

# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

## Section I: Overview

Notes for Teachers				
Overview	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	Primary Focus Standards: RL.K.1      RI.K.1 RL.K.2      RI.K.2 RL.K.3      RI.K.5 RL.K.5      RI.K.10 RL.K.10	Primary Focus Standards: Narrative W.K.3 W.K.5	Primary Focus Standards: SL.K.1A SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1B,D,E L.K.5A L.K.6
	Text Type: <ul style="list-style-type: none"> <li>● Literary</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>● Narrative writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>● Small &amp; whole group discussion through guided oral discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>● Demonstrate command of standard English grammar when writing or speaking</li> <li>● Embedded within writing (individual student needs)</li> </ul>
<b>Unit 2</b>	Primary Focus Standards: RL.K.1      RI.K.1 RI.K.3 RL.K.3      RI.K.4 RI.K.6 RL.K.6      RI.K.7 RL.K.7      RI.K.10 RL.K.10	Primary Focus Standards: Informative/Explanatory W.K.2 W.K.5	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,D,E L.K.5B L.K.6
	Text Type: <ul style="list-style-type: none"> <li>● Informational</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>● Informative/explanatory writing</li> <li>● Narrative (within informative/explanatory)</li> </ul>	Task type: <ul style="list-style-type: none"> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>● Demonstrate command of standard English grammar when writing or speaking</li> <li>● Embedded within writing (individual student needs)</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<b>Unit 3</b>	Primary Focus Standards: RL.K.1      RI.K.1 RI.K.2 RL.K.2      RI.K.3 RI.K.4 RL.K.4      RI.K.7 RI.K.9 RL.K.7      RI.K.10 RL.K.9 RL.K.10		Primary Focus Standards: Opinion W.K.3 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6
	Text Type: <ul style="list-style-type: none"> <li>● Literary</li> <li>● Informational</li> </ul>		Writing Focus: <ul style="list-style-type: none"> <li>● Opinion writing</li> <li>● Narrative (within opinion)</li> <li>● Shared research writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>● Demonstrate command of standard English grammar and mechanics when writing or speaking</li> <li>● Embedded within writing (individual student needs)</li> </ul>
<b>Unit 4</b>	Primary Focus Standards: RL.K.1      RI.K.1 RI.K.2 RL.K.2      RI.K.3 RI.K.4 RL.K.4      RI.K.7 RI.K.8 RL.K.7      RI.K.9 RL.K.9      RI.K.10 RL.K.10		Primary Focus Standards: W.K.1 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6
	Text Type: <ul style="list-style-type: none"> <li>● Literary</li> <li>● Informational</li> </ul>		Writing Focus: <ul style="list-style-type: none"> <li>● Writing genre based on individual student needs</li> <li>● Narrative writing (within genre)</li> <li>● Shared research/writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> <li>● Presentations</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>● Demonstrate command of standard English grammar and mechanics when writing or speaking</li> <li>● Embedded within writing (individual student needs)</li> </ul>
<b>Unit 5</b>	RL.K.1 RL.K.2 RL.K.4 RL.K.7 RL.K.9 RL.K.10		W.K.2 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.2A, B, C, L.K.4B
	Text type: Literary		Writing Focus: <ul style="list-style-type: none"> <li>● Informative/explanatory</li> <li>● Opinion</li> <li>● Narrative (separately OR within other writing)</li> </ul>		

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

		genres)		
<b>Suggested Open Educational Resources</b>	<ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.nwp.org/cs/public/print/resource_to_pic/teaching_reading">http://www.nwp.org/cs/public/print/resource_to_pic/teaching_reading</a></li> <li>• <a href="http://www.sightwords.com/">http://www.sightwords.com/</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li>• <a href="http://www.nwp.org/cs/public/print/resource_topic/teaching_writing">http://www.nwp.org/cs/public/print/resource_topic/teaching_writing</a></li> <li>• Wired for Story by Lisa Cron</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• </li> </ul>

# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<b>Unit 1 Kindergarten: Pacing: 8 Weeks: September-October</b>		
<b>Unit 1: Going on Adventures</b> <b>Writing Genre: Narrative</b>		<b>Unit 1: What can we learn from text?</b> <ul style="list-style-type: none"> <li>● Students will understand that reading is a fulfilling activity</li> <li>● Students will understand that there are different ways to read text</li> <li>● Students will understand that by thinking about text, students can learn about themselves and the world around them</li> <li>● Illustrations give clues to go along with the words in a book</li> <li>● Students will understand that reading can be a collaborative process</li> </ul>
<b>Unit 1 Reading Standards</b>		<b>Unit 1 Reading Critical Knowledge and Skills</b>
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>● Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>● Answer when prompted and use key details from the text</li> <li>● Ask and answer questions about key details when prompting with who, what, where, when, why and how</li> <li>● Determine what key details are in a text</li> <li>● Understand what key details are</li> <li>● Ask and answer questions about key details, with support</li> </ul>
RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>● Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>● Provide a retell of text using key details</li> <li>● Provide answers to questions about text with prompting and support</li> </ul>
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		<ul style="list-style-type: none"> <li>● Provide a description of characters in a story using key details.</li> <li>● Provide a description of the setting of a story using key details.</li> <li>● Provide a description of the major events in a story using key details.</li> </ul>
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	RI.K.5. Identify the front cover, back cover, and title page of a book.	RL.K.5: <ul style="list-style-type: none"> <li>● Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)</li> </ul>
		RI.K.5: <ul style="list-style-type: none"> <li>● Identify the main print concepts/features of a text (book, article, video, etc.) (e.g., front cover, back cover, title, etc)</li> </ul>
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>● Participate in group reading activities</li> <li>● Articulate the purpose of the group reading activities</li> <li>● Model and develop engaging reading habits that lead to reading texts independently</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>● Understand basic print features             <ul style="list-style-type: none"> <li>- Books have a correct position</li> <li>- Print has specific directionality</li> <li>- Print has meaning and is made up of letters</li> </ul> </li> <li>● Track text left to right, top to bottom and page by page</li> <li>● Name all upper and lower case letters</li> </ul>
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.A. Recognize and produce rhyming words.</p>	<ul style="list-style-type: none"> <li>● Recognize the differences in syllables, sounds and phonemes (cat, bat,fat)</li> <li>● Identify and produce rhyming words</li> </ul>
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding</li> <li>● Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding</li> </ul>
<p><b>Unit 1 Writing Standards</b></p>	<p><b>Unit 1 Writing Critical Knowledge and Skills</b></p>
<p>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>	<ul style="list-style-type: none"> <li>● Tell, draw and write a story about something that happened</li> <li>● Show what happens first</li> <li>● Put the pages in order</li> <li>● Tell what happens last</li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>● Add details to written stories</li> <li>● Turn and talk to reflect on writing</li> <li>● Use writing partners and teacher conferences to strengthen writing</li> </ul>
<p><b>Unit 1 Speaking and Listening Standards</b></p>	<p><b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> <li>● Participate in a variety of rich structured conversations about grade appropriate topics and texts</li> <li>● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>● Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>● Practice asking questions for clarification</li> </ul>
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>● Use strategies for asking questions that are on a topic</li> <li>● Use strategies for understanding and answering questions asked of them</li> </ul>
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> <li>● Orally describe familiar people</li> <li>● Tell about familiar places</li> <li>● Describe memorable events (practice sequencing)</li> <li>● Explain familiar events (practice sequencing)</li> <li>● Report facts and details about an experience (sequentially)</li> </ul>
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> <li>● Construct drawings or gather other visual media when describing</li> <li>● Present information to others using appropriate visual displays to add detail</li> </ul>
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> <li>● Express thoughts and feelings and ideas</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

	<ul style="list-style-type: none"> <li>● Speak audibly to naturally express ideas</li> </ul>
<b>Unit 1 Language Standards</b>	<b>Unit 1 Language Critical Knowledge and Skills</b>
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<ul style="list-style-type: none"> <li>● Utilize formal grammar and usage of spoken and written standard English</li> <li>● Use frequently occurring nouns and verbs correctly</li> <li>● Understand and use question words (e.g., who, what, where, when, why, how) appropriately</li> <li>● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</li> </ul>
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>● Explore word relationships and nuances in word meaning</li> <li>● Categorize common objects</li> <li>● Sort common objects</li> <li>● Draw conclusions about the category representations</li> </ul>
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>● Listen, share and read a variety of texts</li> <li>● Highlight</li> <li>● Use new words and phrases when writing, reading and responding to texts</li> </ul>
<b>Unit 1 Kindergarten What This May Look Like</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Running Records</li> <li>● Renaissance Learning STAR Early Literacy Test</li> <li>● Journal Response</li> <li>● Teacher observation of response to and interaction with peers</li> <li>● Dolch Sight Word Assessments- Pre-Primer and Primer</li> </ul> <p style="text-align: center;"><i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i></p>	<ul style="list-style-type: none"> <li>● Results of Words Their Way Student Workbook practice</li> <li>● Renaissance Learning STAR Early Literacy Test</li> <li>● Dolch Sight Word Assessments- Pre-Primer and Primer</li> <li>● Published Writing- <b>Narrative</b></li> </ul>
<b>District Texts / Suggested Texts</b>	<b>District/School Supplementary Resources</b>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- *Words Their Way* Word Study Workbook
- Foundations /Foundations Sound Cards
- Leveled Classroom Library
- Reading A-Z online leveled library
- Dolch Sight Word List Pre Primer/Primer
- Books for Author studies: Kevin Henkes, Mo Willems
- Structured Read Alouds:
  - Goldilocks and the Three Bears
  - Calvin Can't Fly
  - Grumpy Gloria

- Raz-Kids
- Reading Eggs
- Pebble-Go
- Metacognition mapping/diagramming
- Kindergarten academic vocabulary list
- Design challenges with GHS coaches
- “Flipgrid” as a means of dictation
- 20time Projects
- Orton-Gillingham / Wilson Programs
- Typing pal
- Flocabulary online activities
- Spell/Vocabulary City online activities

### District/School Writing Tasks

#### Primary Focus

Narrative writing: *Story* (Character struggle, a “point” to writing).

#### Secondary Focus

Sequencing of events  
Dictating (as a pre-write if students are writing)

#### Routine Writing

Journal writing

### Possible Assignments/ Activities to Support Student Learning Within Unit 1

- Author study with picture books
- Create a poster: “I’m an Author” and share
- Writing presentation to class
- Design challenges
- 20time Project
- Reading/Writing workshop stations
- STORY: children will compose a published piece identifying character, problem, struggle (higher level) and solutions. 4 squares will map out the parts of a story
- Flipgrid activity

### Plan for Language Study

#### New:

- Using nouns, verbs and prepositions
- Orally form plural nouns
- Understand and use question words (who,

**Review:** Students’ understandings of foundational language rules (determine/activate students’ prior knowledge).

#### **Academic Vocabulary:**

beginning  
character  
end

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<p>what, where, when, why, how) (Embed into reading and writing activities)</p> <ul style="list-style-type: none"> <li>● What is a sentence?             <ul style="list-style-type: none"> <li>○ <i>A sentence is a group of words giving a complete thought.</i></li> <li>○ <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i></li> </ul> </li> <li>● What is a subject (in a sentence)?</li> <li>● What is a verb?</li> <li>●</li> </ul>		<p>middle retell setting character(s) list setting solution story struggle fiction non-fiction author illustrator title capital letter lowercase letter uppercase letter noun verb question</p>
---	--	---

### Interdisciplinary Connections throughout the K-12 Curriculum

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts



# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

## Integration of 21st Century Themes and Skills

### 21st Century Skills/ Career Ready Practices:

- 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 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.

## 2014 Technology Standards

### 2014 NJ Technology Standards:

#### **8.1 Educational Technology** ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

## Differentiation / Accommodations / Modifications

### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Anchor Activities**

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### English Language Learners:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<b>Unit 2 Kindergarten</b> <b>Pacing: 6 weeks: November-December</b>		
<b>Unit 2: <i>I am Special!</i></b> <b>Writing Genre: Narrative and Informative/Explanatory</b>		<b>Unit 2: <i>How do we think about text?</i></b> <ul style="list-style-type: none"> <li>● Students will understand that reading is a fulfilling activity</li> <li>● Students will understand that there are different ways to read text</li> <li>● Students will understand that by thinking about text, students can learn about themselves and the world around them by making meaningful connections</li> <li>● Students will understand that reading can be a collaborative process</li> <li>● Illustrations give clues to go along with the words in a book</li> <li>● High-frequency words are valuable because they make reading easier</li> <li>● Readers look for high-frequency words, along with other clues, to help them make sense of text</li> <li>● Readers take risks by trying new genres and approaches to reading</li> </ul>
<b>Unit 2 Reading Standards</b>		<b>Unit 2 Reading Critical Knowledge and Skills</b>
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>● Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>● Answer when prompting and use key details from the text</li> <li>● Ask and answer questions about key details when prompting with who, what, where, when, why and how</li> <li>● Determine what key details are in a text</li> <li>● Understand what key details are</li> <li>● Ask and answer questions about key details, with support</li> </ul>
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> <li>● Provide a description of characters in a story using key details.</li> <li>● Provide a description of the setting of a story using key details.</li> <li>● Provide a description of the major events in a story using key details.</li> </ul>
	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content</li> <li>● Use strategies when faced with an unknown word</li> </ul>
	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.	<ul style="list-style-type: none"> <li>● Identify the author and illustrator of a story</li> <li>● Explain the role of the author and illustrator in creating the text</li> </ul>
	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,	<ul style="list-style-type: none"> <li>● Identify key illustrations of a story</li> <li>● Make clear the relationship between the illustrations and the story or text</li> <li>● Describe how the illustrations explain the story or text, with support</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

	or idea in the text an illustration depicts).	
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>● Participate in group reading activities</li> <li>● Articulate the purpose of the group reading activities</li> <li>● Model and develop engaging reading habits that lead to reading texts independently</li> </ul>
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.C. Understand that words are separated by spaces in print. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> <li>● Recognize that print has meaning and is made up of letters in a specific order</li> <li>● Recognize that spaces separate the words</li> <li>● Recognize specific words in a sentence or text</li> <li>● Name all upper and lower case letters</li> </ul>
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.		<ul style="list-style-type: none"> <li>● Identify and produce rhyming words</li> <li>● Demonstrate knowledge of syllables in a word</li> <li>● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)</li> </ul>
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. RF.K.3.C. Read high-frequency and sight words with automaticity.		<ul style="list-style-type: none"> <li>● Use specific strategies for decoding words, including letter sound correspondence</li> <li>● Associate a letter with a sound and apply these sounds when decoding words</li> <li>● Identify common high-frequency words by sight in isolation and also in a text</li> </ul>
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.		<ul style="list-style-type: none"> <li>● Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding</li> <li>● Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding</li> </ul>
<b>Unit 2 Writing Standards</b>		<b>Unit 2 Writing Critical Knowledge and Skills</b>
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.		<ul style="list-style-type: none"> <li>● Draw tell, write about topics that is well known</li> <li>● Name what is being written about</li> <li>● Supply additional information about the topic</li> </ul>
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.		<ul style="list-style-type: none"> <li>● Tell, draw and write a story about something that happened</li> <li>● Show what happens first</li> <li>● Put the pages in order</li> <li>● Tell what happens last</li> </ul>
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).		<ul style="list-style-type: none"> <li>● Add details to written stories</li> <li>● Turn and talk to reflect on writing</li> <li>● Use writing partners and teacher conferences to strengthen writing</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B. Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> <li>● Participate in variety of rich structured conversations about grade appropriate topics and texts</li> <li>● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>● Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)</li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>● Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>● Practice asking questions for clarification</li> </ul>
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>● Use strategies for asking questions that are on a topic</li> <li>● Use strategies for understanding and answering questions asked of them</li> </ul>
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> <li>● Describe familiar people</li> <li>● Tell about familiar places</li> <li>● Describe memorable events</li> <li>● Explain familiar events</li> <li>● Report facts and details about an experience</li> </ul>
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> <li>● Construct drawings or gather other visual media when describing</li> <li>● Present information to others using appropriate visual displays to add detail</li> </ul>
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> <li>● Express thoughts and feelings and ideas</li> <li>● Speak audibly to naturally express ideas</li> </ul>
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A. Print many upper- and lowercase letters.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<ul style="list-style-type: none"> <li>● Utilize formal grammar and usage of spoken and written standard English</li> <li>● Distinguish between upper and lower case letters</li> <li>● Print a variety upper- and lowercase letters</li> <li>● Use frequently occurring nouns and verbs correctly appropriately</li> <li>● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</li> </ul>
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<ul style="list-style-type: none"> <li>● Explore word relationships and nuances in word meanings</li> <li>● Relate nouns and verbs to their antonyms</li> </ul>
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>● Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking</li> </ul>
Unit 2 What Kindergarten This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Running Records</li> </ul>	<ul style="list-style-type: none"> <li>● Published- <b>Narrative</b>- 4 square map, 4 sentences: <u>If I Were A Snowman at</u></li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<ul style="list-style-type: none"> <li>Words Their Way Student Workbook Practice</li> <li>Renaissance Learning STAR Early Literacy Test</li> <li>Journal Responses /writings</li> <li>Teacher observations: respond to and interact with peers in small &amp; whole group discussion</li> <li>Dolch Sight Word Assessments- Pre-Primer</li> <li><b>Narrative</b>- 4 square map, 4 sentences: <u>If I Were A Snowman at Night</u></li> </ul> <p style="text-align: center; margin-top: 20px;"><i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i></p>	<p style="text-align: center; margin-bottom: 5px;"><u>Night</u></p> <ul style="list-style-type: none"> <li>Renaissance Learning STAR Early Literacy Test</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>	
<ul style="list-style-type: none"> <li>Words Their Way Student Workbook</li> <li>Renaissance Learning STAR Early Literacy Test</li> <li>Dolch Sight Word Assessments- Pre-Primer</li> </ul>	<ul style="list-style-type: none"> <li>Raz-Kids</li> <li>Reading Eggs</li> <li>Pebble-Go</li> <li>Metacognition mapping/diagramming</li> <li>Kindergarten academic vocabulary list</li> <li>Design challenges with GHS coaches</li> <li>20time Projects</li> <li>Flipgrid</li> <li>Structured Read Alouds:                             <ul style="list-style-type: none"> <li><u>The Recess Queen</u></li> <li><u>Otis</u></li> <li><u>Snowmen at Night</u></li> <li><u>Polar Express</u></li> </ul> </li> </ul>	
<b>District/School Writing Tasks Unit 2</b>		
<p><b>Primary Focus</b> Informative/Explanatory writing</p>	<p><b>Secondary Focus</b> Having a clear purpose to writing and audience. Deciding the “point” to individual writing.</p>	<p><b>Routine Writing</b> Journal entries:</p> <ul style="list-style-type: none"> <li>answering questions.</li> <li>Reflection activities</li> </ul>
<b>Possible Assignments/ Activities to Support Student Learning Within Unit 2</b>		



## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Research project on an animal of choice: presentation
- Do a “Snapple Fact” activity for each informational text read, students do a bottle-top fact
- Write autobiographies and present to peers
- Veterans Day Writing and Bulletin Board- Salute to a veteran (we salute you for being...)
- Letter to a Veteran (Why should we thank a Veteran? )
- “Flipgrid” activity for dictation
- Storyboarding

### Plan for Language Study

**New:**

- Using nouns, verbs and prepositions
  - Orally form plural nouns
  - Understand and use question words (who, what, where, when, why, how)
- (Embed into reading and writing activities)
- What is a sentence?
    - *A sentence is a group of words giving a complete thought.*
    - *A sentence must contain a subject and a verb (although one may be implied).*
  - What is a subject (in a sentence)?
  - What is a verb?
  -

**Review:** Students’ understandings of foundational language rules (determine/activate students’ prior knowledge).

**Academic Vocabulary:**

- beginning
- end
- middle
- retell
- setting
- character(s)
- list
- solution
- story
- struggle
- capital letter
- lowercase letter
- uppercase letter

### Interdisciplinary Connections throughout the K-12 Curriculum

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- 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 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.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

#### **8.1 Educational Technology** ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<b>Unit 3 Kindergarten</b> <b>Pacing: 8 Weeks: January - February</b>		
<b>Unit 3: <i>Curiosity</i></b>  <b>Writing Genre: Informative/Explanatory (with Narrative and an introduction to Opinion writing)</b>		<b>Unit 3: <i>How do we share text with one another (reading, retelling)? How can we locate and learn from patterns in text?</i></b> <ul style="list-style-type: none"> <li>● Students will understand that reading is a fulfilling activity</li> <li>● Students will understand that there are different ways to read text</li> <li>● Students will understand that by thinking about text, students can learn about themselves and the world around them by making meaningful connections</li> <li>● Students will understand that reading can be a collaborative process</li> <li>● Illustrations give clues to go along with the words in a book</li> <li>● High-frequency words are valuable because they make reading easier</li> <li>● Readers look for high-frequency words, along with other clues, to help them make sense of text, especially when reading a new genre or challenging text</li> <li>● Readers take risks by trying new genres and approaches to reading</li> <li>● Students will understand that nonfiction looks and sounds differently</li> <li>● Nonfiction gives us information from which we can learn</li> <li>● Nonfiction has facts and details about a specific topic</li> </ul>
<b>Unit 3 Reading Standards</b>		<b>Unit 3 Reading Critical Knowledge and Skills</b>
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>● Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>● Answer when prompted and use key details from the text</li> <li>● Ask and answer questions about key details when prompting with who, what, where, when, why and how</li> <li>● Determine what key details are in a text</li> <li>● Understand what key details are</li> <li>● Ask and answer questions about key details, with support</li> </ul>
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: <ul style="list-style-type: none"> <li>● Retell a familiar story, putting key details in a sequential order</li> </ul> RI.K.2: <ul style="list-style-type: none"> <li>● Identify the main topic of a text</li> <li>● Retell key details in a text</li> <li>● Name or illustrate some of the details about the topic</li> </ul>
	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> <li>● Provide a description of characters in a story using key details.</li> <li>● Provide a description of the setting of a story using key details.</li> <li>● Provide a description of the major events in a story using key details.</li> </ul>
RL.K.4 Ask and answer questions	RI.K.4. With prompting and support,	<ul style="list-style-type: none"> <li>● Provide a statement or other expression that shows understanding of unknown</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

about unknown words in a text.	ask and answer questions about unknown words in a text.	<p>words in a literary or informational text, using story content</p> <ul style="list-style-type: none"> <li>● Use strategies when faced with an unknown word</li> </ul>
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> <li>● Identify key illustrations of a story</li> <li>● Make clear the relationship between the illustrations and the story or text</li> <li>● Describe how the illustrations explain the story or text, with support</li> </ul>
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>RL.K.9:</p> <ul style="list-style-type: none"> <li>● Compare similarities and differences in character’s experiences within a story</li> </ul> <p>RI.K.9:</p> <ul style="list-style-type: none"> <li>● Discuss similarities and differences between two texts on the same topic</li> </ul>
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>● Participate in group reading activities</li> <li>● Articulate the purpose of the group reading activities</li> </ul> <p>Model and develop engaging reading habits that lead to reading texts independently</p>
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> <li>● Recognize that print has meaning and is made up of letters in a specific order</li> <li>● Recognize that spaces separate the words</li> <li>● Recognize specific words in a sentence or text</li> <li>● Name all upper and lower case letters</li> </ul>
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		<ul style="list-style-type: none"> <li>● Identify and produce rhyming words</li> <li>● Demonstrate knowledge of syllables in a word</li> <li>● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)</li> <li>● Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds</li> <li>● Name the sound for each letter in a CVC word and then blend sounds to make a word</li> <li>● Create new one-syllable words by adding or substituting phonemes</li> </ul>
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.C. Read high-frequency and sight words with automaticity. RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).		<ul style="list-style-type: none"> <li>● Identify common high-frequency words by sight in isolation and also in a text</li> <li>● Compare similarly spelled words by identifying letter sounds that differ</li> </ul>
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency		<ul style="list-style-type: none"> <li>● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.	emergent reader text fluently with understanding <ul style="list-style-type: none"> <li>• Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on-level text fluently with understanding</li> </ul>
<b>Unit 3 Writing Standards</b>	<b>Unit 3 Writing Critical Knowledge and Skills</b>
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...).	<ul style="list-style-type: none"> <li>• Express opinion or likes and dislikes about a topic or book</li> <li>• State an opinion or preference</li> <li>• Dictate thinking and/or illustrate ideas and write ideas</li> <li>• Choose 4 self-selected topics</li> <li>• Begin to develop ability to support opinion or preference with a reason</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Draw tell, write about topics that is well known</li> <li>• Name what is being written about</li> <li>• Supply additional information about the topic</li> </ul>
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).	<ul style="list-style-type: none"> <li>• Add details to written stories</li> <li>• Turn and talk to reflect on writing</li> <li>• Use writing partners and teacher conferences to strengthen writing</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)</li> </ul>
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).	<ul style="list-style-type: none"> <li>• Understand their job and how they will contribute to the project from beginning to end</li> </ul>
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support</li> </ul>
<b>Unit 3 Speaking and Listening Standards</b>	<b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b>
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> <li>• Participate in a variety of rich structured conversations about grade appropriate topics and texts</li> <li>• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>• Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>• Practice asking questions for clarification</li> </ul>
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>• Use strategies for asking questions that are on a topic</li> <li>• Use strategies for understanding and answering questions asked of them</li> </ul>
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>• Describe familiar people</li> <li>• Tell about familiar places</li> <li>• Describe memorable events</li> <li>• Explain familiar events</li> <li>• Report facts and details about an experience</li> </ul>



## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> <li>● Construct drawings or gather other visual media when describing</li> <li>● Present information to others using appropriate visual displays to add detail</li> </ul>
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> <li>● Express thoughts and feelings and ideas</li> <li>● Speak audibly to naturally express ideas</li> </ul>
<p><b>Unit 3 Language Standards</b></p>	<p><b>Unit 3 Language Critical Knowledge and Skills</b></p>
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.K.1.A. Print many upper- and lowercase letters.</p> <p style="padding-left: 20px;">L.K.1.B. Use frequently occurring nouns and verbs.</p> <p style="padding-left: 20px;">L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p style="padding-left: 20px;">L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p style="padding-left: 20px;">L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p style="padding-left: 20px;">L.K.1.F. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> <li>● Utilize formal grammar and usage of spoken and written standard English</li> <li>● Distinguish between upper and lower case letters</li> <li>● Print a variety upper- and lowercase letters</li> <li>● Use frequently occurring nouns and verbs correctly</li> <li>● Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</li> <li>● Understand and use question words (e.g., who, what, where, when, why, how) appropriately</li> <li>● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</li> <li>● Produce and expand complete sentences in shared language activities</li> </ul>
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p style="padding-left: 20px;">L.K.2.B. Recognize and name end punctuation.</p> <p style="padding-left: 20px;">L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p style="padding-left: 20px;">L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> <li>● Knows how to write a sentence</li> <li>● Demonstrate convention in one’s own writing: capitalization</li> <li>● Demonstrate convention in one’s own writing: end punctuation</li> <li>● Demonstrate convention: produce phonemes in one’s own writing</li> <li>● Demonstrate convention: show understanding of basic phonics when writing</li> </ul>
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p style="padding-left: 20px;">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 style="padding-left: 20px;">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>	<ul style="list-style-type: none"> <li>● Identify new meanings for familiar words</li> <li>● Apply new meanings to familiar words accurately</li> <li>● Use frequently occurring affixes as clues to define unknown words</li> </ul>
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p style="padding-left: 20px;">L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> <li>● Explore word relationships and nuances in word meanings</li> <li>● Connect words to real-life situations</li> <li>● Explore variations of verbs</li> </ul>
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>● Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking</li> </ul>

# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

Unit 3 Kindergarten What This May Look Like		
<p><b>District/School Formative Assessment Plan</b></p> <ul style="list-style-type: none"> <li>● Running Records</li> <li>● Words Their Way Student Workbook</li> <li>● Renaissance Learning STAR Early Literacy Test</li> <li>● Journal Response</li> <li>● Dolch Sight Word Assessments- Pre-Primer</li> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> <li>● Published- <b>Informational</b>- Animal Study (self selected animal) prewrite-published google typed</li> </ul> <p style="text-align: center;"><i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i></p>	<p><b>District/School Summative Assessment Plan</b></p> <ul style="list-style-type: none"> <li>● Published- <b>Informational</b>- Animal Study (self selected animal) prewrite-published and typed on Google doc</li> <li>● Renaissance Learning STAR Early Literacy Test</li> </ul>	
District/School Texts	District/School Supplementary Resources	
<ul style="list-style-type: none"> <li>● <i>Words Their Way</i> Word Study Workbook</li> <li>● Foundations /Foundations Sound Cards</li> <li>● Leveled Library/Reading A-Z online leveled library</li> <li>● Raz-Kids</li> <li>● Reading Eggs</li> <li>● Dolch Sight Word List Pre Primer/Primer</li> </ul>	<ul style="list-style-type: none"> <li>● Raz-Kids</li> <li>● Reading Eggs</li> <li>● Pebble-Go</li> <li>● Metacognition mapping/diagramming</li> <li>● Kindergarten academic vocabulary list</li> <li>● Design challenges with GHS coaches</li> <li>● 20time Projects</li> <li>● Flipgrid</li> </ul>	
District/School Writing Tasks		
<p><b>Primary Focus</b> Opinion Writing</p>	<p><b>Secondary Focus</b> Incorporating narrative</p>	<p><b>Routine Writing</b> Journal entries - answering a question</p>
Possible Assignments/ Activities to Support Student Learning Within Unit 3		
<ul style="list-style-type: none"> <li>● Book reviews</li> </ul>		

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Biographies
- Utilizing Flipgrid

### Plan for Language Study

**New:**

- Using nouns, verbs and prepositions
- Orally form plural nouns
- Understand and use question words (who, what, where, when, why, how)

(Embed into reading and writing activities)

- What is a sentence?
  - *A sentence is a group of words giving a complete thought.*
  - *A sentence must contain a subject and a verb (although one may be implied).*
- What is a subject (in a sentence)?
- What is a verb?

**Review:** Students' understandings of foundational language rules (determine/activate students' prior knowledge).  
 beginning  
 end  
 middle  
 retell  
 setting  
 character(s)

**Academic Vocabulary:**

solution  
 story  
 struggle  
 fiction  
 non-fiction  
 author  
 illustrator  
 title  
 capital letter  
 lowercase letter  
 uppercase letter

### Interdisciplinary Connections throughout the K-12 Curriculum

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

## Integration of 21st Century Themes and Skills

### 21st Century Skills/ Career Ready Practices:

- 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 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.

## 2014 Technology Standards

### 2014 NJ Technology Standards:

#### **8.1 Educational Technology** ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*

## Differentiation / Accommodations / Modifications

### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Anchor Activities**

- Use of Higher Level Questioning Techniques

- Provide assessments at a higher level of thinking

## English Language Learners:

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

## Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

## Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

## Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Unit 4 Kindergarten Pacing: 7 - 8 Weeks March - April

<p><b>Unit 4: <i>Imagination</i></b></p> <p><b>Writing Genre: Opinion (with Narrative and spiral to informational)</b></p>	<p>Unit 4: <i>What strategies do good readers use to make sense of text?</i></p> <ul style="list-style-type: none"> <li>● Students will understand that reading is a fulfilling activity</li> <li>● Students will understand that there are different ways to read text</li> <li>● Students will understand that by thinking about text, students can learn about themselves and the world around them by making meaningful connections</li> <li>● Students will understand that reading can be a collaborative process</li> <li>● Illustrations give clues to go along with the words in a book</li> <li>● High-frequency words are valuable because they make reading easier</li> <li>● Readers look for high-frequency words, along with other clues, to help them make sense of text, especially when reading a new genre or challenging text</li> <li>● Readers take risks by trying new genres and approaches to reading</li> <li>● Students will understand that there are strategies for navigating a complex text</li> <li>● Students will understand when and how to apply strategies for navigating complex text</li> <li>● Students will be able to explain how they applied a strategy used</li> <li>● Students will understand what it means to compare and to contrast</li> <li>● Students will learn how to compare and contrast</li> <li>● Students will explore poetry as a reading genre</li> </ul>
<b>Unit 4 Reading Standards</b>	<b>Unit 4 Reading Critical Knowledge and Skills</b>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>● Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>● Answer when prompted and use key details from the text</li> <li>● Ask and answer questions about key details when prompting with who, what, where, when, why and how</li> <li>● Determine what key details are in a text</li> <li>● Understand what key details are</li> <li>● Ask and answer questions about key details, with support</li> </ul>
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: <ul style="list-style-type: none"> <li>● Retell a familiar story, putting key details in a sequential order</li> </ul> RI.K.2: <ul style="list-style-type: none"> <li>● Identify the main topic of a text</li> <li>● Retell key details in a text</li> <li>● Name or illustrate some of the details about the topic</li> </ul>
	RI.K.3. With prompting and support, describe the connection between two individuals, events ideas or pieces of information in a text.	<ul style="list-style-type: none"> <li>● Explain two individuals, events, ideas or information are linked together</li> <li>● Describe how the individuals or ideas are the same or different</li> </ul>
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content</li> <li>● Use strategies when faced with an unknown word</li> </ul>
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> <li>● Identify key illustrations of a story</li> <li>● Make clear the relationship between the illustrations and the story or text</li> <li>● Describe how the illustrations explain the story or text, with support</li> </ul>
	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>● Develop ability to recognize the reasons an author gives to support points in the text</li> </ul>
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.K.9: <ul style="list-style-type: none"> <li>● Compare similarities and differences in character’s experiences within a story</li> </ul> RI.K.9: <ul style="list-style-type: none"> <li>● Discuss similarities and differences between two texts on the same topic</li> </ul>
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>● Participate in group reading activities</li> <li>● Articulate the purpose of the group reading activities</li> <li>● Model and develop engaging reading habits that lead to reading texts independently</li> </ul>
RF.K.1. Demonstrate understanding of the organization and basic features of print.		<ul style="list-style-type: none"> <li>● Name all upper and lower case letters</li> <li>● Recognize that print has meaning and is made up of letters in a specific order</li> </ul>



## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>● Recognize that spaces separate the words</li> <li>● Recognize specific words in a sentence or text</li> </ul>
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of syllables in a word</li> <li>● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)</li> <li>● Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds</li> <li>● Name the sound for each letter in a CVC word and then blend sounds to make a word</li> <li>● Create new one-syllable words by adding or substituting phonemes</li> </ul>
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p> <p>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>	<ul style="list-style-type: none"> <li>● Apply understanding of long and short vowels in common spelling</li> <li>● Identify common high-frequency words by sight in isolation and also in a text</li> <li>● Compare similarly spelled words by identifying letter sounds that differ</li> </ul>
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding</li> <li>● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on-level text fluently with understanding</li> </ul>
<p><b>Unit 4 Writing Standards</b></p>	<p><b>Unit 4 Writing Critical Knowledge and Skills</b></p>
<p>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>	<ul style="list-style-type: none"> <li>● Express opinion or likes and dislikes about a topic or book</li> <li>● State an opinion or preference</li> <li>● Dictate thinking and/or illustrate ideas and write ideas</li> <li>● Choose self-selected topics</li> <li>● Begin to develop ability to support opinion or preference with a reason</li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>● Tell, draw and write a story about something that happened</li> <li>● Show what happens first</li> <li>● Put the pages in order</li> <li>● Tell what happens last</li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>● Add details to written stories</li> <li>● Turn and talk to reflect on writing</li> <li>● Use writing partners and teacher conferences to strengthen writing</li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>● Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices)</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

	and engage in digital meeting)
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> <li>Understand their job and how they will contribute to the project from beginning to end</li> </ul>
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support</li> </ul>
<b>Unit 4 Speaking and Listening Standards</b>	<b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b>
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> <li>Participate in a variety of rich structured conversations about grade appropriate topics and texts</li> <li>Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)</li> </ul>
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.	<ul style="list-style-type: none"> <li>Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>Practice asking questions for clarification</li> </ul>
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>Use strategies for asking questions that are on a topic</li> <li>Use strategies for understanding and answering questions asked of them</li> </ul>
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>Describe familiar people</li> <li>Tell about familiar places</li> <li>Describe memorable events</li> <li>Explain familiar events</li> <li>Report facts and details about an experience</li> </ul>
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>Construct drawings or gather other visual media when describing</li> <li>Present information to others using appropriate visual displays to add detail</li> </ul>
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> <li>Express thoughts and feelings and ideas</li> <li>Speak audibly to naturally express ideas</li> </ul>
<b>Unit 4 Language Standards</b>	<b>Unit 4 Language Critical Knowledge and Skills</b>
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.A. Print many upper- and lowercase letters. L.K.1.B. Use frequently occurring nouns and verbs. L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.K.1.F. Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> <li>Utilize formal grammar and usage of spoken and written standard English</li> <li>Distinguish between upper and lower case letters</li> <li>Print a variety upper- and lowercase letters</li> <li>Use frequently occurring nouns and verbs correctly</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</li> <li>Understand and use question words (e.g., who, what, where, when, why, how) appropriately</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</li> <li>Produce and expand complete sentences in shared language activities</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> <li>● Write a sentence</li> <li>● Demonstrate convention in one’s own writing: capitalization</li> <li>● Demonstrate convention in one’s own writing: end punctuation</li> <li>● Demonstrate convention: produce phonemes in one’s own writing</li> <li>● Demonstrate convention: show understanding of basic phonics when writing</li> </ul>
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>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>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>	<ul style="list-style-type: none"> <li>● Identify new meanings for familiar words</li> <li>● Apply new meanings to familiar words accurately</li> <li>● Use frequently occurring affixes as clues to define unknown words</li> </ul>
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> <li>● Explore word relationships and nuances in word meanings</li> <li>● Connect–words to real-life situations</li> <li>● Explore variations of verbs</li> </ul>
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>● Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking</li> </ul>

### Unit 4 Kindergarten What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Running Records</li> <li>● Words Their Way Student Workbook Practice</li> <li>● Renaissance Learning STAR Early Literacy Test</li> <li>● Journal Response</li> <li>● Dolch Sight Word Assessments- Pre-Primer</li> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> <li>● <b>Opinion</b> writing: 4 square identifying problem, struggle, solution, prewriting</li> </ul> <p style="text-align: center;"><i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i></p>	<ul style="list-style-type: none"> <li>● Published- <b>Opinion</b>- 4 square identifying problem, struggle, solution. Prewrite-Google typed.</li> <li>● Renaissance Learning STAR Early Literacy Test</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<b>District/School Texts</b>		<b>District/School Supplementary Resources</b>	
<ul style="list-style-type: none"> <li>● <i>Words Their Way</i> Word Study Workbook</li> <li>● Foundations /Foundations Sound Cards</li> <li>● Leveled classroom library</li> <li>● Reading A-Z online leveled library</li> <li>● Raz-Kids</li> <li>● Reading Eggs</li> <li>● Dolch Sight Word List Pre Primer/Primer</li> </ul>		<ul style="list-style-type: none"> <li>● Raz-Kids</li> <li>● Reading Eggs</li> <li>● Pebble-Go</li> <li>● Metacognition mapping/diagramming</li> <li>● Kindergarten academic vocabulary list</li> <li>● Design challenges with GHS coaches</li> <li>● 20time Projects</li> <li>● <u><i>A Color of our Own</i></u> (similes)</li> <li>● Structured Read Alouds:                             <ul style="list-style-type: none"> <li>○ <u><i>What's in a Shell</i></u></li> <li>○ <u><i>A House for Hermit Crab</i></u></li> <li>○ <u><i>Diving Dolphins</i></u></li> <li>○ Pebblego.com</li> <li>○ BrainpopJr.com</li> </ul> </li> </ul>	
<b>District/School Writing Tasks</b>			
<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>	
Genre to be decided based on individual student need.	Revising writing from peer and teacher feedback	Journal entries Answering questions	
<b>Possible Assignments/ Activities to Support Student Learning Within Unit 4</b>			
<ul style="list-style-type: none"> <li>● Paired reading activity using complex text and reading strategies</li> <li>● Poetry / Yoga activity with Yoga poetry book and “animal” poses</li> <li>● Bulletin Board... similes <i>A Color of Our Own</i> ex: my hair is like honey. Kids will give a simile for a feature about their physical facial appearance. Kids select oval in the shade of their skin and create hair using construction paper. Features, eyes mouth etc...using marker, colored pencil etc...</li> </ul>			

<b>Plan for Language Study</b>		
<b><u>New:</u></b>	<b><u>Review:</u></b> Students’ understandings of foundational language rules (determine/activate students’ prior knowledge). character(s) setting	<b><u>Academic Vocabulary:</u></b>
<ul style="list-style-type: none"> <li>● Using nouns, verbs and prepositions</li> <li>● Orally form plural nouns</li> <li>● Understand and use question words (who, what, where, when, why, how)</li> </ul>		beginning end middle retell

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

	solution story struggle	setting character(s) setting solution story struggle fiction non-fiction author illustrator title capital letter lowercase letter uppercase letter
--	-------------------------------	---

### Interdisciplinary Connections throughout the K-12 Curriculum

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

### Integration of 21st Century Themes and Skills

<p><u><a href="#">21st Century Skills/ Career Ready Practices:</a></u></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee.</b></p> <p><b>CRP2. Apply appropriate academic and technical skills.</b></p> <p><b>CRP3. Attend to personal health and financial well-being.</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason.</b></p> <p><b>CRP5. Consider the environmental, social and economic impacts of decisions.</b></p> <p><b>CRP6. Demonstrate creativity and innovation.</b></p> <p><b>CRP7. Employ valid and reliable research strategies.</b></p> <p><b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p><b>CRP9. Model integrity, ethical leadership and effective management.</b></p>
--	--

# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

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.

## 2014 Technology Standards

### 2014 NJ Technology Standards:

#### **8.1 Educational Technology** ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

## Differentiation / Accommodations / Modifications

### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### English Language Learners:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.

- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### Students at Risk of School Failure:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.





# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<b>Unit 5 Kindergarten</b> <b>Pacing: 7 Weeks: May - June</b>		
<p><b>Unit 5: Connections</b></p> <p><b>Writing Genre: Opinion (with Narrative and spiral to informational)</b></p>		<p>Unit 4: <i>What strategies do good readers use to make sense of text?</i></p> <ul style="list-style-type: none"> <li>● Students will understand that reading is a fulfilling activity</li> <li>● Students will understand that there are different ways to read text</li> <li>● Students will understand that by thinking about text, students can learn about themselves and the world around them by making meaningful connections</li> <li>● Students will understand that reading can be a collaborative process</li> <li>● Illustrations give clues to go along with the words in a book</li> <li>● High-frequency words are valuable because they make reading easier</li> <li>● Readers look for high-frequency words, along with other clues, to help them make sense of text, especially when reading a new genre or challenging text</li> <li>● Readers take risks by trying new genres and approaches to reading</li> <li>● Students will understand that there are strategies for navigating a complex text</li> <li>● Students will understand when and how to apply strategies for navigating complex text</li> <li>● Students will be able to explain how they applied a strategy used</li> <li>● Students will understand what it means to compare and to contrast</li> <li>● Students will learn how to compare and contrast</li> <li>● Students will explore poetry as a reading genre</li> </ul>
<b>Unit 5 Reading Standards</b>		<b>Unit 5 Reading Critical Knowledge and Skills</b>
<p>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>RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p>	<ul style="list-style-type: none"> <li>● Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>● Answer when prompted and use key details from the text</li> <li>● Ask and answer questions about key details when prompting with who, what, where, when, why and how</li> <li>● Determine what key details are in a text</li> <li>● Understand what key details are</li> <li>● Ask and answer questions about key details, with support</li> </ul>
<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p>	<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>RL.K.2:</p> <ul style="list-style-type: none"> <li>● Retell a familiar story, putting key details in a sequential order</li> </ul> <p>RI.K.2:</p> <ul style="list-style-type: none"> <li>● Identify the main topic of a text</li> <li>● Retell key details in a text</li> <li>● Name or illustrate some of the details about the topic</li> </ul>
	<p>RI.K.3. With prompting and support, describe the connection between two</p>	<ul style="list-style-type: none"> <li>● Explain two individuals, events, ideas or information are linked together</li> <li>● Describe how the individuals or ideas are the same or different</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

	individuals, events ideas or pieces of information in a text.	
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content</li> <li>● Use strategies when faced with an unknown word</li> </ul>
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> <li>● Identify key illustrations of a story</li> <li>● Make clear the relationship between the illustrations and the story or text</li> <li>● Describe how the illustrations explain the story or text, with support</li> </ul>
	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>● Develop ability to recognize the reasons an author gives to support points in the text</li> </ul>
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.K.9: <ul style="list-style-type: none"> <li>● Compare similarities and differences in character’s experiences within a story</li> </ul>
		RI.K.9: <ul style="list-style-type: none"> <li>● Discuss similarities and differences between two texts on the same topic</li> </ul>
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>● Participate in group reading activities</li> <li>● Articulate the purpose of the group reading activities</li> <li>● Model and develop engaging reading habits that lead to reading texts independently</li> </ul>
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> <li>● Name all upper and lower case letters</li> <li>● Recognize that print has meaning and is made up of letters in a specific order</li> <li>● Recognize that spaces separate the words</li> <li>● Recognize specific words in a sentence or text</li> </ul>
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		<ul style="list-style-type: none"> <li>● Demonstrate knowledge of syllables in a word</li> <li>● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)</li> <li>● Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds</li> <li>● Name the sound for each letter in a CVC word and then blend sounds to make a word</li> <li>● Create new one-syllable words by adding or substituting phonemes</li> </ul>
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding		<ul style="list-style-type: none"> <li>● Apply understanding of long and short vowels in common spelling</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<p>and encoding words.</p> <p>RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p> <p>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>	<ul style="list-style-type: none"> <li>● Identify common high-frequency words by sight in isolation and also in a text</li> <li>● Compare similarly spelled words by identifying letter sounds that differ</li> </ul>
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding</li> <li>● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on-level text fluently with understanding</li> </ul>
<p><b>Unit 5 Writing Standards</b></p>	<p><b>Unit 5 Writing Critical Knowledge and Skills</b></p>
<p>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>	<ul style="list-style-type: none"> <li>● Express opinion or likes and dislikes about a topic or book</li> <li>● State an opinion or preference</li> <li>● Dictate thinking and/or illustrate ideas and write ideas</li> <li>● Choose self-selected topics</li> <li>● Begin to develop ability to support opinion or preference with a reason</li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>● Tell, draw and write a story about something that happened</li> <li>● Show what happens first</li> <li>● Put the pages in order</li> <li>● Tell what happens last</li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>● Add details to written stories</li> <li>● Turn and talk to reflect on writing</li> <li>● Use writing partners and teacher conferences to strengthen writing</li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>● Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)</li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>● Understand their job and how they will contribute to the project from beginning to end</li> </ul>
<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>● Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support</li> </ul>
<p><b>Unit 5 Speaking and Listening Standards</b></p>	<p><b>Unit 5 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B. Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> <li>● Participate in a variety of rich structured conversations about grade appropriate topics and texts</li> <li>● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>● Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>● Ask and answer questions about a text read aloud or information through other media to better student understanding</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

and requesting clarification if something is not understood.	<ul style="list-style-type: none"> <li>● Practice asking questions for clarification</li> </ul>
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>● Use strategies for asking questions that are on a topic</li> <li>● Use strategies for understanding and answering questions asked of them</li> </ul>
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>● Describe familiar people</li> <li>● Tell about familiar places</li> <li>● Describe memorable events</li> <li>● Explain familiar events</li> <li>● Report facts and details about an experience</li> </ul>
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>● Construct drawings or gather other visual media when describing</li> <li>● Present information to others using appropriate visual displays to add detail</li> </ul>
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> <li>● Express thoughts and feelings and ideas</li> <li>● Speak audibly to naturally express ideas</li> </ul>
<b>Unit 5 Language Standards</b>	<b>Unit 5 Language Critical Knowledge and Skills</b>
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A. Print many upper- and lowercase letters.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> <li>● Utilize formal grammar and usage of spoken and written standard English</li> <li>● Distinguish between upper and lower case letters</li> <li>● Print a variety upper- and lowercase letters</li> <li>● Use frequently occurring nouns and verbs correctly</li> <li>● Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</li> <li>● Understand and use question words (e.g., who, what, where, when, why, how) appropriately</li> <li>● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</li> <li>● Produce and expand complete sentences in shared language activities</li> </ul>
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> <li>● Write a sentence</li> <li>● Demonstrate convention in one's own writing: capitalization</li> <li>● Demonstrate convention in one's own writing: end punctuation</li> <li>● Demonstrate convention: produce phonemes in one's own writing</li> <li>● Demonstrate convention: show understanding of basic phonics when writing</li> </ul>
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>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>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>	<ul style="list-style-type: none"> <li>● Identify new meanings for familiar words</li> <li>● Apply new meanings to familiar words accurately</li> <li>● Use frequently occurring affixes as clues to define unknown words</li> </ul>
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>● Explore word relationships and nuances in word meanings</li> <li>● Connect-words to real-life situations</li> </ul>

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

<p>L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> <li>● Explore variations of verbs</li> </ul>
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>● Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking</li> </ul>

### Unit 5 Kindergarten What This May Look Like

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
<ul style="list-style-type: none"> <li>● Running Records</li> <li>● Words Their Way Student Workbook practice</li> <li>● Renaissance Learning STAR Early Literacy Test</li> <li>● Journal Responses</li> <li>● Dolch Sight Word Assessment</li> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> <li>● Assessments- Primer, Pre-Primer word lists</li> <li>● Published- <b>Choice Writing</b></li> </ul> <p style="text-align: center; margin-top: 20px;"><i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i></p>		<ul style="list-style-type: none"> <li>● Published- <b>Choice Writing</b></li> <li>● Renaissance Learning STAR Early Literacy Test</li> </ul>	
District/School Texts		District/School Supplementary Resources	
<ul style="list-style-type: none"> <li>● <i>Words Their Way</i> Word Study Workbook</li> <li>● Foundations /Foundations Sound Cards</li> <li>● Leveled classroom library</li> <li>● Reading A-Z online leveled library</li> <li>● Raz-Kids</li> <li>● Reading Eggs</li> <li>● Dolch Sight Word List Pre Primer/Primer</li> </ul>		<ul style="list-style-type: none"> <li>● Raz-Kids</li> <li>● Reading Eggs</li> <li>● Pebble-Go</li> <li>● Metacognition mapping/diagramming</li> <li>● Kindergarten academic vocabulary list</li> <li>● Design challenges with GHS coaches</li> <li>● 20time Projects</li> </ul>	
District/School Writing Tasks			
<p><b>Primary Focus</b> Improving writing genre of individual student choice.</p>	<p><b>Secondary Focus</b> Incorporating “story” into Informative and opinion writing</p>	<p><b>Routine Writing</b> Journal entries Answering questions in writing</p>	

# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

## Possible Assignments/ Activities to Support Student Learning Within Unit 5

- Big book, advice to the future kindergarten
- Letter to their new teacher
- Flipgrid activity to support dictation
- Storyboarding

## Plan for Language Study

**New:**

- Using nouns, verbs and prepositions
- Orally form plural nouns
- Understand and use question words (who, what, where, when, why, how)

**Review:** Students' understandings of foundational language rules (determine/activate students' prior knowledge).

**Academic Vocabulary:**

beginning  
 character  
 end  
 middle  
 retell  
 setting  
 character(s)  
 list  
 setting  
 solution  
 story  
 struggle  
 fiction  
 non-fiction  
 author  
 illustrator  
 title  
 capital letter  
 lowercase letter  
 uppercase letter

## Interdisciplinary Connections throughout the K-12 Curriculum

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- 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 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.**

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

##### **8.1 Educational Technology (Word | PDF)**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

##### **Extension Activities** *(content, process, product and learning environment)*

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.



# Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

## **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

## **English Language Learners:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

## **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests

## Green Township School District Kindergarten ELA Curriculum - Revised July 2017

- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.