

BELVIDERE CLUSTER CURRICULUM MAP - Updated July, 2018

SUBJECT: English Language Arts

GRADE: Kindergarten

| PACING--> | UNIT #1 4 Weeks (September) | UNIT #2 4 Weeks (October) | UNIT #3 8 Weeks (November/December) | UNIT #4 4 Weeks (January) |
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| TOPIC/THEME AND OBJECTIVES | <p style="text-align: center;">Building a Reading Community</p> <ul style="list-style-type: none"> • Recognize common types of texts • Name and describe familiar people, places or things and, with prompting and support, provide additional details. • Point to the front, back cover and title page of a book. • Listen and respond to questions about literature and informational text. • Listen and respond to questions about literature and informational text in group reading activities. • Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns. • Read emergent reader texts with purpose and understanding. • Express thoughts, feelings and ideas to others clearly. • Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English grammar and usage when speaking or writing. • Recognize common types of texts. • Introduce conventions of | <p style="text-align: center;">Building Good Readers and Writers</p> <ul style="list-style-type: none"> • With prompting and support, answer questions about key details in a text. • With prompting and support, identify the main topic in an informational text. • With prompting and support, ask and answer questions to learn about unfamiliar words in informational texts. • With prompting and support, name the illustrator and define his/her roles. • With prompting and support, describe the relationship between two individuals, events, ideas, or pieces of information in a text. • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • Point to the front, back cover and title page of a book. • Listen and respond to questions about literature and informational text. • Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns. • Ask and answer questions in order to seek help or clarify | <p style="text-align: center;">Reading and Writing a Narrative</p> <ul style="list-style-type: none"> • With prompting and support, answer questions about key details in a text. • With prompting and support, name main characters and setting of a story. • Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns. • Use question words (e.g., who, what, where) in meaningful context when speaking. • With prompting and support, describe connections between the illustration and text (e.g., what person or character, place, idea in the text the illustration shows). • Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation. • Illustrate and write the beginning, middle, and end of an event using developmental spelling and child's dictation including a reaction to what happened. • Ask and answer questions in order to seek help or clarify concepts. • Add drawings to descriptions to | <p style="text-align: center;">Reading and Writing for Information</p> <ul style="list-style-type: none"> • With prompting and support, answer questions about key details in a text. • With prompting and support, identify the main topic in an informational text. • With prompting and support, ask and answer questions to learn about unfamiliar words in informational texts. • With prompting and support, state reasons an author gives to support points in a text. • With prompting and support, name the illustrator and define their roles. • With prompting and support, describe the relationship between two individuals, events, ideas, or pieces of information in a text. • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • Point to the front, back cover and title page of a book. • Listen and respond to questions about literature and informational text. • Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, |

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| | <p>standard English grammar in written language</p> <ul style="list-style-type: none"> • The use of capital letters at the beginning of a sentence • The use of ending punctuation. (period) • The use of spacing between words | <p>concepts.</p> <ul style="list-style-type: none"> • Confirm understanding by asking and answering questions about key details presented. • Express thoughts, feelings and ideas to others clearly. • With prompting and support, describe connections between the illustration and text (e.g., what person or character, place, idea in the text the illustration shows). • Follow words in the text from left to right. • Demonstrate understanding that print represents the spoken language. • Recognize that words are separated by spaces in print. • Recognize and name all the upper and lowercase letters of the alphabet. • Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (e.g., bat, can). • Add or subtract individual sounds (phonemes) in simple, one-syllable words to make new words (e.g., fat, cat). • Produce the primary or most frequent sound for each consonant. • With prompting and support connect the long and short sounds with common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight. • Read emergent-reader texts with purpose and understanding. • Illustrate and write and informative-explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation. | <p>provide additional detail.</p> <ul style="list-style-type: none"> • Express thoughts, feelings, and ideas to others clearly. • Ask and answer questions to learn about unfamiliar words in literature texts. • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, utilizing picture clues or other story props. • With guidance and support add details to strengthen writing (e.g., adding the names of characters to a story) in response to questions and suggestions from peers. • Produce and expand complete sentences in shared language activities. • With prompting and support, name the illustrator and define their roles. • Listen and respond to questions about literature and informational text in group reading activities. • With guidance and support, produce and publish a piece using digital tools with peers. • With guidance and support, gather information from provided sources to answer a question in group writing and shared research activities. • Capitalize the first word in a sentence and pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short vowel sounds. • Recognize and produce two rhyming words. • Count syllables in spoken one and two syllable words. • Recognize that words are | <p>asking questions and taking turns.</p> <ul style="list-style-type: none"> • Ask and answer questions in order to seek help or clarify concepts. • Confirm understanding by asking and answering questions about key details presented. • Express thoughts, feelings and ideas to others clearly. • With prompting and support, describe connections between the illustration and text (e.g., what person or character, place, idea in the text the illustration shows). • Follow words in the text from left to right. • Demonstrate understanding that print represents the spoken language. • Recognize that words are separated by spaces in print. • Recognize and name all the upper and lowercase letters of the alphabet. • Recognize and produce two rhyming words. • Count syllables in spoken one and two-syllable words. • Blend and segment onsets and rimes of single-syllable words. • Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (e.g., bat, can). • Add or subtract individual sounds (phonemes) in simple, one-syllable words to make new words (e.g., fat, cat). • Produce the primary or most frequent sound for each consonant. • With prompting and support connect the long and short sounds with common spellings (graphemes) for the five major |
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| | | <ul style="list-style-type: none"> • Illustrate and write the beginning, middle, and end of an event using developmental spelling and child's dictation, including a reaction to what happened. • With guidance and support, add details to strengthen writing (e.g., writing the names of characters to a story) in response to questions and suggestions from peers. • With guidance and support, identify real-life connections between words and their varied meanings (e.g., note places at school that are colorful). • Name and describe familiar people, places or things and, with prompting and support, provide additional details. • Review conventions of standard English grammar in written language. • The use of capital letters at the beginning of a sentence. • The use of ending punctuation. (period) • The use of spacing between words | <p>separated by spaces in print.</p> <ul style="list-style-type: none"> • Blend and segment onsets and rimes of single syllable spoken words. • Recognize and name all the upper and lowercase letter of the alphabet. • Isolate and pronounce the initial, medial vowel and final sounds in three phoneme words. • Add or substitute individual sounds in simple, one syllable words to make new words. • With prompting and support, connect the long and short sounds with common spellings for the five major vowels. • Read common high frequency words by sight. • Identify the letter sounds that differ in the similarly spelled words. • Read emergent reader texts with purpose and understanding. • Name and describe familiar people, places or things and, with prompting and support, provide additional details. • Introduce the question mark (?) • Introduce the apostrophe (') • Introduce plurals • Review conventions of standard English grammar in written language. • The use of capital letters at the beginning of a sentence. • The use of ending punctuation. (period) • The use of spacing between words | <p>vowels.</p> <ul style="list-style-type: none"> • Read common high-frequency words by sight. • Identify the letter sounds that differ in similarly spelled words (e.g., let, get). • Read emergent-reader texts with purpose and understanding. • Illustrate and write and informative-explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation. • Illustrate and write the beginning, middle, and end of an event using developmental spelling and child's dictation, including a reaction to what happened. • With guidance and support, add details to strengthen writing (e.g., writing the names of characters to a story) in response to questions and suggestions from peers. • Name and describe familiar people, places or things and, with prompting and support, provide additional details. • Introduce the exclamation point (!) • Review conventions of standard English grammar in written language. • The use of capital letters at the beginning of a sentence. • The use of ending punctuation. (period) • The use of spacing between words |
| <p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p> | <ul style="list-style-type: none"> • How can we work together as a class, in small groups, and individually to become better readers? • What does a reading community look like and how | <ul style="list-style-type: none"> • Why do we read? • How do good readers make sense of text? • How can I write my ideas on paper? • How can I write a story about a | <ul style="list-style-type: none"> • What strategies do readers use to construct meaning from text? • How do readers make informed decisions about their reading? • How can I write my ideas on paper? | <ul style="list-style-type: none"> • Why is it important to identify the difference between informational text and literature? • How does graphic information (ex. pictures, photographs, diagrams) help provide more |

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| | <p>do I recognize myself as an individual reader in the community?</p> <ul style="list-style-type: none"> • Effective reading communities work best with clearly communicated procedures and routines. • To form a love of reading students must be engaged in a variety of texts. | <p>personal experience?</p> <ul style="list-style-type: none"> • Writers use pictures and/or print to convey a message. • Text serves many purposes, including entertaining, informing and persuading. | <ul style="list-style-type: none"> • How can I write a story about one small moment in time? • Writers use pictures and/or print to convey a message. • In order to develop deeper understanding of text, readers use a variety of comprehension strategies such as predicting, connecting, visualizing, and questioning. | <p>information about the topic?</p> <ul style="list-style-type: none"> • How does comparing/contrasting two different texts increase one's knowledge of a topic? • Informational text provides facts about a topic and includes details to support the topic. • Informational text makes different demands on the reader than literature. |
| STANDARDS | <p>Reading (R) Reading Literature (RL) NJLSA.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>NJLSA.RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Info Text (RI) NJLSA.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Foundation Skills (RF) NJLSA.RF.K.4.A Read emergent-readers with purpose and understanding.</p> <p>NJLSA.RF.K.4.B Read grade level text for purpose and understanding.</p> <p>Writing (W) NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p> | <p>Reading (R) NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> | <p>Reading (R) NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each</p> | <p>Reading (R) NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each</p> |

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| | <p>approach.</p> <p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Speaking/Listening (SL) NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.SL.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>NJLSA.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>NJLSA.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> | <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Reading Literature (RL)</p> <p>NJLSA.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Info Text (RI) NJLSA.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>NJLSA.RI.K.3 With prompting and support,</p> | <p>other and the whole.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Reading Literature (RL)</p> <p>NJLSA.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).</p> <p>NJLSA.RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> | <p>other and the whole.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Reading Literature (RL) Reading Info Text (RI)</p> <p>NJLSA.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>NJLSA.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>NJLSA.RI.K.3</p> |
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| | <p>NJSLSA.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language (L) NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.K.1.F Produce and expand complete sentences in shared language activities.</p> <p>NJSLA Technology 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.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1 Use digital tools and online</p> | <p>describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLSA.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>NJSLSA.RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>NJSLSA.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>NJSLSA.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).</p> <p>NJSLSA.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).</p> <p>Reading Foundation Skills (RF) NJSLSA.RF.K.1.A Follow words from left to right, top to bottom, and page by page.</p> <p>NJSLSA.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>NJSLSA.RF.K.1.C Understand that words are</p> | <p>NJSLSA.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>NJSLSA.RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>NJSLSA.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.</p> <p>NJSLSA.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).</p> <p>NJSLSA.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Info Text (RI)</p> <p>NJSLSA.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>NJSLSA.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLSA.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>NJSLSA.RI.K.6</p> | <p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLSA.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>NJSLSA.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>NJSLSA.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).</p> <p>NJSLSA.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>NJSLSA.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).</p> <p>NJSLSA.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Foundation Skills (RF)</p> <p>NJSLSA.RF.K.1.A Follow words from left to right, top to bottom, and page by page.</p> <p>NJSLSA.RF.K.1.B</p> |
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| | <p>resources to explore a problem or issue.</p> | <p>separated by spaces in print.</p> <p>NJSLSA.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>NJSLSA.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/.)</p> <p>NJSLSA.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>NJSLSA.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.</p> <p>NJSLSA.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>NJSLSA.RF.K.3.C Read high-frequency and sight words with automaticity.</p> <p>NJSLSA.RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>Writing (W) NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>NJSLSA.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).</p> <p>NJSLSA.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).</p> <p>NJSLSA.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Foundation Skills (RF)</p> <p>NJSLSA.RF.K.1.C Understand that words are separated by spaces in print.</p> <p>NJSLSA.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>NJSLSA.RF.K.2.A Recognize and produce rhyming words.</p> <p>NJSLSA.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</p> <p>NJSLSA.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p> | <p>Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>NJSLSA.RF.K.1.C Understand that words are separated by spaces in print.</p> <p>NJSLSA.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>NJSLSA.RF.K.2.A Recognize and produce rhyming words.</p> <p>NJSLSA.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</p> <p>NJSLSA.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>NJSLSA.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/.)</p> <p>NJSLSA.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>NJSLSA.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.</p> <p>NJSLSA.RF.K.3.B Associate the long and short sounds with the common spellings</p> |
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| | | <p>NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJLSA.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.</p> <p>NJLSA.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.</p> <p>NJLSA.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).</p> <p>Speaking/Listening (SL) NJLSA.SL1. Prepare for and participate</p> | <p>NJLSA.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/.)</p> <p>NJLSA.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>NJLSA.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.</p> <p>NJLSA.RF.K.3.B Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>NJLSA.RF.K.3.C Read high-frequency and sight words with automaticity.</p> <p>NJLSA.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).</p> <p>NJLSA.RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>Writing (W)</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are</p> | <p>(graphemes) for the five major vowels.</p> <p>NJLSA.RF.K.3.C Read high-frequency and sight words with automaticity.</p> <p>NJLSA.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).</p> <p>NJLSA.RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>Writing (W)</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range</p> |
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| | | <p>effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJLSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSLA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJLSLA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSLA.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>NJLSLA.SL.K.1.A Follow agreed-upon norms for</p> | <p>appropriate to task, purpose, and audience.</p> <p>NJLSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSLA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJLSLA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJLSLA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJLSLA.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.</p> <p>NJLSLA.W.K.3 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.</p> | <p>of tasks, purposes, and audiences.</p> <p>NJLSLA.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.</p> <p>NJLSLA.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.</p> <p>NJLSLA.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). Speaking/Listening (SL)</p> <p>NJLSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJLSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSLA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSLA.SL4.</p> |
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| | | <p>discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>NJLSA.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>NJLSA.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.</p> <p>NJLSA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>NJLSA.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJLSA.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language (L)</p> <p>NJLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning</p> | <p>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.</p> <p>NJLSA.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).</p> <p>NJLSA.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.</p> <p>NJLSA.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).</p> <p>NJLSA.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking/Listening (SL)</p> <p>NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5.</p> | <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>NJLSA.SL.K1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>NJLSA.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>NJLSA.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.</p> |
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| | | <p>words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJLSLA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJLSLA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>NJLSLA.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>NJSLA Technology 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.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device. 8.1.P.C.1</p> | <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJLSLA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSLA.SL.K1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>NJLSLA.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>NJLSLA.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.</p> <p>NJLSLA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>NJLSLA.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJLSLA.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> | <p>NJLSLA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>NJLSLA.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJLSLA.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>NJSLA Technology 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.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> |
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| | | <p>Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> | <p>Language (L)</p> <p>NJLSLA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJLSLA.L.K.1.A Print many upper- and lowercase letters.</p> <p>NJLSLA.L.K.1.B Use frequently occurring nouns and verbs.</p> <p>NJLSLA.L.K.1.D Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>NJLSLA.L.K.1.F Produce and expand complete sentences in shared language activities.</p> <p>NJLSLA.L.K.2.A Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>NJLSLA.L.K.2.B Recognize and name end punctuation.</p> <p>NJLSLA.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>NJLSLA.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>NJSLA Technology 8.1.2.A.2 Create a document using a word</p> | |
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| | | | <p>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.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> | |
| <p>INSTRUCTIONAL PROCEDURES</p> | <p><u>Whole Group:</u> Circle Time Read Alouds Morning Meetings Think Pair Share Shared Reading Echo Reading Decoding Whole Group Discussion Modeled/Shared and Guided Practice of Reading and Writing Shared Language Activities Directed Drawing/Writing Writing Prompts Journaling</p> <p><u>Grammar:</u> Capitalize beginning of sentence Use of ending punctuation Use appropriate spacing between words</p> | <p><u>Whole Group:</u> Circle Time Read Alouds Morning Meetings Think Pair Share Shared Reading Echo Reading Decoding Whole Group Discussion Modeled/Shared and Guided Practice of Reading and Writing Shared Language Activities Directed Drawing/Writing Writing Prompts Journaling Compare/contrast familiar characters/ setting/ main idea Compare and contrast information on same topic using different texts</p> <p><u>Grammar:</u> Review conventions of standard</p> | <p><u>Whole Group:</u> Circle Time Read Alouds Morning Meetings Think Pair Share Shared Reading Echo Reading Decoding Whole Group Discussion Modeled/Shared and Guided Practice of Reading and Writing Shared Language Activities Directed Drawing/Writing Writing Prompts Journaling</p> <p><u>Grammar:</u> Introduce the question mark (?) Introduce the apostrophe (') Introduce plurals Review conventions of standard English grammar in written</p> | <p><u>Whole Group:</u> Circle Time Read Alouds Morning Meetings Think Pair Share Shared Reading Echo Reading Decoding Whole Group Discussion Modeled/Shared and Guided Practice of Reading and Writing Shared Language Activities Directed Drawing/Writing Writing Prompts Journaling Compare and contrast information using different text</p> <p><u>Grammar:</u> Introduce the exclamation point (!) Review conventions of standard English grammar in written</p> |

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| | <p><u>Additional Suggested Topics/Materials, if needed:</u></p> <p>After reading <i>The Warm Fuzzy Story</i> by Claude Steiner or <i>Do Unto Otters: A Book About Manners</i> by Laura Keller collaboratively develop a list of class rules. Text Exemplars: From Seed to Pumpkin by Wendy Pfeffer What Do You Do With a Tail Like This by Jenkins, Steve, and Robin Page The Warm Fuzzy Story by Claude Steiner Do Unto Otters: A Book About Manners by Laurie Keller</p> <p><u>Individual:</u> One-on-One Reading Project Read Foundations Orton Gillingham Reading and Writing Conferences Literacy Centers Decoding</p> <p><u>Small Groups:</u> Guided Reading using Leveled Readers Decoding Literacy Centers</p> | <p>English grammar in written language Use of capital letters at the beginning of a sentence Use of ending punctuation (period) Use spacing between words</p> <p><u>Additional Suggested Topics/Materials, if needed:</u> Fire Prevention My Body Apples Halloween Spiders</p> <p><u>Text Exemplars:</u></p> <ul style="list-style-type: none"> • Apples for Everyone by Jill Esbaun • Big Books • Bugs That Go Bump in the Night by David A Carter • Firefighters A-Z: Alphabet by Chris L. Demarest • Pumpkin Pumpkin by Jeanne Titherington • Helpers in My Community by Bobbie Kalman • Me and My Amazing Body by Joan Sweeney • Me and My Senses by Joan Sweeney • My Five Senses by Aliko • Shake Dem Halloween Bones by Mike Reed <p><u>Word Study/Phonics:</u> Initial consonants f, p, d</p> <p><u>Individual:</u> One-on-One Reading Project Read Foundations Orton Gillingham, Reading and Writing Conferences Literacy Centers Decoding</p> | <p>language. Use of capital letters at the beginning of a sentence Use of ending punctuation (period) Use spacing between words</p> <p><u>Additional Suggested Topics/Materials, if needed:</u> Thanksgiving: * Discuss holiday and history of Thanksgiving by reading <i>The Story of the Pilgrims</i> by Katharine Ross or <i>The Very First Thanksgiving Day</i> by Rhonda Gowler Greene</p> <p><u>Text Exemplars:</u></p> <ul style="list-style-type: none"> • Discuss what it means to be "thankful" • Create class book "My Book of Thanks" (write and illustrate what they are thankful for) • Create class book "My Thanksgiving" (write and illustrate how their families celebrate Thanksgiving) • Discuss the variety of foods that were served on the first Thanksgiving <p>Pumpkins/Gourds: * <u>Interdisciplinary connection</u>- Science Activity: Life-cycle of pumpkin * <u>Interdisciplinary connection</u>- Science Activity: Discuss what plants need to survive * Pumpkin art project using paint and a paper plate. * Using a gourd, students will make a pilgrim, Native American Indian, or a turkey * <u>Interdisciplinary connection</u>- Math Activity: Using 2 real pumpkins, have children estimate how much they weight (which is bigger/smaller), measure the circumference and weigh them. * Pumpkins/Gourds will be placed</p> | <p>language. Use capital letters at the beginning of a sentence. Use of ending punctuation. (period) Use spacing between words</p> <p><u>Additional Suggested Topics/Materials, if needed:</u> Winter Holidays Write about how families celebrate during the holiday season Snow Buddies Snow Penguins Martin Luther King</p> <p>Suggested Topics: Winter Holidays Write about how families celebrate during the holiday season Snow Buddies Snow Penguins Martin Luther King</p> <p><u>Text Exemplars:</u></p> <ul style="list-style-type: none"> • A Day with a Doctor by Jan Kottke • A Day with a Mail Carrier by Jan Kottke • Big Books • Hooray for Hanukkah! by Fran Manushkin • I Want to Be a Vet by Dan Liebman • Kid Writing: A Systematic Approach to Phonics, Journals, and Writing Workshop by Eileen Feldgus, Ed.D. and Isabell Cardonick, M.Ed. • Making Meaning - Developmental Studies Center •Martin Luther King, Jr. Day by Margaret McNamara • My First Kwanza Book by Deborah Chocolate • Project Read Kindergarten Bridge |
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| | | <p><u>Small Groups:</u> Guided Reading using Leveled Readers, Decoding Literacy Centers</p> | <p>in the science center and student can discuss the similarities and differences between them. Each child will choose one and draw/write describing their pumpkin/gourd. Election Day: * Discuss what it means to be a "good citizen" * Introduce the concept of voting and create a class vote</p> <p><u>Big Books</u></p> <ul style="list-style-type: none"> • Election Day by Margaret McNamara • From Seed to Pumpkin by Wendy Pfeffer • Pumpkin Pumpkin by Jeanne Titherington <p><u>Suggested Read Alouds:</u></p> <ul style="list-style-type: none"> • The Story of the Pilgrims by Katharine Ross • The Very First Thanksgiving Day by Rhonda Gowler Greene <p><u>Word Study/ Phonics:</u> Initial consonants r, h, w,g</p> <p><u>Individual:</u> One-on-One Reading Project Read Foundations Orton Gillingham Reading and Writing Conferences Literacy Centers Decoding</p> <p><u>Small Groups:</u> Guided Reading using Leveled Readers Literacy Centers Decoding</p> | <p>to Reading by Language Circle</p> <ul style="list-style-type: none"> • Snowmen at Night by Caralyn Buehner • Snowy Day by Ezra Jack Keats <p><u>Suggested Read Alouds:</u></p> <ul style="list-style-type: none"> • The Elf on the Shelf by Carol Aebersold • Tools by Ann Morrie • Word Study/ Phonics <p><u>Individual:</u> One-on-One Reading Project Read Foundations Orton Gillingham Reading and Writing Conferences Literacy Centers Decoding</p> <p><u>Small Groups:</u> Guided Reading using Leveled Readers Literacy Centers Decoding</p> |
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| <p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p> | <p>Materials <u>White:</u> Orton Gillingham Making Meaning, Being a Writer, Center Materials, Fountas and Pinnell Reading Intervention</p> <p><u>Harmony:</u> Journeys Student Book Stories, Interactive Instructional Flip Chart, Read Aloud Books, Big Books, Reader’s Notebook, Center Materials Scholastic “Let’s Find Out” Magazine</p> <p><u>Belvidere:</u> Journeys Basal reader, Flip Chart, Foundations, Center Materials</p> <p><u>Hope:</u> Leveled Books, Read Alouds, Big Books, Writing Foundations, Center Materials, Teacher Created Materials Kid Writing</p> <p>Leveled Texts Journey leveled Readers, National Geographic, Wright, Rigby, Scholastic and other teacher selected content based materials</p> | <p>Materials <u>White:</u> Orton Gillingham Making Meaning, Being a Writer, Center Materials, Fountas and Pinnell Reading Intervention</p> <p><u>Harmony:</u> Journeys Student Book Stories, Interactive Instructional Flip Chart, Read Aloud Books, Big Books, Reader’s Notebook, Alphafriend Cards and Songs, Center Materials Scholastic “Let’s Find Out” Magazine</p> <p><u>Belvidere:</u> Journeys Basal reader, Flip Chart, Foundations, Center Materials</p> <p><u>Hope:</u> Leveled Books, Read Alouds, Big Books, Writing Foundations, Center Materials, Teacher Created Materials, Kid writing</p> <p>Leveled Texts Journey leveled Readers, National Geographic, Wright, Rigby, Scholastic and other teacher selected content based materials</p> | <p>Materials <u>White:</u> Orton Gillingham Making Meaning, Being a Writer, Center Materials, Fountas and Pinnell Reading Intervention</p> <p><u>Harmony:</u> Journeys Student Book Stories, Interactive Instructional Flip Chart, Read Aloud Books, Big Books, Reader’s Notebook, Center Materials Scholastic “Let’s Find Out” Magazine</p> <p><u>Belvidere:</u> Journeys Basal reader, Flip Chart, Foundations, Center Materials</p> <p><u>Hope:</u> Leveled Books, Read Alouds, Big Books, Writing Foundations, Center Materials, Teacher Created Materials, Kid Writing</p> <p>Leveled Texts Journey leveled Readers, National Geographic, Wright, Rigby, Scholastic and other teacher selected content based materials</p> | <p>Materials <u>White:</u> Orton Gillingham Making Meaning, Being a Writer, Fountas and Pinnell Reading Intervention</p> <p><u>Harmony:</u> Journeys Student Book Stories, Interactive Instructional Flip Chart, Read Aloud Books, Big Books, Notebook Scholastic “Let’s Find Out” Magazine</p> <p><u>Belvidere:</u> Journeys Basal reader, Flip Chart, Foundations</p> <p><u>Hope:</u> Leveled Books, Read Alouds, Big Books, Writing Foundations, Teacher Created Materials, Kid Writing</p> <p>Leveled Texts Journey leveled Readers, National Geographic, Wright, Rigby, Scholastic and other teacher selected content based materials,</p> |
| <p>ASSESSMENTS</p> | <p>Formative Letter/sound recognition Sight word recognition First name writing assessment Teacher Observation Student Work Samples Anecdotal Records</p> <p>Summative letter/sound recognition Sight word recognition</p> <p>Benchmark Dibels MAP Rigby PM Words Their Way</p> | <p>Formative Letter/sound recognition Sight word recognition Teacher Observation Student Work Samples Anecdotal Records</p> <p>Summative letter/sound recognition Sight word recognition</p> <p>Benchmark Journeys benchmark NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml</p> | <p>Formative Letter/sound recognition Sight word recognition Teacher Observation Student Work Samples Anecdotal Records</p> <p>Summative letter/sound recognition Sight word recognition</p> <p>Benchmark Journeys benchmark NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml</p> | <p>Formative Letter/sound recognition Sight word recognition First name writing assessment Teacher Observation Student Work Samples Anecdotal Records</p> <p>Summative letter/sound recognition Sight word recognition</p> <p>Benchmark Journeys benchmark DRA- Initial Screening BAS- Initial Screening Dibels</p> |

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| | <p>NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>Reading and Writing Project http://readingandwritingproject.org/resources</p> <p><u>Alternative</u> Dolch Project Read Orton Gillingham Performance Tasks/Project Based</p> | <p>login: Model password: curriculum</p> <p>Reading and Writing Project http://readingandwritingproject.org/resources</p> <p><u>Alternative</u> Dolch Project Read Orton Gillingham Performance Tasks/Project Based</p> | <p>login: Model password: curriculum</p> <p>Reading and Writing Project http://readingandwritingproject.org/resources</p> <p><u>Alternative</u> Dolch Project Read Orton Gillingham Performance Tasks/Project Based</p> | <p>MAP Words Their Way Inventory</p> <p>NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>Reading and Writing Project http://readingandwritingproject.org/resources</p> <p><u>Alternative</u> Dolch Project Read Orton Gillingham Performance Tasks/Project Based</p> |
| <p>ACCOMMODATIONS</p> | <p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions - Goal setting with students <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Tutoring by peers - Read aloud as necessary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct | <p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions - Goal setting with students - Modified test length <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Tutoring by peers - Read aloud as necessary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for | <p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions - Goal setting with students - Modified test length <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Tutoring by peers - Read aloud as necessary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for | <p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions - Goal setting with students - Modified test length <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Tutoring by peers - Read aloud as necessary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for |

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| | <p>errors (looking for understanding)</p> <ul style="list-style-type: none"> - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - decreasing the amount of work presented or required - using videos, illustrations, pictures, and drawings to explain or clarify <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Guided Reading - Multiple intelligence options - Stations/centers <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Behavior management plan - Check work frequently for understanding - Extended time on tests/ quizzes - Brain Breaks - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions | <p>understanding)</p> <ul style="list-style-type: none"> - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - decreasing the amount of work presented or required - using videos, illustrations, pictures, and drawings to explain or clarify <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Guided Reading - Multiple intelligence options - Stations/centers <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Behavior management plan - Check work frequently for understanding - Extended time on tests/ quizzes - Brain Breaks - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions | <p>understanding)</p> <ul style="list-style-type: none"> - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - decreasing the amount of work presented or required - using videos, illustrations, pictures, and drawings to explain or clarify <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Guided Reading - Multiple intelligence options - Stations/centers <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Behavior management plan - Check work frequently for understanding - Extended time on tests/ quizzes - Brain Breaks - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions | <p>understanding)</p> <ul style="list-style-type: none"> - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - decreasing the amount of work presented or required - using videos, illustrations, pictures, and drawings to explain or clarify <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Guided Reading - Multiple intelligence options - Stations/centers <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Behavior management plan - Check work frequently for understanding - Extended time on tests/ quizzes - Brain Breaks - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions |
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| <p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES/LIFE & CAREER (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p> | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics <p><u>21st Century Skills/ Themes/Life & Career</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Communication - Collaboration <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - iPads - Smartboard Activities - BrainPop, Jr. https://jr.brainpop.com - Kahoot https://kahoot.com - Go Noodle https://www.gonoodle.com - Pebble Go! | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes/Life & Career</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes/Life & Career</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes/Life & Career</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> |
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| | <p>https://www.pebblego.com</p> <ul style="list-style-type: none"> - Alpha Blocks on YouTube https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Dr - Storybots https://www.storybots.co - Abcya https://www.abcya.co - Starfall https://www.starfall.com <p>Belvidere/Harmony:</p> <ul style="list-style-type: none"> - eSpark https://www.esparklearning.com - Think Central https://www-k6.thinkcentral.com/ePC/start.do - http://www.unitsofstudy.com (Lucy Calkins) <p>Career Education</p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Education & Training - Law, Public Safety, Corrections & Security - Architecture & Construction | <p>Technology Integration</p> <ul style="list-style-type: none"> - iPads - Smartboard Activities - BrainPop, Jr. https://jr.brainpop.com - Kahoot https://kahoot.com - Go Noodle https://www.qonoodle.com - Pebble Go! https://www.pebblego.com - Alpha Blocks on YouTube https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Dr - Storybots https://www.storybots.co - Abcya https://www.abcya.co - Starfall https://www.starfall.com <p>Belvidere/Harmony:</p> <ul style="list-style-type: none"> - eSpark https://www.esparklearning.com - Alpha Friends Song https://www.youtube.com/watch?v=2_cX4j_9fUU&start_radio=1&list=RD2_cX4j_9fUU - Think Central https://www-k6.thinkcentral.com/ePC/start.do - http://www.unitsofstudy.com/ (Lucy Calkins) <p>Career Education</p> <ul style="list-style-type: none"> - Agriculture, Food & Resources - Arts, A/V Technology & Communications - Education & Training - Information Technology | <p>CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration</p> <ul style="list-style-type: none"> - iPads - Smartboard Activities - BrainPop, Jr. https://jr.brainpop.com - Kahoot https://kahoot.com - Go Noodle https://www.qonoodle.com - Pebble Go! https://www.pebblego.com - Alpha Blocks on YouTube https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Dr - Storybots https://www.storybots.co - Abcya https://www.abcya.co - Starfall https://www.starfall.com <p>Belvidere/Harmony:</p> <ul style="list-style-type: none"> - eSpark https://www.esparklearning.com - Think Central https://www-k6.thinkcentral.com/ePC/start.do - http://www.unitsofstudy.com/ (Lucy Calkins) <p>Career Education</p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Education & Training - Information Technology - Science, Technology, Engineering & Mathematics (STEM) | <p>CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration</p> <ul style="list-style-type: none"> - iPads - Smartboard Activities - BrainPop, Jr. https://jr.brainpop.com - Kahoot https://kahoot.com - Go Noodle https://www.qonoodle.com - Pebble Go! https://www.pebblego.com - Alpha Blocks on YouTube https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Dr - Storybots https://www.storybots.co - Abcya https://www.abcya.co - Starfall https://www.starfall.com <p>Belvidere/Harmony:</p> <ul style="list-style-type: none"> - eSpark https://www.esparklearning.com - Think Central https://www-k6.thinkcentral.com/ePC/start.do - http://www.unitsofstudy.com/ (Lucy Calkins) <p>Career Education</p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Education & Training - Information Technology - Science, Technology, Engineering & Mathematics (STEM) |
| PACING--> | UNIT #5 4 Weeks (February) | UNIT #6 4 Weeks (March) | UNIT #7 4 Weeks (April) | UNIT #8 8 Weeks (May/June) |

| TOPIC/THEME AND OBJECTIVES | Reading and Writing to Retell <ul style="list-style-type: none"> ● Recognize that words are separated by spaces in print. ● Blend and segment onsets and rimes of single syllable spoken words. ● Recognize and name all the upper and lowercase letter of the alphabet. ● Isolate and pronounce the initial, medial vowel and final sounds in three phoneme words. ● Add or substitute individual sounds in simple, one syllable words to make new words. ● With prompting and support, connect the long and short sounds with common spellings for the five major vowels. ● Read common high frequency words by sight. ● Identify the letter sounds that differ in the similarly spelled words. ● Read emergent reader texts with purpose and understanding. ● With prompting and support, answer questions about key details in a text. ● With prompting and support, retell stories, including key details. ● With prompting and support, identify main topic. ● With prompting and support, name main characters and setting of a story. ● Recognize common types of texts. ● Engage in five strand conversation asking questions and taking turns discussing kindergarten topics and texts. ● Confirm understanding by asking and answering questions about key details | Reading and Writing Opinion <ul style="list-style-type: none"> ● Recognize that words are separated by spaces in print. ● Blend and segment onsets and rimes of single syllable spoken words. Recognize and name all the upper and lowercase letter of the alphabet. ● Isolate and pronounce the initial, medial vowel and final sounds in three phoneme words. ● Add or substitute individual sounds in simple, one syllable words to make new words. ● With prompting and support, connect the long and short sounds with common spellings for the five major vowels. ● Read common high frequency words by sight. ● Identify the letter sounds that differ in the similarly spelled words. ● Read emergent reader texts with purpose and understanding. ● With prompting and support, answer question about key details in a text. ● With prompting and support, identify the main topic in text. ● With prompting and support, name main characters and setting. ● Ask and answer questions to learn about unfamiliar words in texts. ● Listen and respond to questions about literature in text. ● Express ideas in shared language activities using frequently occurring nouns, plural nouns, verbs, and prepositions. ● Produce and expand complete sentences in shared language activities. ● Capitalize the first words in a | Reading and Writing Non-Fiction <ul style="list-style-type: none"> ● Recognize that words are separated by spaces in print. ● Blend and segment onsets and rimes of single syllable spoken words. ● Recognize and name all the upper and lowercase letters of the alphabet. ● Isolate and pronounce the initial, medial vowel and final sounds in three phoneme words. ● Add or substitute individual sounds in simple, one syllable words to make new words. ● With prompting and support, connect the long and short sounds with common spellings for the five major vowels. ● Read common high frequency words by sight. ● Identify the letter sounds that differ in the similarly spelled words. ● Read emergent reader texts with purpose and understanding. ● With prompting and support, answer question about key details in a text. ● With prompting and support, identify the main topic in text. ● With prompting and support, name main characters and setting. ● Ask and answer questions to learn about unfamiliar words in texts. ● Listen and respond to questions about literature in text. ● Express ideas in shared language activities using frequently occurring nouns, plural nouns, verbs, and prepositions. ● Produce and expand complete sentences in shared language activities. ● Capitalize the first words in a | Reading and Writing Fiction and Non-Fiction <ul style="list-style-type: none"> ● Recognize that words are separated by spaces in print. ● Blend and segment onsets and rimes of single syllable spoken words. ● Recognize and name all the upper and lowercase letters of the alphabet. ● Isolate and pronounce the initial, medial vowel and final sounds in three phoneme words. ● Add or substitute individual sounds in simple, one syllable words to make new words. ● With prompting and support, connect the long and short sounds with common spellings for the five major vowels. ● Read common high frequency words by sight. ● Identify the letter sounds that differ in the similarly spelled words. ● Read emergent reader texts with purpose and understanding. ● With prompting and support, answer question about key details in a text. ● With prompting and support, identify the main topic in text. ● With prompting and support, name main characters and setting. ● Ask and answer questions to learn about unfamiliar words in texts. ● Listen and respond to questions about literature in text. ● Express ideas in shared language activities using frequently occurring nouns, plural nouns, verbs, and prepositions. ● Produce and expand complete sentences in shared language activities. ● Capitalize the first words in a |
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| | <p>presented.</p> <ul style="list-style-type: none"> ● Ask and answer questions in order to seek help or clarify concepts. ● Add drawings to descriptions to provide additional detail ● Express thoughts feelings or ideas to others clearly. ● Sort common objects into categories, with guidance and support. ● Use words and phrases acquired through reading, including read alouds. ● Ask and answer questions to learn about unfamiliar words in texts. ● With guidance and support, add details to strengthen writing in response to questions and suggestions from peers. ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● Produce and expand complete sentences in shared language activities. ● Identify new meanings for familiar words and apply accurately. ● With prompting and support, retell a familiar story, including key details. ● Listen and respond to questions about text in group reading activities. ● Capitalize the first word in a sentence and pronoun I. ● Recognize and name end punctuation. ● Name and describe familiar people, places or things and, with prompting and support, provide additional details. ● Introduce quotation marks (") | <p>sentence and pronoun I.</p> <ul style="list-style-type: none"> ● Recognize and name end punctuation. ● Write a letter for most consonant and short vowel sounds. ● Identify new meanings for familiar words and apply them accurately. ● Use words and phrases acquired through conversations and read alouds. ● With guidance and support add details to strengthen writing in response to questions and suggestions from peers and adding details. ● Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns. ● Confirm understanding by asking and answering questions about key details presented. ● Ask and answer questions in order to seek help or clarify concepts. ● Add drawing to descriptions to provide additional detail. ● Express thoughts, feelings, and ideas to others clearly. ● Use the most frequently occurring inflections and affixes. ● Draw and write by dictating and opinion piece about a favorite story using letter-like forms and conventional letters. ● Explore a number of books by a favorite author and express opinions about them. ● Draw and write an opinion piece (self-selected or teacher-directed) stating the topic or the name of the book they are writing about and an opinion on the topic or book. ● Name and describe familiar | <p>sentence and pronoun I.</p> <ul style="list-style-type: none"> ● Recognize and name end punctuation. ● Write a letter for most consonant and short vowel sounds. ● Identify new meanings for familiar words and apply them accurately. ● Use words and phrases acquired through conversations and read alouds. ● With guidance and support add details to strengthen writing in response to questions and suggestions from peers and adding details. ● Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns. ● Confirm understanding by asking and answering questions about key details presented. ● Ask and answer questions in order to seek help or clarify concepts. ● Add drawing to descriptions to provide additional detail. ● Express thoughts, feelings, and ideas to others clearly. ● Name and describe familiar people, places or things and, with prompting and support, provide additional details. ● With guidance and support, identify the meaning of frequently occurring verbs and adjectives and relate them to their antonyms. ● With guidance and support, demonstrate the understanding of shades of meaning among verbs describing the same general action by acting out meanings (e.g., walk, march strut, etc). | <p>sentence and pronoun I.</p> <ul style="list-style-type: none"> ● Recognize and name end punctuation. ● Write a letter for most consonant and short vowel sounds. ● Identify new meanings for familiar words and apply them accurately. ● Use words and phrases acquired through conversations and read alouds. ● With guidance and support add details to strengthen writing in response to questions and suggestions from peers and adding details. ● Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns. ● Confirm understanding by asking and answering questions about key details presented. ● Ask and answer questions in order to seek help or clarify concepts. ● Add drawing to descriptions to provide additional detail. ● Express thoughts, feelings, and ideas to others clearly. ● Name and describe familiar people, places or things and, with prompting and support, provide additional details. ● With prompting and support, compare and contrast characters' adventures and experiences in familiar stories. ● With guidance and support, identify the meaning of frequently occurring verbs and adjectives and relate them to their antonyms. ● With guidance and support, demonstrate the understanding of shades of meaning among |
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| | <ul style="list-style-type: none"> ● Review: <ul style="list-style-type: none"> ● the question mark (?) ● the apostrophe (') ● Plurals ● The use of capital letters at the beginning of a sentence. ● The use of ending punctuation. (period) ● The use of spacing between words | <p>people, places or things and, with prompting and support, provide additional details.</p> <ul style="list-style-type: none"> ● Introduce: -ed, -s, re-, un-, pre-, -ful, -less ● Review: <ul style="list-style-type: none"> ● the exclamation point (!) ● the question mark (?) ● the apostrophe (') ● Plurals ● quotation marks (" ") ● The use of capital letters at the beginning of a sentence. ● The use of ending punctuation. (period) ● The use of spacing between words | <ul style="list-style-type: none"> ● Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation. ● Illustrate and write the beginning, middle and end of an event using developmental spelling and child's dictation, including a reaction to what happened. ● With guidance and support, gather information from provided sources to answer a question in group writing and shared research activities. ● Review: <ul style="list-style-type: none"> ● -ed, -s, re-, un-, pre-, -ful, -less ● exclamation point (!) ● question mark (?) ● apostrophe (') ● plurals | <p>verbs describing the same general action by acting out meanings.</p> <ul style="list-style-type: none"> ● Illustrate and write the beginning, middle and end of an event using developmental spelling and child's dictation, including a reaction to what happened. ● Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation. ● With guidance and support, add details to strengthen writing in response to questions and suggestions from peers. ● Draw and write an opinion piece stating the topic or the name of the book they are writing about, and an opinion on the topic or book. ● With guidance and support, produce and publish piece using digital tools with peers. ● With guidance and support, gather information from provided sources to answer questions in group writing and shared research activities. ● Review: <ul style="list-style-type: none"> ● -ed, -s, re-, un-, pre-, -ful, -less ● exclamation point (!) ● question mark (?) ● apostrophe (') ● Plurals ● quotation marks (" ") ● The use of capital letters at the beginning of a sentence. ● The use of ending punctuation. (period) ● The use of spacing between words |
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| <p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p> | <ul style="list-style-type: none"> • What strategies do readers use to retell sequenced events? • What might be included in the retelling of a story or text? • In order to develop a deeper understanding of text, readers use a variety of comprehension strategies such as, predicting, connecting, visualizing, retelling, and questioning. • Illustrations support and add detail when retelling events from text. | <ul style="list-style-type: none"> • How do writers formulate opinions about books? • How do writers draw and write to express an opinion? • Writers share their opinions. | <ul style="list-style-type: none"> • How could I write to inform someone about something I researched? • What can I read to learn about factual information? • Readers and writers do research to find factual information. | <ul style="list-style-type: none"> • Why do we read/write fiction? • Why do we read/write non-fiction? • Through a variety of reading/writing experiences, students develop and awareness that print tells a story (fiction) or provides information (non fiction). • Text serves many purposes, including entertaining, informing, and persuading. |
| <p>STANDARDS</p> | <p>Reading (R)</p> <p>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical,</p> | <p>Reading (R)</p> <p>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices</p> | <p>Reading (R)</p> <p>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices</p> | <p>Reading (R)</p> <p>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices</p> |

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| | <p>connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Reading Literature (RL)</p> | <p>shape meaning or tone.</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Reading Literature (RL)</p> <p>NJLSA.RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g.,</p> | <p>shape meaning or tone.</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Reading Literature (RL) Reading Info Text (RI)</p> <p>NJLSA.RI.K.1 With prompting and support,</p> | <p>shape meaning or tone.</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Reading Literature (RL)</p> <p>NJLSA.RL.K.1 With prompting and support, ask and answer questions about key details in a text</p> |
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| | <p>NJSLSA.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).</p> <p>NJSLSA.RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>NJSLSA.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>NJSLSA.RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>NJSLSA.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>NJSLSA.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Info Text (RI)</p> <p>NJSLSA.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>NJSLSA.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>NJSLSA.RI.K.3 With support, describe the connection between</p> | <p>who, what, where, when, why, how).</p> <p>NJSLSA.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>NJSLSA.RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>NJSLSA.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Info Text (RI)</p> <p>NJSLSA.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>NJSLSA.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Reading Foundation Skills (RF) Writing (W)</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3 Write narratives to develop real or</p> | <p>ask and answer questions about key details in a text.</p> <p>NJSLSA.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLSA.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>NJSLSA.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Foundation Skills (RF) Writing (W)</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under</p> | <p>(e.g., who, what, where, when, why, how).</p> <p>NJSLSA.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>NJSLSA.RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>NJSLSA.RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>NJSLSA.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Info Text (RI)</p> <p>NJSLSA.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>NJSLSA.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLSA.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Reading Foundation Skills (RF) Writing (W)</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p> |
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| | <p>two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLSA.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Reading Foundation Skills (RF)</p> <p>NJSLSA.RF.K.1.C Understand that words are separated by spaces in print.</p> <p>NJSLSA.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>NJSLSA.RF.K.2.A Recognize and produce rhyming words.</p> <p>NJSLSA.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</p> <p>NJSLSA.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>NJSLSA.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/.)</p> <p>NJSLSA.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> | <p>imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W.K.1</p> | <p>investigation.</p> <p>NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.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.</p> <p>NJSLSA.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.</p> <p>NJSLSA.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).</p> <p>NJSLSA.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).</p> | <p>relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8 Gather relevant information from multiple print and digital sources,</p> |
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| | <p>NJLSA.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.</p> <p>NJLSA.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>NJLSA.RF.K.3.C Read high-frequency and sight words with automaticity.</p> <p>NJLSA.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).</p> <p>NJLSA.RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>Writing (W)</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>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...).</p> <p>NJLSA.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).</p> <p>NJLSA.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).</p> <p>Speaking/Listening (SL)</p> <p>NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>NJLSA.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking/Listening (SL)</p> <p>NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.SL.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>NJLSA.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>NJLSA.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering</p> | <p>assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJLSA.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...).</p> <p>NJLSA.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.</p> <p>NJLSA.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.</p> <p>NJLSA.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).</p> <p>NJLSA.W.K.6 With guidance and support from adults, explore a variety of digital</p> |
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| <p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.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).</p> <p>NJLSA.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking/Listening (SL)</p> <p>NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.SL.K.1.A Follow agreed-upon norms for</p> | <p>NJLSA.SL.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>NJLSA.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>NJLSA.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.</p> <p>NJLSA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>NJLSA.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJLSA.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>NJLSA.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language (L)</p> <p>NJLSA.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> | <p>questions about key details and requesting clarification if something is not understood.</p> <p>NJLSA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>NJLSA.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJLSA.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>NJLSA.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language (L)</p> <p>NJLSA.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>NJLSA.L.K.1.F Produce and expand complete sentences in shared language activities.</p> <p>NJLSA.L.K.2.A Capitalize the first word in a sentence and the pronoun I.</p> <p>NJLSA.L.K.2.B Recognize and name end punctuation</p> <p>NJLSA.L.K.2.C Write a letter or letters for most</p> | <p>tools to produce and publish writing, including in collaboration with peers.</p> <p>NJLSA.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).</p> <p>NJLSA.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking/Listening (SL)</p> <p>NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.SL.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> |
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| | <p>discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>NJLSLA.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>NJLSLA.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.</p> <p>NJLSLA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>NJLSLA.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJLSLA.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>NJLSLA.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language (L)</p> <p>NJLSLA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and</p> | <p>NJLSLA.L.K.1.F Produce and expand complete sentences in shared language activities.</p> <p>NJLSLA.L.K.2.A Capitalize the first word in a sentence and the pronoun I.</p> <p>NJLSLA.L.K.2.B Recognize and name end punctuation</p> <p>NJLSLA.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>NJLSLA.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>NJLSLA.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).</p> <p>NJLSLA.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.</p> <p>NJLSLA.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>NJSLA Technology 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4</p> | <p>consonant and short-vowel sounds (phonemes).</p> <p>NJLSLA.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>NJLSLA.L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>NJLSLA.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>NJSLA Technology 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.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> | <p>NJLSLA.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>NJLSLA.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.</p> <p>NJLSLA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>NJLSLA.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJLSLA.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>NJLSLA.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language (L)</p> <p>NJLSLA.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>NJLSLA.L.K.1.F Produce and expand complete sentences in shared language activities.</p> |
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| | <p>spelling when writing.</p> <p>NJSLSA.L.K.1.A Print many upper- and lowercase letters.</p> <p>NJSLSA.L.K.1.B Use frequently occurring nouns and verbs.</p> <p>NJSLSA.L.K.1.E Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>NJSLSA.L.K.1.F Produce and expand complete sentences in shared language activities.</p> <p>NJSLSA.L.K.2.A Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>NJSLSA.L.K.2.B Recognize and name end punctuation.</p> <p>NJSLSA.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>NJSLSA.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>NJSLSA.L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>NJSLSA.L.K.4.A Identify new meanings for familiar words and apply them</p> | <p>Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> | | <p>NJSLSA.L.K.2.A Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>NJSLSA.L.K.2.B Recognize and name end punctuation.</p> <p>NJSLSA.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>NJSLSA.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>NJSLSA.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>NJSLSA.L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>NJSLSA.L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>NJSLSA.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>NJSLSA Technology 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4</p> |
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| | <p>accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>NJSLSA.L.K.5.A A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>NJSLSA.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>NJSLA Technology 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.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> | | | <p>Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> |
| <p>INSTRUCTIONAL PROCEDURES</p> | <p><u>Whole Group:</u> Circle Time Read Alouds Morning Meetings Think Pair Share Shared Reading Echo Reading Whole Group Discussion</p> | <p><u>Whole Group:</u> Circle Time Read Alouds Morning Meetings Think Pair Share Shared Reading Echo Reading Whole Group Discussion</p> | <p><u>Whole Group:</u> Circle Time Read Alouds Morning Meetings Think Pair Share Shared Reading Echo Reading Whole Group Discussion</p> | <p><u>Whole Group:</u> Circle Time Read Alouds Morning Meetings Think Pair Share Shared Reading Echo Reading Whole Group Discussion</p> |

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| <p>Modeled/Shared and Guided Practice of Reading and Writing Shared Language Activities Decoding Directed Drawing/Writing Writing Prompts Journaling</p> <p>Grammar: Introduce quotation marks (" ") Review:</p> <ul style="list-style-type: none"> the question mark (?) the apostrophe (') plurals <p>Use of capital letters at the beginning of a sentence. Use of ending punctuation. (period) Use spacing between words</p> <p>Word Study/ Phonics: Final Consonants b, p, t, m</p> <p>Additional Suggested Topics/Materials, if needed: Valentine's Day 100th Day Animals Presidents Day</p> <p><u>Text Exemplars:</u></p> <ul style="list-style-type: none"> "Cats" by Eleanor Farjeon <ul style="list-style-type: none"> "Two Tree Toads" by Jon Agee 100th Day Worries by Margery Cuyler Are You My Mother? by P.D. Eastman Big Books I Know An Old Lady Who Swallowed A _____. Series The Story of the Pilgrims by Katharine Ross The Very First Thanksgiving Day by Rhonda Gowler Greene <p>Individual: One-on-One Reading Project Read</p> | <p>Modeled/Shared and Guided Practice of Reading and Writing Shared Language Activities Decoding Directed Drawing/Writing Writing Prompts Journaling</p> <p>Grammar: Introduce: -ed, -s, re-, un-, pre-, -ful, -less Review:</p> <ul style="list-style-type: none"> the exclamation point (!) the question mark (?) the apostrophe (') plurals quotation marks (" ") <p>Use of capital letters at the beginning of a sentence. Use of ending punctuation. (period) Use spacing between words</p> <p>Word Study/ Phonics: Short vowels a, e</p> <p>Additional Suggested Topics/Materials, if needed: Election Day Water Cycle Weather DR. Seuss Day</p> <p><u>Text Exemplars:</u></p> <ul style="list-style-type: none"> "Umbrellas" by Lilian Moore •Big Books It Looked Like Spilt Milk by Charles G. Shaw The Water Cycle by Craig Hammersmith The Wind Blew by Pat Hutchins <p>Individual: One-on-One Reading Project Read Foundations Orton Gillingham Reading and Writing Conferences</p> | <p>Modeled/Shared and Guided Practice of Reading and Writing Shared Language Activities Decoding Directed Drawing/Writing Writing Prompts Journaling</p> <p>Grammar: Review:</p> <ul style="list-style-type: none"> -ed, -s, re-, un-, pre-, -ful, -less exclamation point (!) question mark (?) apostrophe (') plurals <p>Word Study/ Phonics: Short vowels i, o</p> <p>Additional Suggested Topics/Materials, if needed: Earthworms Easter Spring</p> <p><u>Text Exemplars:</u></p> <ul style="list-style-type: none"> A Tree is a Plant by Clyde Robert Bulla Are You a Ladybug? Backyard Book Series by J. Allen Diary of a Worm by Doreen Cronin Incredible Ladybugs by Susan Ashley The Lorax by Dr. Seuss . •Where Does the Garbage Go? by Paul Showers Wonderful Worm by Linda Glaser <p>Individual: One-on-One Reading Project Read Foundations Orton Gillingham Reading and Writing Conferences Literacy Centers Decoding</p> | <p>Modeled/Shared and Guided Practice of Reading and Writing Shared Language Activities Decoding Directed Drawing/Writing Writing Prompts Journaling</p> <p>Grammar: Review:</p> <ul style="list-style-type: none"> -ed, -s, re-, un-, pre-, -ful, -less exclamation point (!) question mark (?) apostrophe (') plurals <p>Use of capital letters at the beginning of a sentence. Use of ending punctuation. (period) Use spacing between words</p> <p>Word Study/ Phonics: Short vowel u</p> <p>Additional Suggested Topics/Materials, if needed: Ocean Bugs Summer Frogs</p> <p><u>Text Exemplars:</u></p> <ul style="list-style-type: none"> Amazing Whales! by Sarah L. Thompson Bugs! Bugs! Bugs! by Bob Barner Frogs by Nic Bishop From Tadpole to Frog by W. Pfeffer My Visit to the Aquarium by Alikei Starfish by Edith Thacher Hurd The Magic School Bus: Inside a Beehive by Joanna Cole Two Tree Toads by Jon Agge Who Has Seen the Wind? by Christina Rossetti |
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| | <p>Fundations Orton Gillingham Reading and Writing Conferences Literacy Centers Decoding</p> <p><u>Small Groups:</u> Guided Reading using Leveled Readers Decoding Literacy Centers</p> | <p>Literacy Centers Decoding</p> <p><u>Small Groups:</u> Guided Reading using Leveled Readers, Decoding, Literacy Centers</p> | <p><u>Small Groups:</u> Guided Reading using Leveled Readers Decoding Literacy Centers</p> | <p><u>Individual:</u> One-on-One Reading Project Read Fundations Orton Gillingham Reading and Writing Conferences Literacy Centers Decoding</p> <p><u>Small Groups:</u> Guided Reading using Leveled Readers Decoding Literacy Centers</p> |
| <p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p> | <p><u>Materials</u> <u>White:</u> Orton Gillingham Making Meaning, Being a Writer, Center Materials, Fountas and Pinnell Reading Intervention</p> <p><u>Harmony:</u> Journeys Student Book Stories, Interactive Instructional Flip Chart, Read Aloud Books, Big Books, Reader’s Notebook, Alphafriend Cards and Songs, Center Materials, Scholastic “Let’s Find Out” Magazine</p> <p><u>Belvidere:</u> Journeys Basal reader, Flip Chart, Foundations, Center Materials</p> <p><u>Hope:</u> Leveled Books, Read Alouds, Big Books, Writing Foundations, Center Materials, Teacher Created Materials, Kid Writing</p> <p><u>Leveled Texts</u> Journey leveled Readers, National Geographic, Wright, Rigby, Scholastic and other teacher selected content based materials</p> | <p><u>Materials</u> <u>White:</u> Orton Gillingham Making Meaning, Being a Writer, Center Materials, Fountas and Pinnell Reading Intervention</p> <p><u>Harmony:</u> Journeys Student Book Stories, Interactive Instructional Flip Chart, Read Aloud Books, Big Books, Reader’s Notebook, Alphafriend Cards and Songs, Center Materials, Scholastic “Let’s Find Out” Magazine</p> <p><u>Belvidere:</u> Journeys Basal reader, Flip Chart, Foundations, Center Materials</p> <p><u>Hope:</u> Leveled Books, Read Alouds, Big Books, Writing Foundations, Center Materials, Teacher Created Materials, Kid Writing</p> <p><u>Leveled Texts</u> Journey leveled Readers, National Geographic, Wright, Rigby, Scholastic and other teacher selected content based materials</p> | <p><u>Materials</u> <u>White:</u> Orton Gillingham Making Meaning, Being a Writer, Center Materials, Fountas and Pinnell Reading Intervention</p> <p><u>Harmony:</u> Journeys Student Book Stories, Interactive Instructional Flip Chart, Read Aloud Books, Big Books, Reader’s Notebook, Alphafriend Cards and Songs, Center Materials, Scholastic “Let’s Find Out” Magazine</p> <p><u>Belvidere:</u> Journeys Basal reader, Flip Chart, Foundations, Center Materials</p> <p><u>Hope:</u> Leveled Books, Read Alouds, Big Books, Writing Foundations, Center Materials, Teacher Created Materials, Kid Writing</p> <p><u>Leveled Texts</u> Journey leveled Readers, National Geographic, Wright, Rigby, Scholastic and other teacher selected content based materials</p> | <p><u>Materials</u> <u>White:</u> Orton Gillingham Making Meaning, Being a Writer, Center Materials, Fountas and Pinnell Reading Intervention</p> <p><u>Harmony:</u> Journeys Student Book Stories, Interactive Instructional Flip Chart, Read Aloud Books, Big Books, Reader’s Notebook, Alphafriend Cards and Songs, Center Materials, Scholastic “Let’s Find Out” Magazine</p> <p><u>Belvidere:</u> Journeys Basal reader, Flip Chart, Foundations, Center Materials</p> <p><u>Hope:</u> Leveled Books, Read Alouds, Big Books, Writing Foundations, Center Materials, Teacher Created Materials, Kid Writing</p> <p><u>Leveled Texts</u> Journey leveled Readers, National Geographic, Wright, Rigby, Scholastic and other teacher selected content based materials</p> |

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| <p>ASSESSMENTS</p> | <p>Formative Letter/sound recognition Sight word recognition First and last name writing assessment Teacher Observation Student Work Samples Anecdotal Records</p> <p>Summative letter/sound recognition Sight word recognition</p> <p>Benchmark Dibels MAP Rigby PM Words Their Way</p> <p>NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>Reading and Writing Project http://readingandwritingproject.org/resources</p> <p>Alternative Dolch Project Read Orton Gillingham Performance Tasks/Project Based</p> | <p>Formative Letter/sound recognition Sight word recognition Teacher Observation Student Work Samples Anecdotal Records</p> <p>Summative letter/sound recognition Sight word recognition</p> <p>Benchmark Dibels MAP Rigby PM Words Their Way</p> <p>NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>Reading and Writing Project http://readingandwritingproject.org/resources</p> <p>Alternative Dolch Project Read Orton Gillingham Performance Tasks/Project Based</p> | <p>Formative Letter/sound recognition Sight word recognition First and last name writing assessment Teacher Observation Student Work Samples Anecdotal Records Workstation/literacy center completion/checklist</p> <p>Summative letter/sound recognition Sight word recognition</p> <p>Benchmark Dibels MAP Rigby PM Words Their Way</p> <p>NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>Reading and Writing Project http://readingandwritingproject.org/resources</p> <p>Alternative Dolch Project Read Orton Gillingham Performance Task/Project Based</p> | <p>Formative Letter/sound recognition Sight word recognition First and last name writing assessment Teacher Observation Student Work Samples Anecdotal Records Workstation/literacy center completion/checklist</p> <p>Summative letter/sound recognition Sight word recognition</p> <p>Benchmark Dibels MAP Rigby PM Words Their Way</p> <p>NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>Reading and Writing Project http://readingandwritingproject.org/resources</p> <p>Alternative Dolch Project Read Orton Gillingham Performance Tasks/Project Based</p> |
| <p>ACCOMMODATIONS</p> | <p>Special Education</p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Multi-sensory presentation - Preferential seating | <p>Special Education</p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions | <p>Special Education</p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions | <p>Special Education</p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions |

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| <ul style="list-style-type: none"> - Secure attention before giving instruction/directions - Goal setting with students <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Tutoring by peers - Read aloud as necessary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - decreasing the amount of work presented or required - using videos, illustrations, pictures, and drawings to explain or clarify <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Guided Reading - Multiple intelligence options - Stations/centers <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery | <ul style="list-style-type: none"> - Goal setting with students <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Tutoring by peers - Read aloud as necessary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - decreasing the amount of work presented or required - using videos, illustrations, pictures, and drawings to explain or clarify <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Guided Reading - Multiple intelligence options - Stations/centers - Printed copy of board <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Behavior management plan - Check work frequently for understanding - Extended time on tests/ quizzes | <ul style="list-style-type: none"> - Goal setting with students <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Tutoring by peers - Read aloud as necessary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - 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| | <ul style="list-style-type: none"> - Behavior management plan - Check work frequently for understanding - Extended time on tests/quizzes - Brain Breaks - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions | <ul style="list-style-type: none"> - Brain Breaks - Multi-sensory presentation - Preferential seating - Secure attention before giving instruction/directions | <ul style="list-style-type: none"> - Preferential seating - Secure attention before giving instruction/directions | <ul style="list-style-type: none"> - Preferential seating - Secure attention before giving instruction/directions |
| <p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES /LIFE & CAREER (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p> | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes/Life & Career</u></p> <ul style="list-style-type: none"> - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.</p> | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes/Life & Career</u></p> <ul style="list-style-type: none"> - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of</p> | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Science and Scientific Inquiry (Next Generation) - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes/Life & Career</u></p> <ul style="list-style-type: none"> - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable</p> | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes/Life & Career</u></p> <ul style="list-style-type: none"> - Global Awareness - Financial, Economic, Business and Entrepreneurial Literacy - Civic Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and</p> |

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| | <p>CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration</p> <ul style="list-style-type: none"> - iPads - Smartboard Activities - BrainPop, Jr. https://jr.brainpop.com/ - Kahoot https://kahoot.com/ - Go Noodle https://www.gonoodle.com/ - Pebble Go! https://www.pebblego.com/ - Alpha Blocks on YouTube https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Drq - Storybots https://www.storybots.com - Abcya https://www.abcya.com - Starfall https://www.starfall.com <p>Belvidere/Harmony:</p> <ul style="list-style-type: none"> - eSpark https://www.esparklearning.com/ - Think Central <a 118="" 364="" 561="" 878"="" href="https://www- </td> <td data-bbox="> <p>decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration</p> <ul style="list-style-type: none"> - iPads - Smartboard Activities - BrainPop, Jr. https://jr.brainpop.com/ - Kahoot https://kahoot.com/ - Go Noodle https://www.gonoodle.com/ - Pebble Go! https://www.pebblego.com/ - Alpha Blocks on YouTube https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Drq - Storybots https://www.storybots.com - Abcya https://www.abcya.com - Starfall https://www.starfall.com <p>Belvidere/Harmony:</p> <ul style="list-style-type: none"> - eSpark https://www.esparklearning.com/ - Think Central | <p>research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration</p> <ul style="list-style-type: none"> - iPads - Smartboard Activities - BrainPop, Jr. https://jr.brainpop.com/ - Kahoot https://kahoot.com/ - Go Noodle https://www.gonoodle.com/ - Pebble Go! https://www.pebblego.com/ - Alpha Blocks on YouTube https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Drq - Storybots https://www.storybots.com - Abcya https://www.abcya.com - Starfall https://www.starfall.com <p>Belvidere/Harmony:</p> <ul style="list-style-type: none"> - eSpark https://www.esparklearning.com/ - Think Central https://www-k6.thinkcentral.com/ePC/s tart.do - http://www.unitsofstudy.com (Lucy Calkins) | <p>effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration</p> <ul style="list-style-type: none"> - iPads - Smartboard Activities - BrainPop, Jr. https://jr.brainpop.com/ - Kahoot https://kahoot.com/ - Go Noodle https://www.gonoodle.com/ - Pebble Go! https://www.pebblego.com/ - Alpha Blocks on YouTube https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Drq - Storybots https://www.storybots.com - Abcya https://www.abcya.com |
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| | <p>k6.thinkcentral.com/ePC/start.do</p> <ul style="list-style-type: none"> - http://www.unitsofstudy.com (Lucy Calkins) <p>Career Education</p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Education & Training - Information Technology - Science, Technology, Engineering & Mathematics (STEM) | <p>https://www-k6.thinkcentral.com/ePC/start.do</p> <ul style="list-style-type: none"> - http://www.unitsofstudy.com (Lucy Calkins) <p>Career Education</p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Education & Training - Information Technology - Science, Technology, Engineering & Mathematics (STEM) | <p>Career Education</p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Education & Training - Information Technology - Science, Technology, Engineering & Mathematics (STEM) - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics | <ul style="list-style-type: none"> - Starfall https://www.starfall.com <p>Belvidere/Harmony:</p> <ul style="list-style-type: none"> - eSpark https://www.esparklearning.com/ - Think Central https://www-k6.thinkcentral.com/ePC/start.do - http://www.unitsofstudy.com (Lucy Calkins) <p>Career Education</p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Arts, A/V Technology & Communications - Education & Training - Information Technology - Science, Technology, Engineering & Mathematics (STEM) |
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