments - Guided Reading Benchmark Assessment Kit (1, 3, 4) **Alternative Assessments:** - Inquiry and Research Projects - Hands-on Activities
Enduring Understandings	**Essential Questions**
1. Sharing ideas, solving problems, and celebrating differences makes learning fun. (Module 1) 2. Celebrating differences and our individuality makes each of us special. (Module 2) 3. Being part of a community is about pooling our unique backgrounds and skills. (Module 3)	1. What I will discover in kindergarten? 2. What makes each of us special? 3. What makes a community?

Unit 1 Kindergarten	
District/School Texts and Resources	**Aligned Skills and Activities**

The following texts and resources are utilized in Unit 1.
 	
Module 1: Curious About Kindergarten
Houghton Mifflin Harcourt Into Reading Print/Online Resources
 	
• Teacher's Guide (TG) pp. T1-T261
• Week at a Glance
   o Week 1: TG pp. T22-T23
   o Week 2: TG pp. T82-T83
   o Week 3: TG pp. T142-T143
   o Week 4: TG pp. T202-T203
• Ed Your Friend in Learning**:** https://www.hmhco.com/one/login/
 	
• Teacher Guides
• Writer' Workshop Teacher Guide
• Alphafriends Cards
• Alphafriends Videos
• Alphabet Cards
• Vocabulary Cards
• Picture, Letter, and High-Frequency Word Cards
• Big Books (K-1)/Little books for shared readers
• Focal Texts (Writer's Workshop)
• myPal/myBook
• Rigby Readers
• Start Right Readers (K, 1ˢᵗ & 2ⁿᵈ)
• Anchor Charts
• Know It – Show It printables
• iRead (online resource)
• Display and Engage Organizer (online resource)
• Writers Notebook
• Tabletop mini-lessons
• Take and Teach Lessons to accompany Rigby Readers
	Activities for the following skills are found in the corresponding texts and resources.
	
	Module 1: Curious About Kindergarten
	Learning Mindset: Curiosity
	
	Build Knowledge & Language
	• **Vocabulary**
	   o **Topic Words:** discover, dream, partners
	• **Multimedia**
	   o **Active Listening and Viewing**:
	     ➢ Get Curious Video: The First Day
	• **Oral Language**
	   o **Listening and Speaking**
	
	Foundational Skills
	• **Phonological Awareness**
	   o **Oral Sentences**
	     ➢ Identify Words in Sentences
	   o **Rhyme**
	     ➢ Identify Rhymes
	   o **Syllables**
	     ➢ Identify Syllables
	     ➢ Blend Syllables into Word
	• **Alphabet Knowledge**
	   o **Identify Letters**
	     ➢ Letters Aa-Zz
	   o **Form Letters**
	     ➢ Letters Aa-Zz
	• **Phonics**
	   o **Consonants**
	     ➢ Consonants m, s
	• **High-Frequency Words**
	   o **Words to Know**
	     ➢ Non-decodable: a, I , see, the

Unit 1 Kindergarten

• Get Curious Videos (online resource)
• Articulation Videos (online resource)
• Printables
• Teacher Resource Book
• Ed-Online (Ed your friend online learning)
	Reading Workshop & Vocabulary
	• **Vocabulary**
	  ○ **Academic Vocabulary**
	    ➢ city, clue, country, idea, map, mistake, offer, plan, polite, puzzled, share, stuck
	  ○ **Determine Word Meaning**
	    ➢ Meaning Clues
	• **Print Concepts**
	  ○ **Book Orientation**
	    ➢ Book Handling
	    ➢ Turning Pages
	  ○ **Book Parts**
	    ➢ Front and Back Cover, Title Page
	    ➢ Title, Author, and Illustrator
	• **Multiple Genres**
	  ○ **Discuss Genre Characteristics**
	    ➢ Fiction
	    ➢ Poetry
	    ➢ Informational Text
	  ○ **Text Structure and Story Elements**
	    ➢ Characters and Setting
	    ➢ Plot: Beginning, Middle, End
	    ➢ Rhyme and Rhythm
	    ➢ Central Idea
	• **Comprehension**
	  ○ **Develop Text Comprehension**
	    ➢ Monitor Comprehension
	    ➢ Retell a Story
	    ➢ Match Pictures to Text
	    ➢ Use Picture Clues
	• **Response to Text**
	  ○ **Connect Reading and Writing**
	    ➢ Written and Pictorial Response
	    ➢ Make Connections

Unit 1 Kindergarten

	Writing Workshop

Writing Workshop
- **Writing Process**
  - Opinion Writing
    - Plan and Generate Ideas
    - Organize
    - Draft
    - Revise and Edit
    - Publish and Present
- **Writing Focus**
  - Ideas
- **Grammar**
  - Conventions
    - Common and Proper Nouns
    - Capitalization
    - Present-Tense Verbs

Module 2: There's Only One Me!
Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher's Guide (TG) pp. T1-T261
- Week at a Glance
  - Week 1: TG pp. T22-T23
  - Week 2: TG pp. T82-T83
  - Week 3: TG pp. T142-T143
  - Week 4: TG pp. T202-T203
- Ed Your Friend in Learning: https://www.hmhco.com/one/login/

Resources for Module 2
- Teacher Guides
- Writer' Workshop Teacher Guide
- Alphafriends Cards
- Alphafriends Videos
- Alphabet Cards
- Vocabulary Cards

Module 2: There's Only One Me!
Learning Mindset: Self-Reflection

Build Knowledge & Language
- **Vocabulary**
  - **Topic Words:** celebrate, different, special
- **Multimedia**
  - **Active Listening and Viewing**:
    - Get Curious Video: You and Me
- **Oral Language**
  - **Listening and Speaking**

Foundational Skills
- **Phonological Awareness**
  - **Rhyme**
    - Identify Rhymes
    - Produce Rhymes
  - **Syllables**
    - Identify Syllables
    - Segment Syllables
    - Blend Syllables

Unit 1 Kindergarten	
- Picture, Letter, and High-Frequency Word Cards - Big Books (K-1)/Little books for shared readers - Focal Texts (Writer's Workshop) - myPal/myBook - Rigby Readers - Start Right Readers (K, 1st & 2nd) - Anchor Charts - Know It – Show It printables - iRead (online resource) - Display and Engage Organizer (online resource) - Writers Notebook - Tabletop mini-lessons - Take and Teach Lessons to accompany Rigby Readers - Get Curious Videos (online resource) - Articulation Videos (online resource) - Printables - Teacher Resource Book - Ed-Online (Ed your friend online learning)	○ **Onset and Rime** ➢ Blend Onset and Rime Into Words **Alphabet Knowledge** ○ **Recognize Letters** ➢ Letters Aa-Zz ○ **Form Letters** ➢ Letters Aa-Zz **Phonics** ○ **Consonants** ➢ Consonants b, c, d, d, p, and t ○ **Vowels** ➢ Short a and Long a **High-Frequency Words** ○ **Words to Know** ➢ Decodable: am, at, can, man ➢ Partially Decodable: and, no, to ➢ Non-decodable: by, go, is, my, you **Reading Workshop & Vocabulary** **Vocabulary** ○ **Academic Vocabulary** ➢ bother, change, dream, enormous, exactly, exception, height, normal, same, serious, wise, wish ○ **Explore Word Relationships** ➢ Synonyms and Antonyms **Print Concepts** ○ **Directionality** ➢ Text Direction ➢ One-to-one Correspondence ○ **Features of Print** ➢ Concept of a Word ➢ Concept of a Sentence

	Unit 1 Kindergarten

	• **Multiple Genres**
	  ○ **Discuss Genre Characteristics**
	    ➢ Fiction
	    ➢ Persuasive Text
	    ➢ Informational Text
	    ➢ Fable
	  ○ **Text Structure and Story Elements**
	    ➢ Author and Illustrator Roles
	    ➢ Characters, Setting, and Main Events
	    ➢ Plot: Problem and Solution
	    ➢ Topic and Theme
	    ➢ Topic and Central Idea
	• **Comprehension**
	  ○ **Develop Text Comprehension**
	    ➢ Monitor Comprehension
	    ➢ Retell a Story
	    ➢ Make Inferences
	• **Response to Text**
	  ○ **Connect Reading and Writing**
	    ➢ Written and Pictorial Response
	    ➢ Make Connections
	
	Writing Workshop
	• **Writing Process**
	  ○ **Narrative Writing**
	    ➢ Plan and Generate Ideas
	    ➢ Organize
	    ➢ Draft
	    ➢ Revise and Edit
	    ➢ Publish and Present
	• **Writing Focus**
	  ○ **Ideas**
	  ○ **Organization**
	  ○ **Word Choice**

Unit 1 Kindergarten

Module 3: My Community Heroes
Houghton Mifflin Harcourt Into Reading Print/Online Resources
 	
• Teacher's Guide (TG) pp. T1-T261
• Week at a Glance
   o Week 1: TG pp. T22-T23
   o Week 2: TG pp. T82-T83
• Ed Your Friend in Learning: https://www.hmhco.com/one/login/
 	
Resources for Module 3
• Teacher Guides
• Writer' Workshop Teacher Guide
• Alphafriends Cards
• Alphafriends Videos
• Alphabet Cards
• Vocabulary Cards
• Picture, Letter, and High-Frequency Word Cards
• Big Books (K-1)/Little books for shared readers
• Focal Texts (Writer's Workshop)
• myPal/myBook
• Rigby Readers
• Start Right Readers (K, 1ˢᵗ & 2ⁿᵈ)
• Anchor Charts
• Know It – Show It printables
• iRead (online resource)
• Display and Engage Organizer (online resource)
• Writers Notebook
• Tabletop mini-lessons
	• **Grammar**
	   o **Conventions**
	     ➤ Past-Tense Verbs
	     ➤ Adjectives
	     ➤ Articles
	
	Module 3: My Community Heroes
	Learning Mindset: Belonging
	
	Build Knowledge & Language
	• **Vocabulary**
	   o **Topic Words:** community, location, neighbor
	• **Multimedia**
	   o **Active Listening and Viewing**:
	     ➤ Get Curious Video: The Playground
	• **Oral Language**
	   o **Listening and Speaking**
	
	Foundational Skills
	• **Phonological Awareness**
	   o **Rhyme**
	     ➤ Identify Rhymes
	     ➤ Produce Rhymes
	   o **Onset and Rime**
	     ➤ Blend Onset and Rime Into Words
	     ➤ Segment Words into Onsets and Rimes
	   o **Phonemes**
	     ➤ Identify Initial Sounds
	     ➤ Recognize Alliteration
	     ➤ Identify Final Sounds
	• **Phonics**
	   o **Consonants**
	     ➤ Consonants r and f
	   o **Vowels**
	     ➤ Short i and Long i

Unit 1 Kindergarten	

• Take and Teach Lessons to accompany Rigby Readers
• Get Curious Videos (online resource)
• Articulation Videos (online resource)
• Printables
• Teacher Resource Book
• Ed-Online (Ed your friend online learning)
	o **Inflection**
	  ➤ Inflection –s /s/ and –s /z/ (nouns)
	  ➤ Inflection –s (verbs)
	• **High-Frequency Words**
	o **Words to Know**
	  ➤ Decodable: an, did, in, it, ran, sits
	  ➤ Partially Decodable: has, me, put, with
	  ➤ Non-decodable: he, she
	
	Reading Workshop & Vocabulary
	• **Vocabulary**
	o **Academic Vocabulary**
	  ➤ brave, busy, earn, expect, help, hope, neighborhood, ordinary, safe, together, wonderful, worried
	o **Explore Word Relationships**
	  ➤ Classify and Categorize
	• **Print Concepts**
	o **Directionality**
	  ➤ One-to-one Correspondence
	o **Features of Print**
	  ➤ Concept of a Word
	  ➤ Concept of a Sentence
	• **Multiple Genres**
	o **Discuss Genre Characteristics**
	  ➤ Informational Text
	  ➤ Fiction
	  ➤ Fable
	  ➤ Poetry
	o **Text Structure and Story Elements**
	  ➤ Topic, Central Idea, and Key Details
	  ➤ Characters, Setting, and Main Events
	  ➤ Topic and Theme
	  ➤ Rhyme and Rhythm

Unit 1 Kindergarten

	• **Comprehension**
	  o **Develop Text Comprehension**
	    ➢ Make and Check Predictions
	    ➢ Give a Summary
	    ➢ Use Picture and Text Clues
	    ➢ Retell a Story
	    ➢ Identify Authors' Purpose
	    ➢ Make Connections
	• **Response to Text**
	  o **Connect Reading and Writing**
	    ➢ Written and Pictorial Response
	    ➢ Make Connections
	
	Writing Workshop
	• **Writing Process**
	  o **Informational Writing**
	    ➢ Plan and Generate Ideas
	    ➢ Organize
	    ➢ Draft
	    ➢ Revise and Edit
	    ➢ Publish and Present
	• **Writing Focus**
	  o **Ideas**
	  o **Organization**
	  o **Word Choice**
	• **Grammar**
	  o **Conventions**
	    ➢ Nouns for Places and Things
	    ➢ Adjectives
	    ➢ Articles

Additional Holocaust Resources: • https://www.nj.gov/education/holocaust/911/additional/K5.pdf • https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf • https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf	**Holocaust Activity:** There's Only One Me! (Module 2, Weeks 1-4) • activities found in **9/11 Lessons for the Classroom** • activities found in *Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL* (NJDOE) • activities found in *Caring Makes a Difference* (NJDOE)

Unit 1 Kindergarten

District/School Supplementary Resources

Read Works: https://www.readworks.org/

Starfall: https://www.starfall.com/h/

National Geographic Kids: https://www.kids.nationalgeographic.com

Dogo News: https://www.dogonews.com

Brainpop: https://www.brainpop.com

ABCYA: https://www.abcya.com

Spelling City: https://www.spellingcity.com

Reading Bear: https://www.readingbear.org

Freckle: https://www.freckle.com/ela

FunEnglishGames.com: http://www.funenglishgames.com

Diversity, Equity & Inclusion Educational Resources
https://www.nj.gov/education/standards/dei/

District/School Writing Tasks

Primary Focus
- **Module 1**: Opinion Writing
- **Module 2**: Narrative Writing
- **Module 3**: Informational Writing

District Requirement: *Complete one process piece for Unit 1/MP 1 for district writing portfolio.*

State Requirement: Complete one piece of Narrative writing and Informative/explanatory writing

Secondary Focus
- Response to Text
- Inquiry and Research Projects
- Interactive Writing

Routine Writing
- Response to Text
  - myBook
  - Writing Prompts
- Literacy Centers
  - Listening & Reading Logs
  - Annotate the Text
  - Response Journal
  - Inquiry and Research Projects

Instructional Best Practices and Exemplars

Instructional Best Practices

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Differentiated Instruction
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Manage response rates
- Use data to drive instruction

Exemplars

- http://www.readingrockets.org/strategies
- http://www.readwritethink.org
- http://www.noredink.com
- http://www.eleducation.org

9.1 Personal Financial Literacy - Income and Careers , 9.2 Career Awareness, Exploration, and Preparation - Career Awareness, 9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- o Small group instruction
- o Audio books
- o Text-to-speech platforms
- o Leveled texts
- o Modeling and guided practice
- o Targeted phonics practice
- o Targeted Phonological Awareness Instruction
- o Scaffolding strategies
- o Shortened assignments
- o Extend time as needed
- o Read directions aloud
- o Repeat, rephrase and clarify directions

- o Provide graphic organizers
- o Verbalize before writing
- o Provide sentence starters
- o Use technology i.e. Chromebooks and iPads
- o Provide consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success
- o Modify testing format
- o Provide alternative assessment

Modifications for At Risk Students
Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

o Small group instruction	o Emphasize/highlight key concepts
o Audio books	o Provide timelines for work completion
o Text-to-speech platforms	o Break down multi-step tasks into smaller chunks
o Leveled texts	o Provide copy of class notes
o Extended time as needed	o Graphic organizers
o Read directions aloud	o Sentence Starters
o Assist with organization	o Targeted phonics practice
o Use of technology i.e. Chromebooks and iPads	o Targeted Phonological Awareness Instruction

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 	
WIDA Can Do Descriptors:
☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language
Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
● Use of bilingual dictionaries
● Personal dictionary
● Word wall
● Manipulatives
● Pictures, photographs
● Modeling and guided practice
● Sentence starters
● Response frames
● Adapted text/ Leveled Readers
● Repeated reading
● Graphic organizers
● Background knowledge experience
● Vocabulary (cognates) exposure
● Fluency strategies
● Targeted phonics practice
● Additional SIOP Strategies as described in the following book:
   ○ *Making Content Comprehensible for English Language Learners: The SIOP Model*
   ○ *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	● Require higher order thinking, communication, and leadership skills
	● Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	● Provide higher level texts
	● Expand use of open-ended, abstract questions
	● Require critical and creative thinking activities with emphasis on research and in-depth study
	● Provide Enrichment Activities/Project-Based Learning/ Independent Study
	
	https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf
	Additional strategies may be located at the following links:
	● Gifted Programming Standards
	● Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	● REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections
Math: **NJSLS K.CC.A:** Know number names and the count sequence. (Module 1, Week 2 &Creativity Corner) **NJSLS K.CC.B:** Count to tell the number of objects. (Module 1, Creativity Corner) **NJSLS K.G.B:** Analyze, compare, create, and compose shapes. (Module 3, Week 2) **Science:** **NJSLS K-LS1-1:** Use observations to describe patterns of what plants and animals. (Module 2, Week 4) **Social Studies:** 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. (Modules 1-2) 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. (Modules 1-2) 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. (Modules 1-2) 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). (Modules 1-2) **Arts:** **NJSLS 1.1.2.C.3:** Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. (Module 3, Creativity Corner)
Integration of Computer Science and Design Thinking NJSLS 8
Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming. 8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks. 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

Unit 2 Kindergarten		
Unit 2 Reading Standards		**Unit 2 Reading Critical Knowledge and Skills**
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	- Ask and prompt who, what where, when, why and how regarding details of a text - Answer when prompting and use key details from the text - Ask and answer questions about key details when prompting with who, what, where, when, why and how - Determine what key details are in a text - Understand what key details are - Ask and answer questions about key details, with support
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	- Provide a description of characters in a story using key details. - Provide a description of the setting of a story using key details. - Provide a description of the major events in a story using key details.
	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	- Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content - Use strategies when faced with an unknown word
	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.	- Identify the author and illustrator of a story - Explain the role of the author and illustrator in creating the text
	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	- Identify key illustrations of a story - Make clear the relationship between the illustrations and the story or text - Describe how the illustrations explain the story or text, with support
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	- Participate in group reading activities - Articulate the purpose of the group reading activities - Model and develop engaging reading habits that lead to reading texts independently

RF.K.1. Demonstrate understanding of the organization and basic features of print.
    RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.
    RF.K.1.C. Understand that words are separated by spaces in print.
    RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.
		- Recognize that print has meaning and is made up of letters in a specific order - Recognize that spaces separate the words - Recognize specific words in a sentence or text - Name all upper and lower case letters

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words.		- Identify and produce rhyming words - Demonstrate knowledge of syllables in a word

Unit 2 Kindergarten	
RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.	• Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. RF.K.3.C. Read high-frequency and sight words with automaticity.	• Use specific strategies for decoding words, including letter sound correspondence • Associate a letter with a sound and apply these sounds when decoding words • Identify common high-frequency words by sight in isolation and also in a text
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.	• Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding • Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding
Unit 2 Writing Standards	**Unit 2 Writing Critical Knowledge and Skills**
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	• Draw tell, write about topics that is well known • Name what is being written about • Supply additional information about the topic
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	• Tell, draw and write a story about something that happened • Show what happens first • Put the pages in order • Tell what happens last
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	• Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	• Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	• Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification

Unit 2 Kindergarten	
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	• Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	• Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	• Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   L.K.1.A. Print many upper- and lowercase letters.
   L.K.1.B. Use frequently occurring nouns and verbs.
   L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
   L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
	• Utilize formal grammar and usage of spoken and written standard English
	• Distinguish between upper and lower case letters
	• Print a variety upper- and lowercase letters
	• Use frequently occurring nouns and verbs correctly appropriately
	• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	• Explore word relationships and nuances in word meanings • Relate nouns and verbs to their antonyms
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	• Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 2 Kindergarten

District/School Formative Assessment Plan	District/School Summative Assessment Plan
- Correct & Redirect - Class Discussions - Student Participation - Teacher Observation - Self-Assessments - Verbalization - Anecdotal Notes - Performance-Based Assessments/Tasks - Oral Reading/Running Records - Exit Tickets - Intervention Assessments - Graphic Organizers - Literacy Centers - Think-Pair-Share - Scoring Rubrics - Weekly Assessments - Benchmark Assessments - Text Responses - Conferences - Know It, Show It *iRead*	**Diagnostic Assessments:** - DIBELS Benchmark Assessments - iRead - Guided Reading Benchmark Assessment Kit (1, 3, 4) - HMH Adaptive Growth Measure (1, 3, 4) **Summative Assessments:** - Module Assessments - Guided Reading Benchmark Assessment Kit (1, 3, 4) **Alternative Assessments:** - Inquiry and Research Projects - Hands-on Activities
Enduring Understandings	**Essential Questions**
1. Being part of a community is about pooling our unique backgrounds and skills. (Module 3) 2. Staying healthy, exercising, eating well, practicing good hygiene, and getting enough rest are essentials of healthy living. (Module 4) 3. Trying hard, working together, and perseverance can help you to achieve your goals. (Module 5)	1. What makes a community? 2. How can I be my healthiest me? 3. What does it meant to try hard?
District/School Texts and Resources	**Aligned Activities Skills and Activities**
The following texts and resources are utilized in Unit 2. **Module 3: My Community Heroes** Houghton Mifflin Harcourt Into Reading Print/Online Resources - Teacher's Guide (TG) pp. T1-T261 - Week at a Glance - Week 3: TG pp. T142-143 - Week 4: TG pp. T202-203 - Ed Your Friend in Learning: https://www.hmhco.com/one/login/	*Activities for the following skills are found in the corresponding texts and resources.* **Module 3: My Community Heroes** **Learning Mindset: Belonging** **Build Knowledge & Language** **Vocabulary** **Topic Words:** community, location, neighbor **Multimedia** **Active Listening and Viewing:** - Get Curious Video: The Playground

Unit 2 Kindergarten

Resources for Module 3
- Teacher Guides
- Writer' Workshop Teacher Guide
- Alphafriends Cards
- Alphafriends Videos
- Alphabet Cards
- Vocabulary Cards
- Picture, Letter, and High-Frequency Word Cards
- Big Books (K-1)/Little books for shared readers
- Focal Texts (Writer's Workshop)
- myPal/myBook
- Rigby Readers
- Start Right Readers (K, 1st & 2nd)
- Anchor Charts
- Know It – Show It printables
- iRead (online resource)
- Display and Engage Organizer (online resource)
- Writers Notebook
- Tabletop mini-lessons
- Take and Teach Lessons to accompany Rigby Readers
- Get Curious Videos (online resource)
- Articulation Videos (online resource)
- Printables
- Teacher Resource Book
- Ed-Online (Ed your friend online learning)

- **Oral Language**
  - **Listening and Speaking**

Foundational Skills
- **Phonological Awareness**
  - **Rhyme**
    - Identify Rhymes
    - Produce Rhymes
  - **Onset and Rime**
    - Blend Onset and Rime Into Words
    - Segment Words into Onsets and Rimes
  - **Phonemes**
    - Identify Initial Sounds
    - Recognize Alliteration
    - Identify Final Sounds
- **Phonics**
  - **Consonants**
    - Consonants r and f
  - **Vowels**
    - Short i and Long i
  - **Inflection**
    - Inflection –s /s/ and –s /z/ (nouns)
    - Inflection –s (verbs)
- **High-Frequency Words**
  - **Words to Know**
    - Decodable: an, did, in, it, ran, sits
    - Partially Decodable: has, me, put, with
    - Non-decodable: he, she

Reading Workshop & Vocabulary
- **Vocabulary**
  - **Academic Vocabulary**
    - brave, busy, earn, expect, help, hope, neighborhood, ordinary, safe, together, wonderful, worried
  - **Explore Word Relationships**
    - Classify and Categorize
- **Print Concepts**

	Unit 2 Kindergarten

	o **Directionality**
	    ➢ One-to-one Correspondence
	o **Features of Print**
	    ➢ Concept of a Word
	    ➢ Concept of a Sentence
	• **Multiple Genres**
	  o **Discuss Genre Characteristics**
	    ➢ Informational Text
	    ➢ Fiction
	    ➢ Fable
	    ➢ Poetry
	  o **Text Structure and Story Elements**
	    ➢ Topic, Central Idea, and Key Details
	    ➢ Characters, Setting, and Main Events
	    ➢ Topic and Theme
	    ➢ Rhyme and Rhythm
	• **Comprehension**
	  o **Develop Text Comprehension**
	    ➢ Make and Check Predictions
	    ➢ Give a Summary
	    ➢ Use Picture and Text Clues
	    ➢ Retell a Story
	    ➢ Identify Authors' Purpose
	    ➢ Make Connections
	• **Response to Text**
	  o **Connect Reading and Writing**
	    ➢ Written and Pictorial Response
	    ➢ Make Connections
	
	Writing Workshop
	• **Writing Process**
	  o **Informational Writing**
	    ➢ Plan and Generate Ideas
	    ➢ Organize
	    ➢ Draft

Unit 2 Kindergarten

Module 4: Happy Healthy Me
Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher's Guide (TG) pp. T1-T261
- Week at a Glance
  - Week 1: TG pp. T22-T23
  - Week 2: TG pp. T82-T83
  - Week 3: TG pp. 142-143
  - Week 4: TG pp. 202-203
- Ed Your Friend in Learning: https://www.hmhco.com/one/login/

Resources for Module 4
- Teacher Guides
- Writer' Workshop Teacher Guide
- Alphafriends Cards
- Alphafriends Videos
- Alphabet Cards
- Vocabulary Cards
- Picture, Letter, and High-Frequency Word Cards
- Big Books (K-1)/Little books for shared readers
- Focal Texts (Writer's Workshop)
- myPal/myBook
- Rigby Readers

  - ➢ Revise and Edit
  - ➢ Publish and Present
- **Writing Focus**
  - **Ideas**
  - **Organization**
  - **Word Choice**
- **Grammar**
  - **Conventions**
    - ➢ Nouns for Places and Things
    - ➢ Adjectives
    - ➢ Articles

Module 4: Happy Healthy Me
Learning Mindset: Setting Goals

Build Knowledge & Language
- **Vocabulary**
  - **Topic Words:** energy, exercise, healthy
  - **Explore Word Relationships**
    - ➢ Shades of Meaning
- **Multimedia**
  - **Active Listening and Viewing**:
    - ➢ Get Curious Video: Rise and Shine
- **Oral Language**
  - **Listening and Speaking**

Foundational Skills
- **Phonological Awareness**
  - **Rhyme**
    - ➢ Produce Rhymes
  - **Onset and Rime**
    - ➢ Blend Onsets and Rimes Into Words
  - **Phonemes**
    - ➢ Identify Initial Sounds
    - ➢ Recognize Alliteration
    - ➢ Identify Medial Vowel Sounds

Unit 2 Kindergarten	

• Start Right Readers (K, 1st & 2nd)
• Anchor Charts
• Know It – Show It printables
• iRead (online resource)
• Display and Engage Organizer (online resource)
• Writers Notebook
• Tabletop mini-lessons
• Take and Teach Lessons to accompany Rigby Readers
• Get Curious Videos (online resource)
• Articulation Videos (online resource)
• Printables
• Teacher Resource Book
• Ed-Online (Ed your friend online learning)
	➢ Blend Phonemes into Words
	• **Phonics**
	  o **Consonants**
	    ➢ Consonants g, k, l, h, w, and j
	  o **Vowels**
	    ➢ Short o and Long o
	• **High-Frequency Words**
	  o **Words to Know**
	    ➢ Decodable: big, got, had, lot, not, on
	    ➢ Partially Decodable: be, do, good, his, ten
	    ➢ Non-decodable: are, here, of, very, was
	Reading Workshop & Vocabulary
	• **Vocabulary**
	  o **Academic Vocabulary**
	    ➢ active, half, muscles, peaceful, relax, relaxing, rest, serving, stretch, take care, variety, weight
	  o **Explore Word Relationships**
	    ➢ Shades of Meaning
	• **Print Concepts**
	  o **Directionality**
	    ➢ Text Direction
	    ➢ One-to-one Correspondence
	• **Multiple Genres**
	  o **Discuss Genre Characteristics**
	    ➢ Informational Text
	    ➢ Fiction
	    ➢ Fairy Tale
	    ➢ Poetry
	  o **Text Structure and Story Elements**
	    ➢ Topic, Central Idea, and Key Details
	    ➢ Informational Text Features
	    ➢ Characters, Setting, and Main Events
	    ➢ Plot: Beginning, Middle, End
	    ➢ Rhyme and Rhythm

Unit 2 Kindergarten

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Module 5: I Can Do It
Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher's Guide (TG) pp. T1-T261
- Week at a Glance
  - Week 1: TG pp. T22-T23
  - Week 2: TG pp. T82-T83

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- **Comprehension**
  - **Develop Text Comprehension**
    - Ask and Answer Questions
    - Give a Summary
    - Retell a Story
    - Discuss Author's Craft
- **Response to Text**
  - **Connect Reading and Writing**
    - Written and Pictorial Response
    - Make Connections

Writing Workshop
- **Writing Process**
- **Research Writing**
  - Plan and Generate Ideas
  - Organize
  - Draft
  - Revise and Edit
  - Publish and Present
- **Writing Focus - Ideas**
  - Generating Questions
  - Using a Variety of Sources
- **Grammar Conventions**
  - Proper Nouns
  - Capitalization
  - Periods
  - Complete Sentences

Module 5: I Can Do It
Learning Mindset: Perseverance

Build Knowledge & Language
- **Vocabulary**
  - **Topic Words:** practice, proud, success
  - **Determine Word Meaning**
    - Multiple Meaning Words
- **Multimedia**

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Unit 2 Kindergarten

○ Week 3: TG pp. 142-143
○ Week 4: TG pp. 202-203
- Ed Your Friend in Learning**:** https://www.hmhco.com/one/login/

Resources for Module 5
- Teacher Guides
- Writer' Workshop Teacher Guide
- Alphafriends Cards
- Alphafriends Videos
- Alphabet Cards
- Vocabulary Cards
- Picture, Letter, and High-Frequency Word Cards
- Big Books (K-1)/Little books for shared readers
- Focal Texts (Writer's Workshop)
- myPal/myBook
- Rigby Readers
- Start Right Readers (K, 1st & 2nd)
- Anchor Charts
- Know It – Show It printables
- iRead (online resource)
- Display and Engage Organizer (online resource)
- Writers Notebook
- Tabletop mini-lessons
- Take and Teach Lessons to accompany Rigby Readers
- Get Curious Videos (online resource)
- Articulation Videos (online resource)
- Printables
- Teacher Resource Book
- Ed-Online (Ed your friend online learning)

○ **Active Listening and Viewing**:
  ➤ Get Curious Video: Training Wheels
- **Oral Language**
  ○ **Listening and Speaking**

Foundational Skills
- **Phonological Awareness**
  ○ **Rhyme**
    ➤ Produce Rhymes
  ○ **Onset and Rime**
    ➤ Segment Words into Onset and Rime
  ○ **Phonemes**
    ➤ Blend Phonemes into Words
    ➤ Identify Final Sounds
    ➤ Identify Medial Vowel Sounds
    ➤ Isolate Initial Sounds
- **Phonics**
  ○ **Consonants**
    ➤ Consonants q, x, y, and v
  ○ **Vowels**
    ➤ Short u and Long u
    ➤ Short e and Long e
- **High-Frequency Words**
  ○ **Words to Know**
    ➤ Decodable: but, him, six, up, us, yes
    ➤ Partially Decodable: for, have, help, her, look, some, they, too, want, we

Reading Workshop & Vocabulary
- **Vocabulary**
  ○ **Academic Vocabulary**
    ➤ allow, disability, energized, hero, important, inspire, lovely, respectful, scared, several, spy, surprise
  ○ **Determine Word Meaning**
    ➤ Multiple Meaning Words
- **Print Concepts**

Unit 2 Kindergarten	
	o **Directionality**
	➢ Text Direction
	➢ Return Sweep
	• **Multiple Genres**
	o **Discuss Genre Characteristics**
	➢ Fiction
	➢ Folktale
	➢ Play
	➢ Informational Text
	➢ Biography
	o **Text Structure and Story Elements**
	➢ Characters, Setting, and Main Events
	➢ Central Idea and Key Details
	➢ People, Places, and Events
	➢ Characters Feelings and Traits
	➢ Plot: Problem and Solution
	➢ Topic and Theme
	• **Comprehension**
	o **Develop Text Comprehension**
	➢ Make and Check Predictions
	➢ Use Picture and Text Clues
	➢ Make Inferences
	➢ Compare Characters
	➢ Compare and Contrast Stories
	• **Response to Text**
	o **Connect Reading and Writing**
	➢ Written and Pictorial Response
	➢ Make Connections
	Writing Workshop
	• **Writing Process**
	o **Research Writing**
	➢ Plan and Generate Ideas
	➢ Organize
	➢ Draft
	➢ Revise and Edit

Unit 2 Kindergarten

	➢ Publish and Present
	• **Writing Focus**
	   ○ **Organization**
	      ➢ Beginning, Middle, End
	      ➢ Order of Events
	      ➢ Sequence Words
	      ➢ Strong Beginnings
	• **Grammar**
	   ○ **Conventions**
	      ➢ Pronouns: I, me, we
	      ➢ Singular and Plural Nouns

Additional Holocaust Resources: • https://www.nj.gov/education/holocaust/911/additional/K5.pdf • https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf • https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf	**Holocaust Activity:** *A Bucket of Blessings* (Module 3, Week 4); *Bo and Peter* (Module 3, Week 4) • Additional activities found in ***911 Lessons for the Classroom: K-5 Lesson Plans (NJDOE)*** • Additional activities found in ***Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL*** (NJDOE) • Additional activities found in ***Caring Makes a Difference*** (NJDOE)

District/School Supplementary Resources edit as needed

Read Works: https://www.readworks.org/ Starfall: https://www.starfall.com/h/ National Geographic Kids: https://www.kids.nationalgeographic.com Dogo News: https://www.dogonews.com Brainpop: https://www.brainpop.com	ABCya: https://www.abcya.com Spelling City: https://www.spellingcity.com Reading Bear: https://www.readingbear.org Freckle: https://www.freckle.com/ela FunEnglishGames.com: http://www.funenglishgames.com **Diversity, Equity & Inclusion Educational Resources** https://www.nj.gov/education/standards/dei/

District/School Writing Tasks

Primary Focus	**Secondary Focus**	**Routine Writing**

• **Module 3**: Informational Writing
• **Module 4**: Research Writing
• **Module 5**: Narrative Writing
	• Response to Text
	• Interactive Writing
	• Inquiry & Research Projects
		• Response to Text
		   ○ myBook
		   ○ Writing Prompts
		• Literacy Centers
		   ○ Listening & Reading Logs

Unit 2 Kindergarten		
District Requirement: *Complete one process piece for Unit 2/MP 2 for district writing portfolio.* State Requirement: Complete one piece of narrative writing and informational writing.		o Annotate the Text o Response Journal o Inquiry and Research Projects

Instructional Best Practices and Exemplars	
Instructional Best Practices	**Exemplars**
• Identifying similarities and differences • Cooperative learning • Summarizing and note taking • Setting objectives and providing feedback • Reinforcing effort and providing recognition • Generating and testing hypotheses • Homework and practice • Cues, questions, and advance organizers • Nonlinguistic representations • Manage response rates • Differentiated Instruction • Use data to drive instruction	• http://www.readingrockets.org/strategies • http://www.readwritethink.org • http://www.noredink.com • http://www.eleducation.org

9.1 Personal Financial Literacy - Income and Careers , 9.2 Career Awareness, Exploration, and Preparation - Career Awareness, 9.4 Life Literacies and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

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).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

o Small group instruction
o Audio books
o Text-to-speech platforms
o Leveled texts
o Modeling and guided practice
o Targeted phonics practice
o Targeted Phonological Awareness Instruction
o Scaffolding strategies
o Shortened assignments
o Extend time as needed
o Read directions aloud
o Repeat, rephrase and clarify directions

o Provide graphic organizers
o Verbalize before writing
o Provide sentence starters
o Use technology i.e. Chromebooks and iPads
o Provide consistent structured routine
o Provide simple and clear classroom rules
o Provide frequent feedback
o Provide support staff as needed
o Assist w/ organization
o Recognize success
o Modify testing format
o Provide alternative assessment

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

o Small group instruction
o Audio books
o Text-to-speech platforms
o Leveled texts
o Extended time as needed
o Read directions aloud
o Assist with organization
o Use of technology i.e. Chromebooks and iPads

o Emphasize/highlight key concepts
o Provide timelines for work completion
o Break down multi-step tasks into smaller chunks
o Provide copy of class notes
o Graphic organizers
o Sentence Starters
o Targeted phonics practice
o Targeted Phonological Awareness Instruction

English Language Learners	Modifications for Gifted Students
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors **WIDA Can Do Descriptors:** ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include: - Use of bilingual dictionaries - Personal dictionary - Word wall - Manipulatives - Pictures, photographs - Modeling and guided practice - Sentence starters - Response frames - Adapted text/ Leveled Readers - Repeated reading - Graphic organizers - Background knowledge experience - Vocabulary (cognates) exposure - Fluency strategies - Targeted phonics practice - Additional SIOP Strategies as described in the following book: *Making Content Comprehensible for English Language Learners: The SIOP Model* *99 Activities for Teaching English Language Arts to English Language Learners*	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that: - Require higher order thinking, communication, and leadership skills - Differentiate content, process, or product according to student's readiness, interests, and/or learning styles - Provide higher level texts - Expand use of open-ended, abstract questions - Require critical and creative thinking activities with emphasis on research and in-depth study - Provide Enrichment Activities/Project-Based Learning/ Independent Study Additional strategies may be located at the following links: - Gifted Programming Standards - Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy - REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

Math:
NJSLS K.OA.1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Module 4, Creativity Corner)
Science:
NJSLS K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive. (Module 4, Week 3)
Health:
NJSLS 2.1.2.A.1: Explain what being "well" means and identify self-care practices that support wellness. (Module 4, Weeks 1-4)
NJSLS 2.1.2.B.1: Explain why some foods are healthier to eat than others. (Module 4, Week 3)
Social Studies:
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. (Modules 1-2)
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. (Module 5)
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). (Module 5)
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. (Module 5)
6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). (Module 4)

Arts:
NJSLS 1.1.2.C.2: Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms. (Module 5, Week 2)
NJSLS 1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork. (Module 5, Week 3)
NJSLS 1.1.2.B.4: Categorize families of instruments and identify their associated musical properties. (Module 5, Week 3)

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

Unit 3 Kindergarten		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	• Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text • Understand what key details are • Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: • Retell a familiar story, putting key details in a sequential order
		RI.K.2: • Identify the main topic of a text • Retell key details in a text • Name or illustrate some of the details about the topic
	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	• Provide a description of characters in a story using key details. • Provide a description of the setting of a story using key details. • Provide a description of the major events in a story using key details.
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	• Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content • Use strategies when faced with an unknown word
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	• Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.K.9: • Compare similarities and differences in character's experiences within a story
		RI.K.9: • Discuss similarities and differences between two texts on the same topic
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	• Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.		• Recognize that print has meaning and is made up of letters in a specific order • Recognize that spaces separate the words • Recognize specific words in a sentence or text

Unit 3 Kindergarten	
RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.	• Name all upper and lower case letters

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    RF.K.2.A. Recognize and produce rhyming words.
    RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.
    RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.
    RF.K.2.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/.)
    RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	• Identify and produce rhyming words
	• Demonstrate knowledge of syllables in a word
	• Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)
	• Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds
	• Name the sound for each letter in a CVC word and then blend sounds to make a word
	• Create new one-syllable words by adding or substituting phonemes

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
    RF.K.3.C. Read high-frequency and sight words with automaticity.
    RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
	• Identify common high-frequency words by sight in isolation and also in a text
	• Compare similarly spelled words by identifying letter sounds that differ

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
    RF.K.4.A. Read emergent-readers with purpose and understanding.
    RF.K.4.B. Read grade level text for purpose and understanding.
	• Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding
	• Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on-level text fluently with understanding

Unit 3 Writing Standards	**Unit 3 Writing Critical Knowledge and Skills**
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	• Express opinion or likes and dislikes about a topic or book • State an opinion or preference • Dictate thinking and/or illustrate ideas and write ideas • Choose ꞇ self-selected topics • Begin to develop ability to support opinion or preference with a reason
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	• Draw tell, write about topics that is well known • Name what is being written about • Supply additional information about the topic
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	• Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	• Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, "log in" to programs, computer stations, and handheld devices and engage in digital meeting)
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	• Understand their job and how they will contribute to the project from beginning to end

Unit 3 Kindergarten	
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
    SL.K.1.B. Continue a conversation through multiple exchanges.
	• Participate in a variety of rich structured conversations about grade appropriate topics and texts
	• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
	• Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	• Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	• Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	• Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	• Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.K.1.A. Print many upper- and lowercase letters.
    L.K.1.B. Use frequently occurring nouns and verbs.
    L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
    L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
    L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
    L.K.1.F. Produce and expand complete sentences in shared language activities.
	• Utilize formal grammar and usage of spoken and written standard English
	• Distinguish between upper and lower case letters
	• Print a variety upper- and lowercase letters
	• Use frequently occurring nouns and verbs correctly
	• Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
	• Understand and use question words (e.g., who, what, where, when, why, how) appropriately
	• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
	• Produce and expand complete sentences in shared language activities

Unit 3 Kindergarten	
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.2.A. Capitalize the first word in a sentence and the pronoun I L.K.2.B. Recognize and name end punctuation. L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• Knows how to write a sentence • Demonstrate convention in one's own writing: capitalization • Demonstrate convention in one's own writing: end punctuation • Demonstrate convention: produce phonemes in one's own writing • Demonstrate convention: show understanding of basic phonics when writing
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.	• Identify new meanings for familiar words • Apply new meanings to familiar words accurately • Use frequently occurring affixes as clues to define unknown words
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	• Explore word relationships and nuances in word meanings • Connect words to real-life situations • Explore variations of verbs
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	• Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 3 Kindergarten

Unit 3 Kindergarten	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
- Correct & Redirect - Class Discussions - Student Participation - Teacher Observation - Self-Assessments - Verbalization - Anecdotal Notes - Performance-Based Assessments/Tasks - Oral Reading/Running Records - Exit Tickets - Intervention Assessments - Graphic Organizers - Literacy Centers - Think-Pair-Share - Scoring Rubrics - Weekly Assessments - Benchmark Assessments - Text Responses - Conferences - Know It, Show It *iRead*	**Diagnostic Assessments:** - DIBELS Benchmark Assessments - iRead - Guided Reading Benchmark Assessment Kit (1, 3, 4) - HMH Adaptive Growth Measure (1, 3, 4) **Summative Assessments:** - Module Assessments - Guided Reading Benchmark Assessment Kit (1, 3, 4) **Alternative Assessments:** - Inquiry and Research Projects - Hands-on Activities
Enduring Understandings	**Essential Questions**
1. Our land, traditions, leaders, and freedoms make the USA special. (Module 6) 2. When you zoom in and look closely, you can notice new things, appreciate nature, discover new worlds, and understand living things. (Module 7)	1. What makes the USA special? 2. What can I learn when I look closely?
District/School Texts and Resources	**Aligned Skilled and Activities**
The following texts and resources are utilized in Unit 3. **Module 6: Home of the Free and the Brave** Houghton Mifflin Harcourt Into Reading Print/Online Resources - Teacher's Guide (TG) pp. T1-T261 - Week at a Glance - Week 1: TG pp. T22-T23 - Week 2: TG pp. T82-T83 - Week 3: TG pp. 142-143 - Week 4: TG pp. 202-203 - Ed Your Friend in Learning**:** https://www.hmhco.com/one/login/ **Resources for Module 6**	*Activities for the following skills are found in the corresponding texts and resources.* **Module 6: Home of the Free and the Brave** **Learning Mindset: Asking for Help** **Build Knowledge & Language** **Vocabulary** **Topic Words:** belong, country, right **Determine Word Meaning** - Meaning Clues **Multimedia** **Active Listening and Viewing**: - Get Curious Video: Land of the Free **Oral Language**

Unit 3 Kindergarten

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- Ed-Online (Ed your friend online learning)

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- ○ **Listening and Speaking**

Foundational Skills
- **Phonological Awareness**
  - ○ **Onset and Rime**
    - ➢ Segment Words into Onset and Rime
  - ○ **Phonemes**
    - ➢ Isolate Final Sounds
    - ➢ Isolate Initial Sounds
    - ➢ Blend Phonemes into Words
    - ➢ Segment Words into Phonemes
    - ➢ Isolate Medial Vowel Sounds
- **Phonics**
  - ○ **Consonants**
    - ➢ Consonant z
  - ○ **Consonant Blends**
    - ➢ Initial: cl, fl, sl, sn, sp, st
    - ➢ Final: nd, st
  - ○ **Vowels**
    - ➢ Review Short Vowels
- **High-Frequency Words**
  - ○ **Words to Know**
    - ➢ Non-decodable: our, where
    - ➢ Partially Decodable: as, come, from, or, said, that, when
    - ➢ Decodable: cut, get, hot, if, must, red, stop

Reading Workshop & Vocabulary
- **Vocabulary**
  - ○ **Academic Vocabulary**
    - ➢ America, American, anthem, believe,
  - ○ **Determine Word Meaning**
    - ➢ Meaning Clues
- **Print Concepts**
  - ○ **Features of Print**
    - ➢ Concept of a Word
    - ➢ Concept of a Sentence

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Unit 3 Kindergarten

- **Multiple Genres**
  - o **Discuss Genre Characteristics**
    - ➢ Poetry and Song
    - ➢ Informational Text
    - ➢ Fiction
    - ➢ Biography
  - o **Text Structure and Story Elements**
    - ➢ Characters, Setting, and Main Events
    - ➢ People, Places, and Events
    - ➢ Topic and Central Idea
    - ➢ Informational Text Features
    - ➢ Rhythm and Rhyme
- **Comprehension**
  - o **Develop Text Comprehension**
    - ➢ Make and Check Predictions
    - ➢ Visualize
    - ➢ Describe Connections
    - ➢ Discuss Author's Purpose
    - ➢ Discuss Author's Craft
    - ➢ Compare and Contrast Adventures
- **Response to Text**
  - o **Connect Reading and Writing**
    - ➢ Written and Pictorial Response
    - ➢ Make Connections

Writing Workshop
- **Writing Process**
  - o **Research Writing**
    - ➢ Plan and Generate Ideas
    - ➢ Organize
    - ➢ Draft
    - ➢ Revise and Edit
    - ➢ Publish and Present
- **Writing Focus**
  - o **Ideas**
    - ➢ Important Information
  - o **Organization**

Unit 3 Kindergarten	

Module 7: Zoom In!
Houghton Mifflin Harcourt Into Reading Print/Online Resources
 	
• Teacher's Guide (TG) pp. T1-T261
• Week at a Glance
   o Week 1: TG pp. T22-T23
   o Week 2: TG pp. T82-T83
   o Week 3: TG pp. 142-143
   o Week 4: TG pp. 202-203
• Ed Your Friend in Learning: https://www.hmhco.com/one/login/
 	
Resources for Module 7
• Teacher Guides
• Writer' Workshop Teacher Guide
• Alphafriends Cards
• Alphafriends Videos
• Alphabet Cards
• Vocabulary Cards
• Picture, Letter, and High-Frequency Word Cards
• Big Books (K-1)/Little books for shared readers
• Focal Texts (Writer's Workshop)
• myPal/myBook
• Rigby Readers
• Start Right Readers (K, 1st & 2nd)
• Anchor Charts
	➢ Central Idea and Key Details
	➢ Strong Beginnings
	  o **Word Choice**
	    ➢ Specific and Descriptive Words
	• **Grammar**
	  o **Conventions**
	    ➢ Prepositions
	    ➢ Pronouns
	
	Module 7: Zoom In!
	Learning Mindset: Noticing
	
	Build Knowledge & Language
	• **Vocabulary**
	  o **Topic Words:** watch, wonder, world
	  o **Explore Word Relationships**
	    ➢ Shades of Meaning
	• **Multimedia**
	  o **Active Listening and Viewing**:
	    ➢ Get Curious Video: A Closer Look
	• **Oral Language**
	  o **Listening and Speaking**
	
	Foundational Skills
	• **Phonological Awareness**
	  o **Rhyme**
	    ➢ Produce Rhymes
	  o **Phonemes**
	    ➢ Isolate Final Sounds
	    ➢ Segment Words into Phonemes
	    ➢ Blend Phonemes into Words
	    ➢ Isolate Initial Sounds
	• **Phonics**
	  o **Final Consonants**
	    ➢ Double Final Consonants -ff, -ll, -ss, -zz
	    ➢ Final -ck

Unit 3 Kindergarten

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- Know It – Show It printables
- iRead (online resource)
- Display and Engage Organizer (online resource)
- Writers Notebook
- Tabletop mini-lessons
- Take and Teach Lessons to accompany Rigby Readers
- Get Curious Videos (online resource)
- Articulation Videos (online resource)
- Printables
- Teacher Resource Book
- Ed-Online (Ed your friend online learning)

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- o **Digraphs**
  - ➤ Initial ch, sh, th, wh
- **High-Frequency Words**
  - o **Words to Know**
    - ➤ Non-decodable: who
    - ➤ Partially Decodable: could, down, now, so, were, what, your
    - ➤ Decodable: back, let, off, tell, then, this, well, will

Reading Workshop & Vocabulary

- **Vocabulary**
  - o **Academic Vocabulary**
    - ➤ care, close, curious, decide, familiar, flow, free, observe, real, study, visit, witness
  - o **Explore Word Relationships**
    - ➤ Shades of Meaning
- **Print Concepts**
  - o **Features of Print**
    - ➤ End Punctuation
- **Multiple Genres**
  - o **Discuss Genre Characteristics**
    - ➤ Fiction
    - ➤ Informational Text
    - ➤ Biography
    - ➤ Persuasive Text
  - o **Text Structure and Story Elements**
    - ➤ Characters, Setting, and Main Events
    - ➤ People, Places, and Events
    - ➤ Topic and Central Idea
    - ➤ Opinions and Reasons
- **Comprehension**
  - o **Develop Text Comprehension**
    - ➤ Ask and Answer Questions
    - ➤ Retell a Story

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Unit 3 Kindergarten	
	➢ Visualize
	➢ Make Inferences
	➢ Evaluate Details
	➢ Make and Describe Connections
	➢ Discuss Author's Purpose
	➢ Compare and Contrast Texts
	• **Response to Text**
	○ **Connect Reading and Writing**
	➢ Written and Pictorial Response
	➢ Make Connections
	Writing Workshop
	• **Writing Process**
	○ **Creative Story and Poetry Writing**
	➢ Plan and Generate Ideas
	➢ Organize
	➢ Draft
	➢ Revise and Edit
	➢ Publish and Present
	• **Writing Focus**
	○ **Ideas**
	➢ Descriptive Details
	○ **Organization**
	➢ Beginning, Middle, End
	➢ Poem Structure
	○ **Word Choice**
	➢ Sensory and Descriptive Words
	• **Grammar**
	○ **Conventions**
	➢ Prepositions
Additional Holocaust Resources:	➢ Exclamations
• https://www.nj.gov/education/holocaust/911/additional/K5.pdf	**Holocaust Activity:** *A Bucket of Blessings* (Module 3, Week 4); *Bo and Peter* (Module 3, Week 4)
• https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf	• Additional activities found in ***Universal Design for Learning – Teaching***

Unit 3 Kindergarten	
• https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf **Additional Amistad Resources:** • https://nj.gov/education/amistad/resources/literacy.pdf	***About the Holocaust/Genocide, Prejudice & Bullying Using UDL*** (NJDOE) • Additional activities found in ***Caring Makes a Difference*** (NJDOE) **Amistad Activity:** Martin Luther King, Jr. (Module 3, Week 3); Wrap- Up Video, "I Have a Dream" (Module 3, Week 4) • Additional activities found in ***The Amistad Commission's Literacy Components for Primary Grades*** (NJDOE)

District/School Supplementary Resources	
Read Works: https://www.readworks.org/ Starfall: https://www.starfall.com/h/ National Geographic Kids: https://www.kids.nationalgeographic.com Dogo News: https://www.dogonews.com Brainpop: https://www.brainpop.com	ABCYA: https://www.abcya.com Spelling City: https://www.spellingcity.com Reading Bear: https://www.readingbear.org Freckle: https://www.freckle.com/ela FunEnglishGames.com: http://www.funenglishgames.com **Diversity, Equity & Inclusion Educational Resources** https://www.nj.gov/education/standards/dei/

District/School Writing Tasks		

Primary Focus
 • **Module 6**: Informational Text Writing
 • **Module 7**: Creative Story and Poetry Writing
 	
 District Requirement: *Complete one process piece for Unit 3/MP 3 for district writing portfolio.*
 	
 State Requirement: Complete one piece of opinion writing and shared research writing.
	Secondary Focus
	 • Opinion Writing
	 • Module Inquiry & Research Project: *Shared Research Writing*
	 • Response to Text
	 • Interactive Writing
		Routine Writing
		 • Response to Text
		   o myBook
		   o Writing Prompts
		 • Literacy Centers
		   o Listening & Reading Logs
		   o Annotate the Text
		   o Response Journal
		   o Inquiry & Research Projects

Instructional Best Practices and Exemplars	

Instructional Best Practices		**Exemplars**
• Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Differentiated Instruction	• Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction	• http://www.readingrockets.org/strategies • http://www.readwritethink.org • http://www.noredink.com • http://www.eleducation.org

9.1 Personal Financial Literacy - Income and Careers , 9.2 Career Awareness, Exploration, and Preparation - Career Awareness, 9.4 Life Literacies and Key Skills
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).   9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.   9.4.2.TL.5: Describe the difference between real and virtual experiences.   9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).   The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:   **Philadelphia Mint**   https://www.usmint.gov/learn/kids/resources/educational-standards   **Different ways to teach Financial Literacy.**   https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Targeted phonics practice
- Targeted Phonological Awareness Instruction
- Scaffolding strategies
- Shortened assignments
- Extend time as needed
- Read directions aloud
- Repeat, rephrase and clarify directions

- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success
- Modify testing format
- Provide alternative assessment

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of technology i.e. Chromebooks and iPads

- Emphasize/highlight key concepts
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizers
- Sentence Starters
- Targeted phonics practice
- Targeted Phonological Awareness Instruction

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 	
WIDA Can Do Descriptors:
☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language
Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
• Use of bilingual dictionaries
• Personal dictionary
• Word wall
• Manipulatives
• Pictures, photographs
• Modeling and guided practice
• Sentence starters
• Response frames
• Adapted text/Leveled Readers
• Repeated reading
• Graphic organizers
• Background knowledge experience
• Vocabulary (cognates) exposure
• Fluency strategies
• Targeted phonics practice
• Additional SIOP Strategies as described in the following book:
  o *Making Content Comprehensible for English Language Learners: The SIOP Model*
  o *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Require critical and creative thinking activities with emphasis on research and in-depth study
	• Provide Enrichment Activities/Project-Based Learning/ Independent Study
	
	Additional strategies may be located at the following links:
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

Math:
NJSLS K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality. (Module 6)
Science:
NJSLS K-LS1.1: Use observations to describe patterns of what plants and animals (including humans) need to survive. (Module 7, Weeks 2-4)
NJSLS K-ESS2.2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (Module 7, Week 3)
NJSLS K-ESS3.1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (Module 7, Weeks 3,4)
Social Studies:
6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. (Module 6)
6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.(Module 6)
6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). (Module 6)
Arts:
NJSLS 1.1.2.C.3: Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. (Module 3, Creativity Corner)

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.
8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

Unit 4 Kindergarten		
Unit 4 Reading Standards		**Unit 4 Reading Critical Knowledge and Skills**
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	• Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text • Understand what key details are

Unit 4 Kindergarten		
		• Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: • Retell a familiar story, putting key details in a sequential order
		RI.K.2: • Identify the main topic of a text • Retell key details in a text • Name or illustrate some of the details about the topic
	RI.K.3. With prompting and support, describe the connection between two individuals, events ideas or pieces of information in a text.	• Explain two individuals, events, ideas or information are linked together • Describe how the individuals or ideas are the same or different
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	• Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content • Use strategies when faced with an unknown word
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	• Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support
	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	• Develop ability to recognize the reasons an author gives to support points in the text
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.K.9: • Compare similarities and differences in character's experiences within a story
		RI.K.9: • Discuss similarities and differences between two texts on the same topic
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	• Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently

RF.K.1. Demonstrate understanding of the organization and basic features of print.
  RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.
  RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.
		• Name all upper and lower case letters
		• Recognize that print has meaning and is made up of letters in a specific order
		• Recognize that spaces separate the words
		• Recognize specific words in a sentence or text

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.		• Demonstrate knowledge of syllables in a word • Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)

Unit 4 Kindergarten	
RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds • Name the sound for each letter in a CVC word and then blend sounds to make a word • Create new one-syllable words by adding or substituting phonemes
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3.C. Read high-frequency and sight words with automaticity. RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).	• Apply understanding of long and short vowels in common spelling • Identify common high-frequency words by sight in isolation and also in a text • Compare similarly spelled words by identifying letter sounds that differ
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.	• Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding • Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on-level text fluently with understanding
Unit 4 Writing Standards	**Unit 4 Writing Critical Knowledge and Skills**
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	• Express opinion or likes and dislikes about a topic or book • State an opinion or preference • Dictate thinking and/or illustrate ideas and write ideas • Choose self-selected topics • Begin to develop ability to support opinion or preference with a reason
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	• Tell, draw and write a story about something that happened • Show what happens first • Put the pages in order • Tell what happens last
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	• Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	• Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, "log in" to programs, computer stations, and handheld devices and engage in digital meeting)
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	• Understand their job and how they will contribute to the project from beginning to end
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**

Unit 4 Kindergarten	

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   SL.K.1.B. Continue a conversation through multiple exchanges.
	• Participate in a variety of rich structured conversations about grade appropriate topics and texts
	• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
	• Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	• Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	• Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	• Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	• Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   L.K.1.A. Print many upper- and lowercase letters.
   L.K.1.B. Use frequently occurring nouns and verbs.
   L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
   L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
   L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
   L.K.1.F. Produce and expand complete sentences in shared language activities.
	• Utilize formal grammar and usage of spoken and written standard English
	• Distinguish between upper and lower case letters
	• Print a variety upper- and lowercase letters
	• Use frequently occurring nouns and verbs correctly
	• Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
	• Understand and use question words (e.g., who, what, where, when, why, how) appropriately
	• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
	• Produce and expand complete sentences in shared language activities

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   L.K.2.A. Capitalize the first word in a sentence and the pronoun I
   L.K.2.B. Recognize and name end punctuation.
	• Write a sentence
	• Demonstrate convention in one's own writing: capitalization
	• Demonstrate convention in one's own writing: end punctuation
	• Demonstrate convention: produce phonemes in one's own writing

Unit 4 Kindergarten	
L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• Demonstrate convention: show understanding of basic phonics when writing
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.	• Identify new meanings for familiar words • Apply new meanings to familiar words accurately • Use frequently occurring affixes as clues to define unknown words
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	• Explore word relationships and nuances in word meanings • Connect-words to real-life situations • Explore variations of verbs
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	• Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 4 Kindergarten		
District/School Formative Assessment Plan		**District/School Summative Assessment Plan**
• Correct & Redirect • Class Discussions • Student Participation • Teacher Observation	• Intervention Assessments • Graphic Organizers • Literacy Centers • Think-Pair-Share	**Diagnostic Assessments:** • DIBELS Benchmark Assessments • iRead • Guided Reading Benchmark Assessment Kit (1, 3, 4)

Winslow Township School District
English Language Arts
Kindergarten

Unit 4 Kindergarten	
- Self-Assessments - Verbalization - Anecdotal Notes - Performance-Based Assessments/Tasks - Oral Reading/Running Records - Exit Tickets - Scoring Rubrics - Weekly Assessments - Benchmark Assessments - Text Responses - Conferences - Know It, Show It *iRead*	- HMH Adaptive Growth Measure (1, 3, 4) **Summative Assessments:** - Module Assessments - Guided Reading Benchmark Assessment Kit (1, 3, 4) **Alternative Assessments:** - Inquiry and Research Projects - Hands-on Activities

Enduring Understandings	Essential Questions
1. Starting as seeds, plants grow with the help of soil, sun, and water and plants become food we eat. (Module 8) 2. Animals need water, food, and shelter to survive in a habitat. (Module 9)	1. How do plants become food? 2. What makes a habitat a home?

District/School Texts and Resources	Aligned Skills and Activities
The following texts and resources are utilized in Unit 4. **Module 8: From Plant to Plate** Houghton Mifflin Harcourt Into Reading Print/Online Resources - Teacher's Guide (TG) pp. T1-T261 - Week at a Glance - Week 1: TG pp. T22-T23 - Week 2: TG pp. T82-T83 - Week 3: TG pp. 142-143 - Week 4: TG pp. 202-203 - Ed Your Friend in Learning: https://www.hmhco.com/one/login/ **Resources for Module 8** - Teacher Guides - Writer' Workshop Teacher Guide - Alphafriends Cards - Alphafriends Videos - Alphabet Cards - Vocabulary Cards - Picture, Letter, and High-Frequency Word Cards - Big Books (K-1)/Little books for shared readers	*Activities for the following skills are found in the corresponding texts and resources.* 　**Module 8: From Plant to Plate** 　**Learning Mindset: Problem Solving** **Build Knowledge & Language** **Vocabulary** **Topic Words:** garden, harvest, plant **Determine Word Meaning** - Multiple-Meaning Words **Multimedia** **Active Listening and Viewing**: - Get Curious Video: An Applesauce Story **Oral Language** **Listening and Speaking** **Foundational Skills** **Phonological Awareness** **Syllables** - Add Syllables - Delete Syllables **Phonemes**

Unit 4 Kindergarten	

- Focal Texts (Writer's Workshop) - myPal/myBook - Rigby Readers - Start Right Readers (K, 1st & 2nd) - Anchor Charts - Know It – Show It printables - iRead (online resource) - Display and Engage Organizer (online resource) - Writers Notebook - Tabletop mini-lessons - Take and Teach Lessons to accompany Rigby Readers - Get Curious Videos (online resource) - Articulation Videos (online resource) - Printables - Teacher Resource Book - Ed-Online (Ed your friend online learning)	➢ Blend Phonemes into Words ➢ Isolate Medial Vowel Sounds ➢ Segment Words into Phonemes ➢ Isolate Final Sounds
	• Phonics
	  ○ **Consonants**
	    ➢ Soft c and g
	  ○ **Vowels**
	    ➢ Long a, e, I, o, and u
	• High-Frequency Words
	  ○ **Words to Know**
	    ➢ Decodable: home, keep, like, made, make, same, take, time
	    ➢ Partially Decodable: all, into, know, many, out, right, why, would
	
	Reading Workshop & Vocabulary
	• Vocabulary
	  ○ **Academic Vocabulary**
	    ➢ bloom, burrow, crop, factory, ingredient, peel, root, row, seed, serve, soil, vine
	  ○ **Determine Word Meaning**
	    ➢ Multiple-Meaning Words
	• Print Concepts
	  ○ **Directionality**
	    ➢ One-to-One Correspondence
	  ○ **Features of Print**
	    ➢ Concept of a Sentence
	• Multiple Genres
	  ○ **Discuss Genre Characteristics**
	    ➢ Informational Text
	    ➢ Fiction
	  ○ **Text Structure and Story Elements**
	    ➢ Central Idea
	    ➢ Informational Text Features
	    ➢ Steps in a Sequence
	    ➢ Characters, Setting, and Main Events

Unit 4 Kindergarten	
	➢ Order of Events
	• **Comprehension**
	○ **Develop Text Comprehension**
	➢ Make and Check Predictions
	➢ Set a Purpose
	➢ Synthesize Information
	➢ Evaluate Details
	➢ Visualize
	➢ Compare and Contrast Information
	➢ Make Connections
	➢ Discuss Author's Purpose and Craft
	• **Response to Text**
	○ **Connect Reading and Writing**
	➢ Written and Pictorial Response
	➢ Make Connections
	Writing Workshop
	• **Writing Process**
	○ **Opinion Writing**
	➢ Plan and Generate Ideas
	➢ Organize
	➢ Draft
	➢ Revise and Edit
	➢ Publish and Present
	• **Writing Focus**
	○ **Ideas**
	➢ Fact and Opinion
	○ **Organization**
	➢ Opinion and Reasons
	➢ Strong Endings
	• **Grammar**
	○ **Conventions**
	➢ Complete Sentences
	➢ Past-, Present-, and Future-Tense Verbs
Module 9: Animal Habitats	
	Module 9: Animal Habitats

Unit 4 Kindergarten	

Houghton Mifflin Harcourt Into Reading Print/Online Resources
 	
• Teacher's Guide (TG) pp. T1-T261
• Week at a Glance
   ○ Week 1: TG pp. T22-T23
   ○ Week 2: TG pp. T82-T83
   ○ Week 3: TG pp. 142-143
   ○ Week 4: TG pp. 202-203
• Ed Your Friend in Learning**:** https://www.hmhco.com/one/login/
 	
Resources for Module 9
• Teacher Guides
• Writer' Workshop Teacher Guide
• Alphafriends Cards
• Alphafriends Videos
• Alphabet Cards
• Vocabulary Cards
• Picture, Letter, and High-Frequency Word Cards
• Big Books (K-1)/Little books for shared readers
• Focal Texts (Writer's Workshop)
• myPal/myBook
• Rigby Readers
• Start Right Readers (K, 1st & 2nd)
• Anchor Charts
• Know It – Show It printables
• iRead (online resource)
• Display and Engage Organizer (online resource)
• Writers Notebook
• Tabletop mini-lessons
• Take and Teach Lessons to accompany Rigby Readers
• Get Curious Videos (online resource)
• Articulation Videos (online resource)
• Printables
	Learning Mindset: Seeking Challenges
	
	Build Knowledge & Language
	• **Vocabulary**
	   ○ **Topic Words:** habitat, protect, provide
	   ○ **Explore Word Relationships**
	      ➢ Classify and Categorize
	• **Multimedia**
	   ○ **Active Listening and Viewing**:
	      ➢ Get Curious Video: Live Like an Animal!
	• **Oral Language**
	   ○ **Listening and Speaking**
	Foundational Skills
	• **Phonological Awareness**
	   ○ **Syllables**
	      ➢ Add Syllables
	      ➢ Delete Syllables
	   ○ **Phonemes**
	      ➢ Add Phonemes
	      ➢ Delete Phonemes
	      ➢ Substitute Phonemes
	• **Phonics**
	   ○ **Consonants**
	      ➢ Review Consonants
	   ○ **Consonant Blends**
	      ➢ Review Consonant Blends
	   ○ **Digraphs**
	      ➢ Review Digraphs
	   ○ **Vowels**
	      ➢ Review Short Vowels
	      ➢ Review Long Vowels
	• **High-Frequency Words**
	   ○ **Words to Know**
	      ➢ Decodable: ate, came, gave, just, pick, them

Unit 4 Kindergarten	

• Teacher Resource Book
• Ed-Online (Ed your friend online learning)
	➢ Partially Decodable: about, again, because, how, one, play
	
	Reading Workshop & Vocabulary
	• **Vocabulary**
	  o **Academic Vocabulary**
	    ➢ burrow, encounter, forest, journey, living, prey, search, steep, sturdy, underground, weather, young
	  o **Explore Word Relationships**
	    ➢ Classify and Categorize
	• **Print Concepts**
	  o **Review Print Concepts**
	    ➢ Book Parts
	    ➢ Book Orientation and Handling
	    ➢ Directionality
	    ➢ One-to-One Correspondence
	    ➢ Features of Print
	• **Multiple Genres**
	  o **Discuss Genre Characteristics**
	    ➢ Informational Text
	    ➢ Fiction
	  o **Text Structure and Story Elements**
	    ➢ Central Idea and Key Details
	    ➢ Informational Text Features
	    ➢ Character, Setting, and Main Events
	    ➢ Plot: Problem and Solution
	• **Comprehension**
	  o **Develop Text Comprehension**
	    ➢ Set a Purpose
	    ➢ Evaluate Details
	    ➢ Synthesize Information and Ideas
	    ➢ Retell a Story
	    ➢ Make Connections
	    ➢ Discuss Author's Purpose and Craft
	• **Response to Text**
	  o **Connect Reading and Writing**

Unit 4 Kindergarten

	➤ Written and Pictorial Response
	➤ Make Connections
	
	Writing Workshop
	• **Writing Process**
	• **Research Writing**
	  ➤ Plan and Generate Ideas
	  ➤ Organize
	  ➤ Draft
	  ➤ Revise and Edit
	  ➤ Publish and Present
	• **Writing Focus**
	  ○ **Ideas**
	    ➤ Using a Variety of Sources
	  ○ **Organization**
	    ➤ Central Idea and Key Details
	    ➤ Strong Endings
	• **Grammar**
	  ○ **Conventions**
	    ➤ Sentence Types
	    ➤ End Punctuation

District/School Supplementary Resources	
Read Works: https://www.readworks.org/ Starfall: https://www.starfall.com/h/ National Geographic Kids: https://www.kids.nationalgeographic.com Dogo News: https://www.dogonews.com Brainpop: https://www.brainpop.com	ABCYA: https://www.abcya.com Spelling City: https://www.spellingcity.com Reading Bear: https://www.readingbear.org Freckle: https://www.freckle.com/ela FunEnglishGames.com: http://www.funenglishgames.com **Diversity, Equity & Inclusion Educational Resources** https://www.nj.gov/education/standards/dei/

District/School Writing Tasks		

Primary Focus
• **Module 8**: Opinion Writing
• **Module 9**: Research Writing
	Secondary Focus
	• Narrative Writing
	• Response to Text
	• Interactive Writing
		Routine Writing
		• Response to Text
		  ○ myBook
		  ○ Writing Prompts

Unit 4 Kindergarten		

District Requirement: *Complete one process piece for Unit 4/MP 4 for district writing portfolio.*
 	
State Requirement: Complete one piece of opinion writing, narrative writing, and shared research writing.
	• Inquiry & Research Projects	• Literacy Centers
		   o Listening & Reading Logs
		   o Annotate the Text
		   o Response Journal
		   o Inquiry & Research Projects

Instructional Best Practices and Exemplars	
Instructional Best Practices	**Exemplars**
• Identifying similarities and differences • Cooperative learning • Summarizing and note taking • Setting objectives and providing feedback • Reinforcing effort and providing recognition • Generating and testing hypotheses • Homework and practice • Cues, questions, and advance organizers • Nonlinguistic representations • Manage response rates • Differentiated Instruction • Use data to drive instruction	• http://www.readingrockets.org/strategies • http://www.readwritethink.org • http://www.noredink.com • http://www.eleducation.org

9.1 Personal Financial Literacy - Income and Careers, 9.2 Career Awareness, Exploration, and Preparation - Career Awareness, 9.4 Life Literacies and Key Skills
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4: **Philadelphia Mint** https://www.usmint.gov/learn/kids/resources/educational-standards **Different ways to teach Financial Literacy.** https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

o Small group instruction
o Audio books
o Text-to-speech platforms
o Leveled texts
o Modeling and guided practice
o Targeted phonics practice
o Targeted Phonological Awareness Instruction
o Scaffolding strategies
o Shortened assignments
o Extend time as needed
o Read directions aloud
o Repeat, rephrase and clarify directions

o Provide graphic organizers
o Verbalize before writing
o Provide sentence starters
o Use technology i.e. Chromebooks and iPads
o Provide consistent structured routine
o Provide simple and clear classroom rules
o Provide frequent feedback
o Provide support staff as needed
o Assist w/ organization
o Recognize success
o Modify testing format
o Provide alternative assessment

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.
Modifications/accommodations may include:

o Small group instruction
o Audio books
o Text-to-speech platforms
o Leveled texts/Vocabulary Readers
o Extended time as needed
o Read directions aloud
o Assist with organization
o Use of technology i.e. Chromebooks and iPads

o Emphasize/highlight key concepts
o Provide timelines for work completion
o Break down multi-step tasks into smaller chunks
o Provide copy of class notes
o Graphic organizers
o Sentence Starters
o Targeted phonics practice
o Targeted Phonological Awareness Instruction

English Language Learners	Modifications for Gifted Students
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors **WIDA Can Do Descriptors:** ☑ Listening ☑ Speaking ☑ Reading ☑ Writing ☑ Oral Language Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include: - Use of bilingual dictionaries - Personal dictionary - Word wall - Manipulatives - Pictures, photographs - Modeling and guided practice - Sentence starters - Response frames - Adapted text/ Leveled Readers - Repeated reading - Graphic organizers - Background knowledge experience - Vocabulary (cognates) exposure - Fluency strategies - Targeted phonics practice - Additional SIOP Strategies as described in the following book: *Making Content Comprehensible for English Language Learners: The SIOP Model* *99 Activities for Teaching English Language Arts to English Language Learners*	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that: - Require higher order thinking, communication, and leadership skills - Differentiate content, process, or product according to student's readiness, interests, and/or learning styles - Provide higher level texts - Expand use of open-ended, abstract questions - Require critical and creative thinking activities with emphasis on research and in-depth study - Provide Enrichment Activities/Project-Based Learning/ Independent Study Additional strategies may be located at the following links: - Gifted Programming Standards - Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy - REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

Math:
NJSLS K.MD.B: Classify objects and count the number of objects in each category. (Module 9, Creativity Corner)
Science:
NJSLS K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (Modules 8 & 9, Weeks 1-4)
NJSLS K-LS1-1: Use observations to describe the patterns of what plants and animals (including humans) need to survive. (Modules 8 & 9, Weeks 1-4)
NJSLS ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans). (Module 9, Weeks 1-4)
Social Studies:
6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). (Module 9)
6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. (Module 9)
6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. Module 9)
Arts:
NJSLS 1.1.2.C.3: Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. (Module 8, Creativity Corner)

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.