

Kindergarten ELA Curricular Framework

UNIT 1

Text Types: Literary and Informational

Writing Genres: Narrative Writing, Informative and Explanatory Writing

Unit Pacing: 1st Marking Period - **Beginning of September - Beginning of November**

Reading Unit Summary: This unit is designed as an introduction to reading workshop, inviting children through the threshold and into the wonder of reading workshop, enabling students to learn the routines and procedures. This unit invites children to feel and act like readers. The goal is for children to finish this unit with a confident sense of reading identity. Students will see, experience, and understand how books are filled with information and stories that they can read and share with others. Through this unit, they will learn to love to read while they also learn how to read. Children will learn concepts of print as well as receive an introduction to good reading habits.

READING

Critical Knowledge and Skills

RL.K.1/RI.K.1

- 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

- Retell a familiar story, putting key details in a sequential order

WRITING

Critical Knowledge & Skills

W.K.2

- Draw tell, write about topics that is well known
- Name what is being written about
- Supply additional information about topic

W.K.3

- Tell, draw and write a story about something that happened
- Show what happens first
- Put the pages in order
- Tell what happens last
- Using a comic strip, cut out frames, and sequence. Write what is happening in each frame.

Kindergarten ELA Curricular Framework

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

RL.K.3

- 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.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

- Identify the author and illustrator of a story
- Explain the role of the author and illustrator in creating the text

RI.K.6

- Identify the author and illustrator of a story
- Explain the role of the author and illustrator in creating the text

RL.K.7

- 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.7

- Identify key illustrations of a story
- Make clear the relationship between the illustrations and the story or text

W.K.5

- Add details to written stories
- Turn and talk to reflect on writing
- Use writing partners and teacher conferences to strengthen writing
- Use question cards to self-check work.

Kindergarten ELA Curricular Framework

<ul style="list-style-type: none">● Describe how the illustrations explain the story or text, with support <p>RL.K.10/RI.K.10</p> <ul style="list-style-type: none">● 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 <p>RF.K.1.A, D</p> <ul style="list-style-type: none">● Understand basic print features<ul style="list-style-type: none">- 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 <p>RF.K.2.A</p> <ul style="list-style-type: none">● Recognize the differences in syllables, sounds and phonemes (cat, bat,fat)● Identify and produce rhyming words <p>RF.K.3.C</p> <ul style="list-style-type: none">● Read high frequency and sight words with automaticity <p>RF.K.4.A,B</p> <ul style="list-style-type: none">● 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	
<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized</i> - spiraling skills throughout units *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING & LISTENING Critical Knowledge & Skills <i>*Italicized</i> - spiraling skills throughout units *Bold - Focus skills of this unit</p>

Kindergarten ELA Curricular Framework

L.K.1.B, D, E

- 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.A

- Explore word relationships and nuances in word meaning
- Categorize common objects
- Sort common objects
- Draw conclusions about the category representations

L.K.6

- Listen, share and read a variety of texts
- Highlight
- Use new words and phrases when writing, reading and responding to texts

SL.K.1.1.A, SL.K.1.1.B

- 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.1.2

- 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.1.3

- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them

SL.K.1.4

- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about an experience

SL.K.1.5

- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to add detail

SL.K.1.6

- Express thoughts and feelings and ideas
- Speak audibly to naturally express ideas

Kindergarten ELA Curricular Framework

Essential Questions	Unit Goals/Enduring Understandings
<ul style="list-style-type: none"> • How do readers build good habits? • How does building routines help us in the classroom? • Why is it important to know how to work on our own and with others? • How does reading books help us to learn about the world around us? 	<ul style="list-style-type: none"> • Readers build good reading habits • Readers engage in reading activities individually and with a partner • Readers learn about the world around them using environmental print and books • Readers read familiar books to learn to read
ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Writing Benchmark • Fountas & Pinnell Benchmark Reading Assessment (optional: Class Reading Level recording sheet) • Formative Foundations assessments • Teacher created, standards based assessments: K- Unit 1 Conferring Checklist • Anecdotal Notes (example resources: Tools For Anecdotal Notes Folder) • Reader’s Workshop <ul style="list-style-type: none"> • conferring • partner talk • small group • teacher/student share • Concepts of Print: Recording Form • High Frequency Words (ongoing throughout year): List A and List B <p>RESOURCES</p> <ul style="list-style-type: none"> • <i>Foundations</i> • <i>Lucy Calkins Writing Workshop</i> • <i>Lucy Calkins Reading Workshop</i> 	<p>STANDARDS</p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.</p> <ul style="list-style-type: none"> • Google Docs • Google Slides • SeeSaw • Raz-Kids • Learning Ally • Reading A-Z • Readworks • BrainPop • Storyworks

Kindergarten ELA Curricular Framework

- **Follow Unit 1- “We Are Readers”**
 - Session 1- [“We Are Gathering” song lyrics](#)
- **Follow If Then Unit- “Emergent Reading: Looking Closely at Familiar Texts” (This is an online unit)**
- Conference resources: [Stages of Emergent Storybook Reading](#) and [Emergent Reading Conferring Sheet](#)
- Resources listed by session number: [Units of Study- Table of Contents](#)
- Anchor Charts: We Are Readers!, Readers Read with a Partner, Readers LEARN from Books, too!, We are Storybook Readers!
- Private and Partner Reading Chart

Supplemental Texts (Shared/Read Aloud/Mini-lesson mentor texts)

- The Carrot Seed (Lucy Calkins resource Unit 1)
- Three Billy Goats Gruff (Lucy Calkins resource Unit 1)
- The Beetle Alphabet Book (Lucy Calkins resource Unit 1)
- Mrs. Wishy Washy (Lucy Calkins resource Unit 1)
- Trucks (Lucy Calkins resource Unit 1)
- Goodnight Moon (Lucy Calkins Unit 1)
- Koala Lou (If Then Unit)
- No, David! (If Then Unit)
- Caps For Sale (If Then Unit)
- Harry the Dirty Dog (If Then Unit)
- Bunny Cakes (If Then Unit)
- Corduroy (If Then Unit)
- The Three Bears (and variations) (If Then Unit)
- The Farm Concert (If Then Unit)
- Dan, The Flying Man (If Then Unit)
- Hairy Bear (If Then Unit)
- Mike Mulligan and His Steam Shovel (If Then Unit)
- The Little Mouse (If Then Unit)
- The Red Ripe Strawberry (If Then Unit)
- Big Hungry Bear (If Then Unit)
- The Three Little Pigs (If Then Unit)
- *The Kissing Hand (If Then Unit)*

Kindergarten ELA Curricular Framework

- *There Was an Old Lady Who Swallowed a Bat*
- *About Me*
- *Chrysanthemum*
- *Wemberly Worried*
- *Big Pumpkin*
- *The Napping House*
- Nursery Rhymes

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.

VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.

VPA.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.

Kindergarten ELA Curricular Framework

VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.

VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

K-ESS3-2 People encounter questions about the natural world every day.

ETS1.A Asking questions, making observations, and gathering information are helpful in thinking about problems.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

HPE2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.

HPE2.1.2.C.3 Determine how personal feelings can affect one’s wellness.

HPE2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

HPE2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

HPE2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

HPE2.5.2.A.4 Correct movement errors in response to feedback

21st Century Skills: Career Ready Practice Standards:

CRP1, CRP2, CRP4, CRP8, CRP11, CRP12

KEY VOCABULARY

Key vocabulary may include but are not limited to:

reader, reread, picture walk, character, setting, because, main character, illustration, author, illustrator, front cover, back cover, spine, private reading, partner reading, lower case letters, upper case letters, capital letter, see-saw read, echo read

Kindergarten ELA Curricular Framework

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Kindergarten* • WIDA Essential Actions Handbook • NJDOE Model Curriculum with SLOs - Kindergarten • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

Kindergarten ELA Curricular Framework

	<ul style="list-style-type: none"> ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments 	
At Risk Learners / Differentiation Strategies		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Use of Collaboration of Various Activities Work Alone/Together</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers</p>

Kindergarten ELA Curricular Framework

READING - Instructional Best Practices

RL.K.2 Students will retell story events in The Carrot Seed and put story events in sequential order. ([The Carrot Seed Sequencing Activity](#))

R.I.K.7 Students will use interactive read aloud pictures as prompts: "Little Old Lady..." books to sequence pictures. Students will create a little old lady and attach to her a bag (ziploc or paper) and students will place the pictures of the items she ate in order that she eats them. ([Little Old Lady Sequencing Activity](#))

WRITING - Instructional Best Practices

W.K.2 Students will All About Me Writing Booklet; Page 1- Draw a picture of yourself and label. Page 2-Draw a picture of your family and label. Page 3- Draw a picture of your home and label. Page 4-Draw a picture of your school and label. Page 5- My favorite __. ([All About Me Writing Booklet](#))

LANGUAGE - Instructional Best Practices

L.K. 1 Question Beach Ball Activity. Write, who, what, when, where, why, and how on the sides of a beach ball. Wherever their hands are when they catch the ball they have to formulate a question using that word. ([Question Beach Ball](#))

Kindergarten ELA Curricular Framework

UNIT 2

Text Types: Literary and Informational

Writing Genres: Narrative Writing, Informative and Explanatory Writing

Unit Pacing: 2nd Marking Period - **Beginning of November - Middle of January**

Reading Unit Summary: This unit reinforces the reading practices that should now be 'habits' within the kindergarten class: sitting quietly with books, choosing lots of books at a time, and discussing books with partners. Students should also be 'warming up' before reading by looking at the front and back of the books they select and doing picture walks. As readers move forward, they'll want to start paying closer attention to the words they are reading (often by using their finger pointer to point to words as they read), as well as looking at the pictures for help making meaning. Using cues as readers will be worked on as strategies during this unit.

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

RL.K.1/RI.K.1

- *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.2

- **Retell a familiar story, putting key details in a sequential order**

RI.K.2

W.K.2

- *Draw tell, write about topics that is well known*
- *Name what is being written about*
- *Supply additional information about the topic*

W.K.3

- *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

- *Add details to written stories*
- *Turn and talk to reflect on writing*

Kindergarten ELA Curricular Framework

- Identify the main topic of a text
- Retell key details in a text
- Name or illustrate some of the details about the topic

RL.K.3/RI.K.3

- 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

- 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.4

- 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.5

- Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)

RL.K.7

- *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.7

- Identify key illustrations of a story
- Make clear the relationship between the illustrations and the story or text

- *Use writing partners and teacher conferences to strengthen writing*

Kindergarten ELA Curricular Framework

- **Describe how the illustrations explain the story or text, with support**

RL.K.10/RI.K.10

- *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.B, C, D

- **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.A, B, C

- *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)**

RF.K.3.A, C

- **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**

RKF.4.A, B

- *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*

Kindergarten ELA Curricular Framework

<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING & LISTENING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.K.1.A, B, D, E</p> <ul style="list-style-type: none"> ● <i>Utilize formal grammar and usage of spoken and written standard English</i> ● Distinguish between upper and lower case letters ● Print a variety upper- and lowercase letters ● <i>Use frequently occurring nouns and verbs correctly appropriately</i> ● <i>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</i> <p>L.K.5.B</p> <ul style="list-style-type: none"> ● Explore word relationships and nuances in word meanings ● Relate nouns and verbs to their antonyms <p><i>L.K.6</i></p> <ul style="list-style-type: none"> ● <i>Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking</i> 	<p><i>SL.K.1.1.A, SL.K.1.1.B</i></p> <ul style="list-style-type: none"> ● <i>Participate in variety of rich structured conversations about grade appropriate topics and texts</i> ● <i>Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</i> ● <i>Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)</i> <p><i>SL.K.1.2</i></p> <ul style="list-style-type: none"> ● <i>Ask and answer questions about a text read aloud or information through other media to better student understanding</i> ● <i>Practice asking questions for clarification</i> <p><i>SL.K.1.3</i></p> <ul style="list-style-type: none"> ● <i>Use strategies for asking questions that are on a topic</i> ● <i>Use strategies for understanding and answering questions asked of them</i> <p><i>SL.K.1.4</i></p> <ul style="list-style-type: none"> ● <i>Describe familiar people</i> ● <i>Tell about familiar places</i> ● <i>Describe memorable events</i> ● <i>Explain familiar events</i> ● <i>Report facts and details about an experience</i> <p><i>SL.K.1.5</i></p> <ul style="list-style-type: none"> ● <i>Construct drawings or gather other visual media when describing</i>

Kindergarten ELA Curricular Framework

	<ul style="list-style-type: none"> • Present information to others using appropriate visual displays to add detail <p>SL.K.1.6</p> <ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
<p style="text-align: center;">Essential Questions</p>	<p style="text-align: center;">Unit Goals/Enduring Understandings</p>
<ul style="list-style-type: none"> • How can the pictures help us learn to read the words on a page? • What are some things readers can try to do when we come across a word we don't know? 	<ul style="list-style-type: none"> • Readers learn how to look, point, and read. • Readers use different reading strategies to help read the words on a page. • Readers practice reading smoothly with voice.
<p style="text-align: center;">ASSESSMENTS & RESOURCES</p>	<p style="text-align: center;">TECHNOLOGY INTEGRATION</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Writing Benchmark • Fountas & Pinnell Benchmark Reading Assessment • Formative Foundations assessments • Teacher created, standards based assessments: K- Unit 2- Conferring Checklist • Anecdotal Notes(example resources: Tools For Anecdotal Notes Folder) • Reader's Workshop <ul style="list-style-type: none"> • conferring • partner talk • small group • teacher/student share • High Frequency Words (ongoing throughout year): List A and List B <p>RESOURCES</p> <ul style="list-style-type: none"> • <i>Foundations</i> 	<p>STANDARDS</p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.</p> <p>The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.</p> <ul style="list-style-type: none"> • Google Classroom • Google Docs • Google Slides

Kindergarten ELA Curricular Framework

- *Lucy Calkins Writing Workshop*
- *Lucy Calkins Reading Workshop*
 - **Follow Unit 2- “Super Powers”**
 - Concepts of Print: [Recording Form](#)
- Resources listed by session number: [Units of Study- Table of Contents](#)
- Anchor Charts: We are Super Readers! and Readers Read with a Partner
- Private and Partner Reading Signs
- [Reading Mat Template](#)

Supplemental Texts (Shared/Read Aloud/Mini-lesson mentor texts)

- *Brown Bear, Brown Bear, What Do You See? (Lucy Calkins Unit 2)*
- *The Carrot Seed(Lucy Calkins Units 1,2)*
- *In The Garden (Level A book in Lucy kit)*
- *It's Super Mouse (Leveled book in Lucy kit)*
- *So Much! (Lucy Calkins Unit 2)*
- *The Grinch*
- *The Gingerbread Man Loose in School*
- *A Book for Every Job*
- *The Mitten*
- *The Hat*
- *There Was an Old Lady Who Swallowed a Turkey, Snow*
- *Franklin's Bad Day*
- *The Napping House*
- *Snowmen at Night*
- *Nursery Rhymes*
- *Familiar Songs (“Rain, Rain, Go Away”, “Itsy Bitsy Spider”)*
- [Emergent Storybooks List](#)

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Superscience

Kindergarten ELA Curricular Framework

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.

VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.

VPA.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.

VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.

VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

K-ESS3-2 Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.

K -ESS3-2 People encounter questions about the natural world every day.

ETS1.A Asking questions, making observations, and gathering information are helpful in thinking about problems.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

HPE2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.

Kindergarten ELA Curricular Framework

HPE2.1.2.C.3 Determine how personal feelings can affect one’s wellness.
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 HPE2.5.2.A.4 Correct movement errors in response to feedback
[21st Century Skills: Career Ready Practice Standards:](#)
 CRP1, CRP2, CRP4, CRP8, CRP11, CRP12

KEY VOCABULARY

Key vocabulary may include but are not limited to:

character, setting, because, main, illustration, author, idea, next, beginning, middle, end, lower case letters, upper case letters, capital letter, punctuation, snap word, super power, pointer power, picture power, sound power, snap word power, partner power, persistence power, retell

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Kindergarten* • WIDA Essential Actions Handbook • NJDOE Model Curriculum with SLOs - Kindergarten • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p>	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts

Kindergarten ELA Curricular Framework

<ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback 	<p>diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;">Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> ● Take more time to complete a task or a test ● Have extra time to process oral information and directions 	<ul style="list-style-type: none"> ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <hr/> <p style="text-align: center;">Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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Kindergarten ELA Curricular Framework

	<ul style="list-style-type: none"> • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
At Risk Learners / Differentiation Strategies		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Use of Collaboration of Various Activities Work Alone/Together</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers</p>

READING - Instructional Best Practices

RL.K.3 Provide a description of characters in a story using key details. Students will describe, illustrate and label the characters of Brown Bear. [Brown Bear](#). ([Brown Bear Brown Bear Activity](#))

RI.K.4 When given an unknown word (covered with a post-it) in the leveled book In The Garden, students will use more than one Super Power to decode and explain why those powers were selected.

WRITING - Instructional Best Practices

W.K.2 Students will write a How-To Book on building snowmen by first brainstorming steps, then each making a snowman model with play-doh, and finally writing their How-To Book on building a snowman

Kindergarten ELA Curricular Framework

LANGUAGE - Instructional Best Practices

L.K.1 Using a 26 box grid, students will write [Uppercase/Lowercase](#) letters.

UNIT 3

Text Types: Literary and Informational

Writing Genres: Opinion Writing, Shared Research Writing

Unit Pacing: 3rd Marking Period - **Middle of January - End of March**

Reading Unit Summary: Students will now be encouraged to use their "super powers" to read more difficult books. In this unit you will grow their bank of reading strategies to help them face the challenge of new books. The unit will capitalize on student reading knowledge including knowledge of letter-sound correspondence, comprehension, and fluency.

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

RL.K.1/RI.K.1

- *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.2

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

W.K.1

- **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.2

- *Draw tell, write about topics that is well known*
- *Name what is being written about*

Kindergarten ELA Curricular Framework

<ul style="list-style-type: none">● Retell a familiar story, putting key details in a sequential order <p>RI.K.2</p> <ul style="list-style-type: none">● Identify the main topic of a text● Retell key details in a text● Name or illustrate some of the details about the topic <p>RL.K.2</p> <ul style="list-style-type: none">● Retell a familiar story, putting key details in a sequential order <p><i>RI.K.3</i></p> <ul style="list-style-type: none">● <i>Provide a description of characters in a story using key details.</i>● <i>Provide a description of the setting of a story using key details.</i>● <i>Provide a description of the major events in a story using key details.</i> <p>RL.K.4/RI.K.4</p> <ul style="list-style-type: none">● 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 <p>RL.K.5</p> <ul style="list-style-type: none">● Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text) <p><i>RL.K.7/RI.K.7</i></p> <ul style="list-style-type: none">● <i>Identify key illustrations of a story</i>● <i>Make clear the relationship between the illustrations and the story or text</i>● <i>Describe how the illustrations explain the story or text, with support</i> <p>RI.K.8</p> <ul style="list-style-type: none">● Develop ability to recognize the reasons an author gives to support points in the text <p>RL.K.9</p> <ul style="list-style-type: none">● Compare similarities and differences in character’s experiences within a story <p>RI.K.9</p>	<ul style="list-style-type: none">● <i>Supply additional information about the topic</i> <p><i>W.K.5</i></p> <ul style="list-style-type: none">● <i>Add details to written stories</i>● <i>Turn and talk to reflect on writing</i>● <i>Use writing partners and teacher conferences to strengthen writing</i> <p>W.K.6</p> <ul style="list-style-type: none">● 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) <p>W.K.7</p> <ul style="list-style-type: none">● Understand their job and how they will contribute to the project from beginning to end <p>W.K.8</p> <ul style="list-style-type: none">● Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
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Kindergarten ELA Curricular Framework

- **Discuss similarities and differences between two texts on the same topic**

RL.K.10/RI.K.10

- *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.B, D

- *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.A, B, C, D, E

- *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.C, D

- *Identify common high-frequency words by sight in isolation and also in a text*
- **Compare similarly spelled words by identifying letter sounds that differ**

RKF.4.A, B

Kindergarten ELA Curricular Framework

<ul style="list-style-type: none"> • <i>Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding</i> • <i>Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding</i> 	
<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING & LISTENING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.K.1.A, B, C, D, E, F</p> <ul style="list-style-type: none"> • <i>Utilize formal grammar and usage of spoken and written standard English</i> • <i>Distinguish between upper and lower case letters</i> • <i>Print a variety upper- and lowercase letters</i> • <i>Use frequently occurring nouns and verbs correctly</i> • 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 • <i>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</i> • Produce and expand complete sentences in shared language activities <p>L.K.2.A, B, C, D</p> <ul style="list-style-type: none"> • 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 	<p>SL.K.1.1.A, SL.K.1.1.B</p> <ul style="list-style-type: none"> • <i>Participate in variety of rich structured conversations about grade appropriate topics and texts</i> • <i>Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</i> • <i>Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)</i> <p>SL.K.1.2</p> <ul style="list-style-type: none"> • <i>Ask and answer questions about a text read aloud or information through other media to better student understanding</i> • <i>Practice asking questions for clarification</i> <p>SL.K.1.3</p> <ul style="list-style-type: none"> • <i>Use strategies for asking questions that are on a topic</i> • <i>Use strategies for understanding and answering questions asked of them</i> <p>SL.K.1.4</p> <ul style="list-style-type: none"> • <i>Describe familiar people</i> • <i>Tell about familiar places</i> • <i>Describe memorable events</i>

Kindergarten ELA Curricular Framework

<p>L.K.4.A, B</p> <ul style="list-style-type: none"> Identify new meanings for familiar words Apply new meanings to familiar words accurately Use frequently occurring affixes as clues to define unknown words <p>L.K.5.C, D</p> <ul style="list-style-type: none"> Explore word relationships and nuances in word meanings Connect words to real-life situations Explore variations of verbs <p>L.K.6</p> <ul style="list-style-type: none"> Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking 	<ul style="list-style-type: none"> Explain familiar events Report facts and details about an experience <p>SL.K.1.5</p> <ul style="list-style-type: none"> Construct drawings or gather other visual media when describing Present information to others using appropriate visual displays to add detail <p>SL.K.1.6</p> <ul style="list-style-type: none"> Express thoughts and feelings and ideas Speak audibly to naturally express ideas
<p style="text-align: center;">Essential Questions</p>	<p style="text-align: center;">Unit Goals/Enduring Understandings</p>
<ul style="list-style-type: none"> How do readers use text with pictures to read? How do readers use fluency? 	<ul style="list-style-type: none"> Readers use different strategies to read harder books. Readers use letters and sounds to help solve tricky words. Readers use different reading strategies when reading books that break away from patterns.
<p style="text-align: center;">ASSESSMENT & RESOURCES</p>	<p style="text-align: center;">TECHNOLOGY INTEGRATION</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Writing Benchmark Fountas & Pinnell Benchmark Reading Assessment Formative Foundations assessments Teacher created, standards based assessments: K- Unit 3 Conferring Checklist Anecdotal Notes (example resources: Tools For Anecdotal Notes Folder) 	<p>STANDARDS</p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p>

Kindergarten ELA Curricular Framework

- Reader's Workshop
 - conferring
 - partner talk
 - small group
 - teacher/student share
- High Frequency Words (ongoing throughout year): [List A](#) and [List B](#)
- Optional: [Letter Sound Identification Assessment](#) / [Letter Sound Identification Study Copy](#)

RESOURCES

- *Foundations*
- *Lucy Calkins Writing Workshop*
- *Lucy Calkins Reading Workshop*
 - **Follow Unit 3- "Bigger Books, Bigger Muscles"**
 - Session 13 is a mini "graduation" (see pg. 88) [Sample Graduation Cap](#)
 - ****Optional** (If your students could use repeated practice with print strategies) Follow If Then Unit- "Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books" (See If Then Book pg. 25)**
- Resources listed by session number: [Units of Study- Table of Contents](#)
- Anchor Charts: We are Super Readers!, Readers Read with a Partner, Check Your Reading!, With ABC Books Readers Can...
- [Reading Mat Template](#)
- [High Five Retell](#)
- Private and Partner Reading Chart

Supplemental Texts (Shared/Read Aloud/Mini-lesson mentor texts)

- *Picnic (Lucy Level B/C Book)*
- *Pizza (Lucy Level B/C book)*
- *Cat and Mouse (Lucy Leveled Book)*
- *It's Super Mouse! (Lucy Leveled B/C Book)*
- *Can You See the Eggs (Lucy Leveled C or D Book)*
- *Ethan's Cat (Lucy Leveled book)*
- *Wake Up, Dad (Lucy Leveled Book)*

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.

- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Superscience

Kindergarten ELA Curricular Framework

- *Hide and Seek (Lucy Leveled Book)*
- *Dragonflies (Lucy Mentor Text)*
- *Knuffle Bunny (Lucy suggested)*
- *Whistle for Willie (Lucy suggested)*
- *The Snowy Day (Lucy suggested)*
- *Koala Lou (Lucy suggested)*
- *Fishy Tales (Lucy suggested)*
- *Diving Dolphin (Lucy suggested)*
- *My Bug Box (Lucy Mentor Text)*
- *Oh, the Places You'll Go! (Lucy Mentor Text)*
- *Pete the Cat and His Four Groovy Buttons (Lucy Mentor Text)*
- *Various types of alphabet books*
- *It Looked Like Spilled Milk (Lucy suggested)*
- *We're Going on a Bear Hunt (Lucy suggested)*
- *I Know an Old Lady Who Swallowed a...*
- *The Three Little Pigs*
- *The Very Hungry Caterpillar*
- *The Gingerbread Man*
- *Ana Goes to Washington, DC*
- *Don't Let the Pigeon Drive the Bus*
- *Various biographies*

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

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Kindergarten ELA Curricular Framework

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VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

K-ESS3-2 Ask questions based on observations to find more information about the designed world.

ETS1.B Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

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Kindergarten ELA Curricular Framework

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because, meaning, similar, different, opinion, detail, reason, lower case letters, upper case letters, capital letters, punctuation, predict, retell, beginning, middle, end, setting, pattern, visualize, blends, letter chunks, reread

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

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<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Kindergarten* • WIDA Essential Actions Handbook • NJDOE Model Curriculum with SLOs - Kindergarten • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p>

Kindergarten ELA Curricular Framework

<ul style="list-style-type: none">● Review of directions● Student restates information● Extra visual and verbal cues and prompts● Preferential seating● Verbal and visual cues regarding directions and staying on task● Checklists● Immediate feedback	<p>Presentation accommodations:</p> <ul style="list-style-type: none">● Listen to audio recordings instead of reading text● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge● Work with fewer items per page and/or materials in a larger print size● Use a visual blocker● Use visual presentations of verbal material, such as word webs and visual organizers● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none">● Give responses in a form (oral or written) that's easier for him/her● Dictate answers to a scribe● Capture responses on an audio recorder● Use a spelling dictionary or electronic spell-checker● Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none">● Work or take a test in a different setting, such as a quiet room with few distractions● Sit where he/she learns best (for example, near the teacher)● Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none">● Take more time to complete a task or a test● Have extra time to process oral information and directions● Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none">● Complete fewer or different homework problems than peers● Shorten assignment● Answer fewer or different test questions● Create alternate projects or assignments	<p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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Kindergarten ELA Curricular Framework

At Risk Learners / Differentiation Strategies

Alternative Assessments
 Choice Boards
 Games and Tournaments
 Group Investigations
 Guided Reading
 Learning Contracts
 Leveled Rubrics
 Literature Circles
 Multiple Texts
 Use of Collaboration of Various Activities
 Work Alone/Together

Independent Research & Projects
 Multiple Intelligence Options
 Project-Based Learning
 Varied Supplemental Activities
 Varied Journal Prompts or RAFT Writing
 Tiered Activities/Assignments
 Tiered Products
 Graphic Organizers
 Choice of Books/Activities
 Mini-Workshops to Reteach or Extend
 Think-Pair-Share by readiness or interest

Jigsaw
 Think-Tac-Toe
 Cubing Activities
 Exploration by Interest
 Flexible Grouping
 Goal-Setting with Students
 Homework Options
 Open-Ended Activities
 Use of Reading Buddies
 Varied Product Choices
 Stations/Centers

READING - Instructional Best Practices

RL.K.3. RI.K.3. Students will read, or watching age appropriate biographies about [George Washington & Abraham Lincoln](#) and complete a t-chart comparing/contrasting facts about both Presidents. Students will also explore the biography of the current President.

RI.K.2 Students will identify and illustrate/write about the key details in [The Snowy Day](#). ([Snowy Day Details Activity](#))

WRITING - Instructional Best Practices

W.K.7. Students will conduct an author study on Mo Willems by exploring several of Mo Willems's books. Each group would be responsible for a particular book and the members of that group will share their opinions (for example, of the characters). Groups will support their opinions with reasons. Groups will then share their opinions to the class.

LANGUAGE - Instructional Best Practices

L.K.1. A.B.C.D.E.F. Students will "Write the Room" as they record all of the nouns they see. Using who and where, students will match picture clues to the correct interrogative words. Students will determine the correct plural nouns. Given 3 simple sentences, SW circle the nouns and underline the verbs.

Kindergarten ELA Curricular Framework

UNIT 4

Text Types: Literary and Informational

Writing Genres: Opinion Writing, Narrative Writing, Shared Research Writing

Unit Pacing: 4th Marking Period - **End of March - Middle of June**

Reading Unit Summary: This unit builds on the past few units, but especially reinforces the first unit - no longer are students just readers - they are avid readers! This unit sets up the children to become less reliant on the teacher, encouraging them to apply their strategies across multiple contexts. This unit focuses less on new skills, but more about making sure that what the children have learned has been internalized and automatic. The teacher will need to decide where their students need additional practice to make sure the learning is secure and transferable. This unit will continue to immerse the children in books, poetry and songs, but children will now be encouraged to take more responsibility in making decisions about what and how to read. Most children will still need support, but the teacher will constantly encourage avid reading.

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

Kindergarten ELA Curricular Framework

*Bold - Focus skills of this unit	*Bold - Focus skills of this unit
<p><i>RL.K.1/RI.K.1</i></p> <ul style="list-style-type: none"> • 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 <p><i>RL.K.2</i></p> <ul style="list-style-type: none"> • Retell a familiar story, putting key details in a sequential order <p><i>RI.K.2</i></p> <ul style="list-style-type: none"> • Identify the main topic of a text • Retell key details in a text • Name or illustrate some of the details about the topic <p><i>RI.K.3</i></p> <ul style="list-style-type: none"> • Explain two individuals, events, ideas or information are linked together • Describe how the individuals or ideas are the same or different <p><i>RL.K.4/RI.K.4</i></p> <ul style="list-style-type: none"> • 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 <p>RL.K.5</p> <ul style="list-style-type: none"> • Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text) <p><i>RL.K.7/RI.K.7</i></p> <ul style="list-style-type: none"> • Identify key illustrations of a story 	<p><i>W.K.1</i></p> <ul style="list-style-type: none"> • 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 <p><i>W.K.3</i></p> <ul style="list-style-type: none"> • Tell, draw and write a story about something that happened • Show what happens first • Put the pages in order • Tell what happens last <p><i>W.K.5</i></p> <ul style="list-style-type: none"> • Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing <p><i>W.K.6</i></p> <ul style="list-style-type: none"> • 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) <p><i>W.K.7</i></p> <ul style="list-style-type: none"> • Understand their job and how they will contribute to the project from beginning to end <p><i>W.K.8</i></p> <ul style="list-style-type: none"> • Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support

Kindergarten ELA Curricular Framework

- *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

- **Develop ability to recognize the reasons an author gives to support points in the text**

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/RI.K.10

- *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.B, D

- *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.B, C, D, E

- *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*

Kindergarten ELA Curricular Framework

<ul style="list-style-type: none"> • <i>Create new one-syllable words by adding or substituting phonemes</i> <p>RF.K.3.B, C, D</p> <ul style="list-style-type: none"> • Apply understanding of long and short vowels in common spelling • <i>Identify common high-frequency words by sight in isolation and also in a text</i> • <i>Compare similarly spelled words by identifying letter sounds that differ</i> <p>RKF.4.A, B</p> <ul style="list-style-type: none"> • <i>Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding</i> • <i>Demonstrate the ability to use meaning, visuals, and structure to read on-level text fluently with understanding</i> 	
<p>LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p>SPEAKING & LISTENING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.K.1.A, B, C, D, E, F</p> <ul style="list-style-type: none"> • <i>Utilize formal grammar and usage of spoken and written standard English</i> • <i>Distinguish between upper and lower case letters</i> • <i>Print a variety upper- and lowercase letters</i> • <i>Use frequently occurring nouns and verbs correctly</i> • <i>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</i> • <i>Understand and use question words (e.g., who, what, where, when, why, how) appropriately</i> • <i>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</i> • <i>Produce and expand complete sentences in shared language activities</i> <p>L.K.2.A, B, C, D</p>	<p>SL.K.1.1.A, SL.K.1.1.B</p> <ul style="list-style-type: none"> • <i>Participate in variety of rich structured conversations about grade appropriate topics and texts</i> • <i>Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</i> • <i>Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)</i> <p>SL.K.1.2</p> <ul style="list-style-type: none"> • <i>Ask and answer questions about a text read aloud or information through other media to better student understanding</i> • <i>Practice asking questions for clarification</i> <p>SL.K.1.3</p>

Kindergarten ELA Curricular Framework

<ul style="list-style-type: none"> • 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 <p>L.K.4.A, B</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words • Apply new meanings to familiar words accurately • Use frequently occurring affixes as clues to define unknown words <p>L.K.5.C, D</p> <ul style="list-style-type: none"> • Explore word relationships and nuances in word meanings • Connect words to real-life situations • Explore variations of verbs <p>L.K.6</p> <ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking 	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them <p>SL.K.1.4</p> <ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience <p>SL.K.1.5</p> <ul style="list-style-type: none"> • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail <p>SL.K.1.6</p> <ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
<p>Essential Questions</p>	<p>Unit Goals/Enduring Understandings</p>
<ul style="list-style-type: none"> • How can a love for reading help you be a better student? • How do readers read and think about informational text? • How is a poem a lot like a song? 	<ul style="list-style-type: none"> • Readers become avid readers • Readers understand informational text provides information about a topic • Readers read poetry, recognizing rhymes and patterns, tone and feeling
<p>ASSESSMENT & RESOURCES</p>	<p>TECHNOLOGY INTEGRATION</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Writing Benchmark • Fountas & Pinnell Benchmark Reading Assessment 	<p>STANDARDS</p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p>

Kindergarten ELA Curricular Framework

- Formative Foundations assessments
- Teacher created, standards based assessments: [K- Unit 4- Conferring Checklist](#)
- Anecdotal Notes (example resources: [Tools For Anecdotal Notes Folder](#))
- Reader's Workshop
 - conferring
 - partner talk
 - small group
 - teacher/student share
- High Frequency Words (ongoing throughout year): [List A](#) and [List B](#)

RESOURCES

- *Foundations*
- *Lucy Calkins Writing Workshop*
- *Lucy Calkins Reading Workshop*
 - **Follow Unit 4: Becoming Avid Readers**
 - *Session 1-* [Avid Reader Photos](#) and [Blah Read Photos](#)
 - *Session 5-* [We Are Super Readers cards](#) and [I Am A Super Reader template](#)
 - *Session 6-* [Reading Playdate Mat Template](#)
 - ****Optional** (If your students are conventional readers (Levels D-G) and you would like to support comprehension work) Follow If Then Unit- "Readers Get to Know Characters by Performing Their Books" (See If Then Book pg. 47)**
- Resources listed by session number: [Units of Study- Table of Contents](#)
- Anchor Charts: Avid Readers..., Readers Read with a Partner, Reading Playdates, Avid Nonfiction Readers..., and Avid Poetry Readers..
- [Avid Readers Bookmark](#)
- [Reading Playdate Mat Cover](#) .

Supplemental Texts (Shared/Read Aloud/Mini-lesson mentor texts)

- 8.1.2.A.2 Create a document using a word processing application.**
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).**
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.**
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.**

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.

- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Superscience

Kindergarten ELA Curricular Framework

- *It's Supermouse! (Lucy Leveled Book)*
- *Not Norman; A Goldfish Story (Lucy Mentor Text)*
- *Honey Bees (Lucy Level E Book)*
- *Dragonflies (Lucy Mentor Text)*
- *Gossie (Lucy Mentor Text)*
- [*Itsy Bitsy Spider*](#)
- [*Mary Had a Little Lamb*](#)
- [*I'm a Little Teapot*](#)
- Video Clip: [*Venus Flytraps: Jaws of Death*](#)
- *There Was an Old Lady Who Swallowed a Rose*
- *Leo the Late Bloomer*
- *Chick Life Cycle*
- *The Golden Egg*
- *Frog and Toad*
- *Biscuit*
- *Stuart Little*
- *Tops and Bottoms*
- *Hey, Little Ant*
- *Nouns and Verbs Have a Field Day*

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

Kindergarten ELA Curricular Framework

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.

VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.

VPA.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.

VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.

VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

ETS1.A Asking questions, making observations, and gathering information are helpful in thinking about problems.

ETS1.B Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

HPE2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.

HPE2.1.2.C.3 Determine how personal feelings can affect one's wellness.

HPE2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

HPE2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

HPE2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

HPE2.5.2.A.4 Correct movement errors in response to feedback

[21st Century Skills: Career Ready Practice Standards:](#)

Kindergarten ELA Curricular Framework

CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

KEY VOCABULARY

Key vocabulary may include but are not limited to:

character, setting, problem, solution, poem, poetry, book club, avid reader, blah reader, connection, rhythm, gestures

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Kindergarten* • WIDA Essential Actions Handbook • NJDOE Model Curriculum with SLOs - Kindergarten • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on</p>

Kindergarten ELA Curricular Framework

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<p style="text-align: center;">At Risk Learners / Differentiation Strategies</p>		

Kindergarten ELA Curricular Framework

Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Use of Collaboration of Various Activities Work Alone/Together	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers
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READING - Instructional Best Practices

RL.K.1 Students will utilize the “Five Finger Retelling” strategy to retell the story of “The Little Red Hen”. Students will complete “The Little Red Hen Story” Story Map. Students will create a class story map (characters, setting, problem, and solution).

RI.K.5 Students will work in book clubs to identify the type of literature given, read the literature, act out scenes from the text.

WRITING - Instructional Best Practices

W.K.1 Students will write about their favorite Kindergarten memories including reasons. Students will collaborate with partners to create posters (that include text) to advertise their school (why it is the best!). Students will use sentence starters to begin their opinion piece followed by 3 reasons for their opinion.

LANGUAGE - Instructional Best Practices

L.K.2.A.B.C.D. Students will listen to a word and stretch it out to write on the whiteboard together. Students will learn to stretch out and spell words by creating a collaborative anchor chart.