



**Allamuchy Township School District  
Allamuchy, NJ**

**English Language Arts  
Kindergarten**

**CURRICULUM GUIDE**

**September 8, 2019**

**Mr. Joseph E. Flynn, Superintendent**

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**This curriculum may be modified through varying techniques,  
strategies and materials, as per an individual student's  
Individualized Education Plan (IEP).**

**Approved by the Allamuchy Board of Education  
At the regular meeting held on September 23, 2019  
And**

***Aligned with the New Jersey Core Curriculum Content Standards  
And Common Core Content Standards***

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## **Philosophy and Rationale**

The Allamuchy Township School District's K-5 Language Arts Curriculum aligns with the Common Core English Language Arts State Standards and Literacy in preparation for college and career readiness. Students who are prepared for high school, and are college and career ready, will demonstrate independence, build strong content knowledge, respond and communicate, comprehend and critique, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures. Each grade level is divided into strands, which include reading, writing, speaking and listening, and language. Allamuchy Township School incorporates various opportunities for students to experience using their skills both inside and outside of the classroom through outdoor education. Language Arts skills increase systematically in each grade level so students can gain adequate exposure to different texts and tasks. The curriculum allows students to explore interdisciplinary connections through Language Arts and utilize Language Arts skills within the content areas. Students will be introduced to a variety of text types including stories, drama, poetry, and non-fiction. Learning to read literature, write, speak and listen for comprehension enables students to discover personal meaning and success throughout their lives.

## **Mission Statement**

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

## **The Allamuchy Learner**

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.

## Scope and Sequence

### **Unit 1:**

#### **Reading Literature Text**

Ask and answer questions about details in the text, retell familiar stories, identify characters, settings, major events, ask questions about unknown words in a text, recognize different types of text (e.g. story, poem, fantasy, realistic text genres), roles of the author and illustrator, relationships between illustrations and the story, compare and contrast experiences of the characters, activate prior knowledge related to the text, make predictions.

### **Unit 2:**

#### **Reading Informational Text**

Ask and answer questions about main topic in the story, retell details, describe connection between individuals, ask questions about unknown words, identify parts of a book, roles of author and illustrator, relationship between illustrations and text, reason author gives to support points in a text, compare and contrast two texts, activate prior knowledge of information in a text, make predications.

### **Unit 3:**

#### **Reading Foundational Skills**

Follow organization of print on a page, letter strokes, handwriting, recognize that words have a sequence of letters, words are separated by space in print, recognize upper and lower case letters, recognize sounds, syllables, rhyming patterns, phonemes, add or substitute phonemes, blend two-three phonemes, apply grade level phonics, long and short vowel spelling, grade appropriate high frequency words.

### **Unit 4:**

#### **Writing**

Opinion Writing, combination of drawing and writing, ask questions to strengthen writing, research and explore books by the same author, writing projects, organization, lists, journal, respond to Text.

### **Unit 5:**

#### **Speaking and Listening**

Participate in conversations related to topics, follow rules for discussion, continue conversations, asking questions to better comprehend topic, ask questions to seek help, describe familiar events and places, add drawings to enhance details, express thoughts and ideas clearly.

### **Unit 6:**

#### **Convention of Language**

Print upper and lower case letter, nouns, verbs, plurals, capitalization, punctuation, clarity of learning new word meanings, inflections, sort objects into categories, opposites, real life connections between words and their use, using words through conversations and responding to text.

## Scope & Sequence is based on a 180 day Kindergarten school year.

### Standards

#### UNIT 1 Stage 1: Desired Results

##### Topic: Language Arts

##### Literature Text

- 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).
- RL.K.2 With prompting and support, retell familiar stories, including key details. Recurring (e.g., who, what, where, when, why, how).
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).
- 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.
- 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)
- RL.K.8 (Not applicable to literature)
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
  - RL.K.10 Actively engage in group reading activities with purpose and understanding.
    - a. Activate prior knowledge related to the information and events in texts.
    - b. Use illustrations and context to make predictions about text.

##### Essential Questions:

- How do letters and sounds help me become a reader?
- What are the parts of a story?

##### Enduring Understandings

- There is a capital and lowercase form of each letter.
- Letters and letter combinations represent sounds.
- Both the author and illustrator have a role in telling a story.
- Complete stories have a beginning, a middle, and an end.

##### Knowledge and Skills (SWBAT embedded course proficiencies)

- Comprehends and demonstrates an understanding of text.
- Recalls characters, settings, and events.
- Attempts to read from familiar text.
- Demonstrates the use of reading strategies in decoding words.
- Produces and identifies rhymes.
- Recognize high frequency words.

##### **Stage 2: Evidence of Understanding, Learning Objectives and Expectations Benchmarks**

(embedded student proficiencies)

- By mid-year, students will actively engage in group reading activities with purpose and understanding.
- By the end of the year, students will begin to read emergent-reader texts with purpose and understanding.

**Assessment Methods** (formative, summative, other evidence and/or student self- assessment)

- High frequency word assessment
- Orton Gillingham Letter Sound Assessment
- Thematic Journals
- Teacher observation
- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Morning meeting
- Student portfolios
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

**Stage 3: Learning Plan**

Students will be engaged through read-alouds, singing songs, rhyming, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and Kindergarten ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will be introduced to AR to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham three part drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, modeled writing, phonics activities, speller’s journal activities, and manipulatives such as magnetic letters, shaving cream, sand and educational games.

In this Unit, kindergarteners will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students’ interactions with peers and teachers throughout their school day.

**Time Allotment**

September-November

**Resources**

Reading Wonders Curriculum Materials such as:  
 Leveled Readers, Read Alouds, Big Books, Smartboard  
 Interactive Lessons and High Frequency Word Cards.  
 Accelerated Reader, SuccessMaker, Speller’s Journal activities  
 Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, Brain Pop, ABC Mouse, and Teach Me Apps.

## **UNIT 2 Stage 1: Desired Results**

Topic: Language Arts  
Reading Informational Text

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- 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.
- 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).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- 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).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.
  - a. Activate prior knowledge related to the information and events in texts.
  - b. Use illustrations and context to make predictions about text.

### Essential Questions:

- How do letters and sounds help me become a reader?
- What are the parts of a story?
- What are the roles of an author and illustrator?

### Enduring Understandings

- There is a capital and lowercase form of each letter.
- Letters and letter combinations represent sounds.
- Both the author and illustrator have a role in telling a story.
- Good stories have a beginning, a middle, and an end.

### Knowledge and Skills (SWBAT embedded course proficiencies)

- Comprehends and demonstrates an understanding of text.
- Recalls characters, settings, and events.
- Attempts to read from familiar text.
- Demonstrates the use of reading strategies in decoding words.
- Produces and identifies rhymes.
- Recognize high frequency words.

- Understands the difference between author and illustrator.

## **Stage 2: Evidence of Understanding, Learning Objectives and Expectations Benchmarks**

(embedded student proficiencies)

- By mid-year, students will actively engage in group reading activities with purpose and understanding.
- By the end of the year, students will begin to read emergent-reader texts with purpose and understanding.

## **Assessment Methods** (formative, summative, other evidence and/or student self- assessment)

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- Project based learning
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- Weekly spelling assessments

## **Stage 3: Learning Plan**

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## Time Allotment

November-January

## Resources

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard

Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Speller's Journal activities

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, Brain Pop, ABC Mouse, and Teach Me Apps.

## **UNIT 3 Stage 1: Desired Results**

Topic: Language Arts

Reading Foundational Skills

- RF.K. 1 Demonstrate understanding of the organization and basic features of print
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.  
(This does not include CVCs ending with /l/, /r/, or /x/.)
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
  - f. Blend two to three phonemes into recognizable words
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.)
  - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- R.F.K.4 Read emergent-reader texts with purpose and understanding

## **Essential Questions**

How to apply grade level phonics?

How does decoding words help me to become a better reader?

## **Enduring Understanding**

- Recognize organization of text.
- Recognize word sounds and syllables.
- Develop understanding of word analysis and decoding.
- Recognize high frequency words.
- Understand organization of print in a text.

## **Knowledge and Skills (SWBAT embedded course proficiencies)**

- Students will be able to follow organization of print on a page.
- Students will be able to recognize upper and lower case letters.
- Students will be able to recognize rhyming words and syllables.
- Students will develop phonemic awareness.
- Students will be able to blend phonemes.
- Students will be able to recognize long and short vowel sounds.
- Students will be able to read grade level high frequency words.
- Students will begin to read with purpose and understanding.

## **Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

### **Benchmarks** (embedded student proficiencies)

- Students will demonstrate the ability to clearly express their ideas and feelings during small and large group discussions.
- By the end of the year, students will communicate ideas and feelings through a combination of speaking, drawing, dictating, and/or writing.

### **Assessment Methods** (formative, summative, other evidence and/or student self- assessment)

- High frequency word assessment
- Orton Gillingham Letter Sound Assessment
- Thematic Journals
- Teacher observation
- Report card/conference and student conferences
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- Student portfolios
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

### **Stage 3: Learning Plan**

Students will be engaged through read-alouds, singing songs, rhyming, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and Kindergarten ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will be introduced to AR to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

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In this Unit, kindergarteners will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

### **Time Allotment**

December-February

### **Resources**

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Speller's Journal activities

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, Brain Pop, ABC Mouse, and Teach Me Apps.

## **UNIT 4 Stage 1: Desired Results**

### **Topic: Writing Content Standards:**

- 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 . . .)
- 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.
- 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.
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Recurring
- 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.
- 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).

- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Questions:

- How do writers express themselves?
- How can we get an idea for what to write?

Enduring Understandings

- Good writers make their feelings known by drawing, dictating, and/or writing.
- Good writers retell a story (beginning, middle, and end) or event in sequential order.
- Good writers include pictures, letters, and words.

Knowledge and Skills (SWBAT embedded course proficiencies)

- With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces, informative/explanatory pieces, and narratives.
- With prompting and support, respond to questions and suggestions to add details to strengthen writing.
- With prompting and support, recall information from experiences or gather information from provided sources to answer a question.
- With prompting and support, produce and publish writing.
- Demonstrates correct pencil grip and letter strokes.
- Print upper and lower-case letters, numerals, and their own name.
- With guidance, write left to right, top to bottom, and use correct spacing.
- With guidance, capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Spell simple words phonetically using knowledge of sound-letter relationships.

**Stage 2: Evidence of Understanding, Learning Objectives and Expectations Benchmarks**

(embedded student proficiencies)

- By mid to end of the year, students will show evidence of understanding with writing samples that utilize a combination of illustration, scribed dictation and writing.

**Assessment Methods** (formative, summative, other evidence and/or student self- assessment)

- High frequency word assessment
- Orton Gillingham Letter Sound Assessment
- Thematic Journals
- Teacher observation
- Report card/conference and student conferences
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- Weekly spelling assessments

### **Stage 3: Learning Plan**

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### **Time Allotment**

December -February

### **Resources**

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Speller's Journal activities

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z, Scholastic, Brain Pop, ABC Mouse, and Teach Me Apps.

### **UNIT 5 Stage 1: Desired Results**

#### **Topic: Speaking and Listening Content Standards:**

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
- 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.
  - a. Understand and follow one- and two-step oral directions.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Essential Questions:

- Why is it important to be a good listener?
- Why is it important to take turns when speaking?
- When is it appropriate to ask questions?

### Enduring Understandings

- Classroom rules must be followed to successfully participate in group discussions.
- Students answer questions about a given topic.
- Use details in describing things, people, places, and events in both writing and speaking.

### Knowledge and Skills (SWBAT embedded course proficiencies)

- With prompting and support, listen to others and take turns when speaking about the topic under discussion.
- With prompting and support, recall information from experiences or gather information to answer a question.
- Participates in classroom discussion
- Demonstrates the ability to follow 1 and 2 step oral directions.
- Listens attentively and responds appropriately

### **Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

#### **Benchmarks** (embedded student proficiencies)

- Students will demonstrate the ability to clearly express their ideas and feelings during small and large group discussions.
- By the end of the year, students will communicate ideas and feelings through a combination of speaking, drawing, dictating, and/or writing.

#### **Assessment Methods** (formative, summative, other evidence and/or student self- assessment)

- High frequency word assessment
- Orton Gillingham Letter Sound Assessment
- Thematic Journals
- Teacher observation
- Report card/conference and student conferences
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### **Stage 3: Learning Plan**

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Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham three part drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, shaving cream, sand and educational games.

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### **Time Allotment**

April - May

### **Resources**

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Speller's Journal activities

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, Brain Pop, ABC Mouse, and Teach Me Apps.

## **UNIT 6 Stage 1: Desired Results**

### **Content Standards: Command of Language**

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
- f. Produce and expand complete sentences in shared language activities.

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

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

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

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

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

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

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Essential Questions:

- How do concepts about print, letters, and sounds help me become a better reader?
- How do we form letters correctly?

### Enduring Understandings

- Letter and letter combinations represent sounds.
- The author and the illustrator both play a role in the telling of a story.
- There is a capital and lowercase form of each letter.
- Letters need to be formed properly in order for the reader to understand the writing.

### Knowledge and Skills (SWBAT embedded course proficiencies)

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- With prompting and support, ask and answer questions about unknown words in a text.
- With prompting and support, name the author and illustrator of a story and define the role of each.
- With prompting and support, actively engage in group reading activities with purpose and understanding.
- With prompting and support, identify front cover, back cover, and title page.
- With prompting and support, recognize rhyming words.
- With prompting and support, read selected high frequency words by sight.

### **Stage 2: Evidence of Understanding, Learning Objectives and Expectations Benchmarks**

(embedded student proficiencies)

- By the end of the year, students will demonstrate their ability to recognize all lowercase and capital letters.
- By mid-year, students will begin to recognize and produce rhyming words.

### **Assessment Methods** (formative, summative, other evidence and/or student self- assessment)

- High frequency word assessment
- Orton Gillingham Letter Sound Assessment
- Thematic Journals
- Teacher observation



- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Morning meeting
- Student portfolios
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

### **Stage 3: Learning Plan**

Students will be engaged through read-alouds, singing songs, rhyming, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and Kindergarten ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will be introduced to AR to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham three part drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, shaving cream, sand and educational games.

In this Unit, kindergarteners will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

### **Time Allotment**

May - June

### **Resources**

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Aloud, Big Books, Smartboard

Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, Success Maker, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and Popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, Brain Pop, ABC Mouse, and Teach Me Apps.

### **Resources**

### **Reading Wonders**

Reading Wonders is a reading program designed specifically for the Common Core State Standards for Reading/Language Arts. It combines research-based instruction with new tools to meet today's challenges. Every component and every lesson is designed for effective and efficient CCSS instruction. Wonders makes every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. *Wonders* connects and engages students to high-interest literary and informational texts that range across many genres, eras, and cultures. As students engage with the Essential Questions, they're gaining access to complex texts, collaborating with their peers, and becoming accomplished writers. *Wonders* connects students to the world around them by providing unsurpassed multimedia resources that speak to students in their own terms, *Wonders* makes the connections that prepare students to succeed and teachers to guide them appropriately.

### **Rigby Literacy**

The Rigby Literacy K-5 program is classroom tested and scientifically research based. The instructional approaches for Rigby Literacy include modeled, shared, guided, interactive, and independent reading and writing. Within Rigby Literacy lessons, comprehension strategies and literacy skills are modeled and practiced. Students are engaged before, during, and after reading. They read and respond to a variety of fiction genres and nonfiction text types that complement the classroom. The whole-group and small-group instruction in the Rigby Literacy lesson plans is tailored to address the diversity and needs of students as they engage in rich literacy learning experiences.

### **Orton- Gillingham Reading**

Orton-Gillingham is a multi-sensory approach to teaching reading. This method relies on directly teaching the fundamental structure of language and will benefit all students. Instruction begins with simple sound/symbol relationships and progresses logically to more complex concepts. Such an approach combines a strong literature program that includes a rich mixture of written and oral language with organized, direct instruction to meet the needs of the emergent reader. The techniques include direct instruction in phonetic rules and word attack strategies. These methods help cultivate an understanding of language that beginning readers need to develop important language skills.

## **New Jersey Core Curriculum and Common Core Content Standards**

<http://www.state.nj.us/education/cccs/>

## **Integration of 21<sup>st</sup> Century Theme(s)**

The following websites are sources for the following 21<sup>st</sup> Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

### **21st Century Interdisciplinary Themes (into core subjects)**

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

### **Learning and Innovation Skills**

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

### **Information, Media and Technology Skills**

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

### **Life and Career Skills**

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

### **Integration of Digital Tools**

- **Classroom computers/laptops/Chromebooks**
- **Technology Lab**
- **Voice amplification device**
- **Other software programs**

## **CURRICULUM MODIFICATIONS**

### **SPECIAL EDUCATION AND 504 STUDENTS**

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act..

#### **GENERAL MODIFICATIONS:**

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Read-alouds, film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

#### **BEHAVIOR MODIFICATIONS:**

- Follow pre-scripted behavior plan
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

### **STUDENTS AT RISK OF SCHOOL FAILURE**

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities

- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

## **ENGLISH LANGUAGE LEARNER STUDENTS (ELL)**

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

## **GIFTED AND TALENTED STUDENTS (G&T)**

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

### **Learning Environments:**

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities