

**Hainesport Township School District
211 Broad Street Hainesport, NJ 08036**



Course Title: Language Arts Grade Kindergarten
Board of Education Adoption Date: April 25, 2013
Board of Education Re-adoption Date: August 28, 2018, 1/2/2024

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Course Description and Concepts

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through Kindergarten are expected to meet the grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

The K–5 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

NJ Technology Standards

8.1 Educational Technology: 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.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- 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.

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Pacing Guide

Unit Topic/Core Novel	Unit #	APX Unit Length
Primary Focus: Literary Text Secondary Focus: Informational Text Narrative Writing/Informative/Explanatory writing	I	45 Days
Primary Focus: Informational Text Secondary Focus: Literary Text Informative/Explanatory Writing/Narrative Writing	II	45 Days
Primary Focus: Informational Text Secondary Focus: Literary Text Opinion Writing/Shared Research Writing	III	45 Days
Primary Focus: Informational Secondary Focus: Literary Text Opinion Writing/Narrative Writing/Shared Research Writing	IV	45 Days

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1A,D RL.K.3 RI.K.5 RF.K.2A RL.K.5 RI.K.1 RF.K.4A,B RL.K.6 0 RL.K.7 8.1.2.A.1 RL.K.10 8.1.2.A.4	Primary Focus Standards: W.K.2 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"> Literary 	Writing Focus: <ul style="list-style-type: none"> Narrative writing 	Task type:	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English

		<ul style="list-style-type: none"> Informative/explanatory writing 	<ul style="list-style-type: none"> Small & whole group discussion through guided oral discussion 	grammar when writing or speaking
Unit 2	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,C,D RL.K.3 RI.K.3 RF.K.2A,B,C RL.K.10 RI.K.4 RF.K.3A,C RI.K.6 RF.K.4A,B RI.K.7 RI.K.10	Primary Focus Standards: W.K.2 W.K.3 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"> Informational 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar when writing or speaking
Unit 3	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,D RL.K.2 RI.K.2 RF.K.2A,B,C,D RL.K.4 RI.K.3 ,E RL.K.7 RI.K.4 RF.K.3C,D RL.K.9 RI.K.7 RF.K.4A,B RL.K.10 RI.K.9 8.1.2.A.2 RI.K.10	Primary Focus Standards: W.K.1 W.K.2 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"> Literary Informational 	Writing Focus: <ul style="list-style-type: none"> Opinion writing Shared research writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Unit 4	Primary Focus Standards:	Primary Focus Standards: W.K.1 W.K.3	Primary Focus Standards: SL.K.1A,B SL.K.2	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D

	RL.K.1 RL.K.2 RL.K.4 RL.K.7 RL.K.9 RL.K.10	RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.8 RI.K.9 RI.K.10	RF.K.1B,D RF.K.2B,C,D,E RF.K.3B,C,D RF.K.4A,B	W.K.5 W.K.6 W.K.7 W.K.8	SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.4A,B L.K.5C,D L.K.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 		Writing Focus: <ul style="list-style-type: none"> Opinion writing Narrative writing Shared research/writing 		Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Suggested Open Educational Resources	<ul style="list-style-type: none"> http://www.fountasandpinnell.com/resourcelibrary https://resources.fountasandpinnell.com http://readingandwritingproject.org/ www.jenniferserravallo.com/blog http://www.wegivebooks.org/books http://www.nwp.org/cs/public/print/resource_topic/teaching_reading http://www.sightwords.com/ www.lindahoyt.com/tips.html http://www.readwritethink.org/ https://readtheory.org www.readingrockets.org www.wilsonacademy.com 		<ul style="list-style-type: none"> https://resources.fountasandpinnell.com/ http://readingandwritingproject.org/ http://www.schrockguide.net/ - http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.nwp.org/cs/public/print/resource_topic/teaching_writing www.wilsonacademy.com https://deannajump.com/ http://jessicameacham.com/writing/ 		<ul style="list-style-type: none"> https://resources.fountasandpinnell.com/ http://readingandwritingproject.org/ www.lindahoyt.com/tips.html www.jenniferserravallo.com/blog 	<ul style="list-style-type: none"> https://resources.fountasandpinnell.com/ http://readingandwritingproject.org/ www.lindahoyt.com/tips.html http://www.seymoursimon.com/index.php/blog/

Unit 1 Kindergarten		
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		<ul style="list-style-type: none"> ● Provide a description of characters in a story using key details. ● Provide a description of the setting of a story using key details. ● Provide a description of the major events in a story using key details.
RL.K.5. Recognize common types of texts (e.g., 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"> ● Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)
		RI.K.5:
		<ul style="list-style-type: none"> ● Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		<ul style="list-style-type: none"> ● Identify the author and illustrator of a story ● Explain the role of the author and illustrator in creating the text
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support

RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.A. Follow words from left to right, top to bottom, and page by page. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> ● Understand basic print features <ul style="list-style-type: none"> – Books have a correct position – Print has specific directionality – Print has meaning and is made up of letters ● Track text left to right, top to bottom and page by page ● Name all upper and lower case letters
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words.		<ul style="list-style-type: none"> ● Recognize the differences in syllables, sounds and phonemes (cat, bat, fat) ● Identify and produce rhyming words
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills . RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.		<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure to read on-level text fluently with understanding
8.1.2.A.1 Identify the basic features of a digital device and explain its purpose		<ul style="list-style-type: none"> ● Chromebooks & iPads <p>- How to open Chromebook & turn on, logging in, teach letter: typing, backspace & enter, shift (for capitals), punctuation, use a mouse,</p> <ul style="list-style-type: none"> ● When you're introducing how to use Think Central's Online Personal Trainer, Briefly explain how to use basic features of a Chromebook
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)		<ul style="list-style-type: none"> ● Visit various sites such as Starfall.com, brainpopjr.com, abcy.com, cookie.com, tumblebooks.com, TVOkids.com, etc.
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		<ul style="list-style-type: none"> ● Draw, tell, write about topics that are well known ● Name what is being written about ● Supply additional information about the topic

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<ul style="list-style-type: none"> • Tell, draw and write a story about something that happened • Show what happens first • Put the pages in order • Tell what happens last
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"> • Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<ul style="list-style-type: none"> • Participate in a variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
Unit 1 Language Standards	Unit 1 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.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"> ● Utilize formal grammar and usage of spoken and written standard English ● Use frequently occurring nouns and verbs correctly ● Understand and use question words (e.g., who, what, where, when, why, how) appropriately ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
<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"> ● Explore word relationships and nuances in word meaning ● Categorize common objects ● Sort common objects ● Draw conclusions about the category representations
<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"> ● Listen, share and read a variety of texts ● Highlight ● Use new words and phrases when writing, reading and responding to texts
6.1.4.A.1	<ul style="list-style-type: none"> ● Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.11	<ul style="list-style-type: none"> ● Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels
6.1.4.C.2	<ul style="list-style-type: none"> ● Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.6	<ul style="list-style-type: none"> ● Describe the role and relationship among households, businesses, laborers, and governments within the economic system
6.1.4.D.18	<ul style="list-style-type: none"> ● Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	<ul style="list-style-type: none"> ● Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	<ul style="list-style-type: none"> ● Describe why it is important to understand the perspectives of other cultures in an interconnected world.
5.3c	<ul style="list-style-type: none"> ● All animals and most plants depend on both other organisms and their environment to meet their basic needs.
8.1.2.A.1	<ul style="list-style-type: none"> ● Identify the basic features of a digital device and explain its purpose.

8.1.2.A.3	<ul style="list-style-type: none"> Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	<ul style="list-style-type: none"> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.D.1	<ul style="list-style-type: none"> Develop an understanding of ownership of print and nonprint information.
8.2.2.A.2	<ul style="list-style-type: none"> Describe how designed products and systems are useful at school, home and work.
8.2.2.B.1	<ul style="list-style-type: none"> Identify how technology impacts or improves life.
8.2.2.B.4	<ul style="list-style-type: none"> Identify how the ways people live and work has changed because of technology.
8.2.2.C.1	<ul style="list-style-type: none"> Brainstorm ideas on how to solve a problem or build a product.
8.2.2.C.6	<ul style="list-style-type: none"> Investigate a product that has stopped working and brainstorm ideas to correct the problem.
8.2.2.D.1	<ul style="list-style-type: none"> Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.E.1	<ul style="list-style-type: none"> List and demonstrate the steps to an everyday task.

Unit 1 Grade K	
Content Area: Language Arts	
Unit Title/Core Instructional Materials: Fountas & Pinnell Shared and Guided Reading	Grade Level: K
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
Unit Summary: In this unit, the students will read nonfiction and fictional text, in a variety of genres including fantasy, informational, poetry and realistic texts and fables through Intentional Read Aloud and Shared Reading. The instruction focuses on identifying story structure, main ideas, understanding characters, inferring and predicting, text and graphic features and identifying details. Word Work emphasis on reviewing on letters Aa-Tt, letters in your name, the alphabet and beginning sounds in words with a focus on Mm and /m/ and Ss and /s/. The children will experience, examine and talk about words from a variety of perspectives- taking them apart and putting them together. The children will answer questions about oral vocabulary, sort vocabulary, use vocabulary	21st Century Themes /Career Readiness Practices: Global Awareness Civic Literacy Environmental Literacy Health Literacy Financial, Economic, Business, and Entrepreneurial Literacy CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.

words to complete a sentence and dictate sentences, draw pictures to illustrate new vocabulary.	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Core Instructional Materials:	<p>Fountas & Pinnell Shared and Guided Reading materials</p> <p>Achieve 3000 https://login.achieve3000.com/index</p> <p>Smarty Antz</p> <p>NJ Student Learning Standards Grade K: https://www.nj.gov/education/cccs/2016/ela/k.pdf</p> <p>GSuite for Education</p> <p>Projector</p> <p>Internet resources</p> <p>Activity handouts from the teacher</p> <p>Presentations via technology including educational videos on Safari and youtube.com · Subject software</p> <p>Internet resources</p> <p>Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.</p>
Standards/ ELA Concepts	
<p>Anchor Standards for Reading Grade K: https://www.nj.gov/education/cccs/2016/ela/k.pdf</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> ● NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific 	

textual evidence when writing or speaking to support conclusions drawn from the text.

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

<ul style="list-style-type: none"> ● Fountas and Pinnell Classroom (FPC) Reading Records for continuous progress monitoring ● Daily Anecdotal Notes of observed student oral reading behaviors ● Daily observations for evidence of students’ thinking within, beyond, and about text during discussions ● Observe Reader’s Notebook for students’ ability to articulate understandings through writing/drawing and evidence of thinking within, beyond, and about text ● Foundations Unit 1 Test progress monitoring: Dictate 10 letters, 10 sounds, and 10 lower-case letters ● Foundations Unit 2 Tests progress monitoring: Dictate 5 sounds, 10 current words, and 10 uppStudents blend 5 given sounds to form words, tap and blend 10 words to read, and write 10 upper-case letters ● Foundations Unit 3 Test progress monitoring:Students segment 10 words into sounds, tap and read 5 words, and tap and spell 5 words. ● Foundations Unit 4 Test progress monitoring: ● Foundations Day 5 dictation Check-Up progress monitoring: Dictate 3 sounds, 2 review words, 2 current words, 2 trick words, and 1 sentence ● Daily observations of students’ tapping and orally spelling unit words before writing ● Daily observation of students’ ability to accurately find magnetic letter tiles to make words on letter boards ● Daily observation of students’ ability to “Mark-Up” current and review words ● Weekly Sight Words quiz ● Daily Oral Vocabulary Activities ● Informational/Explanatory Process Piece (teacher constructed) ● Assessment Item Analysis ● UDL Menu ● Do Now / Exit Ticket ● Teacher / Student Questioning ● Class / Small Group Discussion ● Graphic Organizers ● Peer / Self Assessment ● Visual Presentations 	<ul style="list-style-type: none"> ● Fountas & Pinnell (F&P) Benchmark Assessment Middle of the Year and End of the Year ● F&P Benchmark Assessment, Part 3: Writing About Reading ● F&P Benchmark Optional Assessments to pinpoint specific learning needs ● Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Beginning of the Year and End of the Year, Middle of the Year as needed ● WIDA Access Assessment for English Language Learners, End of Year ● Foundations Unit Tests: Dictate 5 sounds, 10 current words, 2 trick words, and 2 sentences <ul style="list-style-type: none"> ○ Unit 1: Letter-Keyword-Sound for consonants/short vowels, Letter Formation for uppercase/lowercase letters a-z, Alphabetical Order ○ Unit 2: Segmenting and Spelling three-sound short vowel words ○ Unit 3: Segmenting and Spelling three-sound short vowel words with consonant digraphs ○ Unit 4: Segmenting and Spelling three-sound short vowel words with bonus letters ○ Unit 5: Segmenting and Spelling three-sound short vowel words with glued sounds -am, -an <p>Writing Continuum Rubric: Emerging, Early Writer, Transitional Writer</p> <p>Unit 1: My Pictures Tell a Story Scoring Rubric</p> <ul style="list-style-type: none"> - Sustained attention, - Picture Tells a story - Topic Generation - Letter Formation - Letter/sound
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<ul style="list-style-type: none">● Think Pair Share● Teacher Observation / Anecdotal Records● Computer Based Applications/Programs● Practice Presentations		
District/School Texts		District/School Supplementary Resources
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i> <ul style="list-style-type: none">● FPC Instructional Contexts: Shared Reading, Guided Reading, Reading Mini Lessons, Interactive Read Alouds● FPC Collection Guides● F&P Literacy Continuum● F&P Prompting Guides Part 1 for Oral Reading and Early Writing: Teach Prompt Reinforce● F&P Prompting Guides Part 2 for Comprehension: Thinking, Talking, Writing Within Beyond About● FPC Online Resource● Reader’s Notebook● Foundations Level K Kit● Orton Gillingham Approach● Writer’s Workshop Mini Lessons (Deanna Jump)● Writer’s Journal		<i>Districts or schools choose supplementary resources that are not considered “texts.”</i> <ul style="list-style-type: none">● Reading A-Z● Smarty Antz● Word Wall● Foundations Level K Fluency Kit● Foundations Level K Progress Monitoring Kit● F&P The Literacy Quick Guide: A Reference Tool for Responsive Literacy Teaching● F&P Guided Reading: A Responsive Teaching Across Grade Levels● F&P Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading, K-8● F&P Comprehensive Phonics, Spelling, and Word Study Guide● F&P Literacy Beginnings, PK-K● F&P Genre Study: Teaching with Fiction and Nonfiction Books● F&P When Readers Struggle, K-3● Strategies that Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis● The Reading Strategies Book by Jennifer Serravallo● The Writing Strategies Book by Jennifer Serravallo● Handwriting without Tears, Pre-K-1
District/School Writing Tasks		
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>

<ul style="list-style-type: none"> • Narrative 	<ul style="list-style-type: none"> • Informational/Explanatory • Research 	<ul style="list-style-type: none"> • Text Dependent Writing (TDQ) • Quickwrites • Routine Writing • Writer’s Journal • Reader’s Notebook
Unit Essential Questions		
<ul style="list-style-type: none"> • Why do readers read? • How do readers construct meaning? • What are the benefits of reading? • How does reading affect your life? • How does a student learn to read? • Why is it important to think while you read? • How do we learn to read? • How do we figure out a word we do not recognize? • How does fluency, rate, and accuracy affect comprehension? • Where do writers get their ideas? • How do I organize my writing? • What are the stories that I can draw, tell, or write? • How do I use writing to retell life events across pages? • How can writing be a part of our daily learning? • Why do we ask questions? • Why is readable handwriting important? • How are words used to talk and write ideas? • Why is it important to use correct punctuation? • Why is it important to use correct spelling? 		
Unit Enduring Understanding		
<ul style="list-style-type: none"> • Effective readers use a variety of strategies to make sense of key ideas and details presented in text. • To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. 		
Key Vocabulary		
<ul style="list-style-type: none"> • <i>Tier 2 vocabulary to be extracted from text during the course of instruction.</i> • analyze • explicit 		

- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea
- convey details
- summarize
- distinct
- fact
- opinion
- judgment
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- determine
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot
- author
- point of view
- develop
- narrator
- speaker in text

- literature
- drama
- poetry
- fluency
- comprehension

Unit Learning Targets (Students will do...)

- Ask and answer questions about a text
- Discuss things that family members do together
- Listen to an information text about families
- Ask and answer questions about information in a text
- Explore what is the same about all families
- Read high frequency word by sight I
- Discuss a character's feelings
- Draw and write to respond a text
- Discuss features of realistic fiction, using examples from a text
- Introduce the comprehension skill, main idea and summarize
- Review letters Aa-Jj
- Focus on letters Kk-Oo
- Print upper and lowercase letters
- Recognize and produce rhyming
- Use nouns for people
- Listen and learn about children at school
- Ask and answer questions about a text
- Practice making inferences about a text
- Listen to a story about dinosaurs who go to school
- Show an understanding of the characters in a story
- Name the author and illustrator
- Introduce genre and text focus
- Comparing text
- Read the high frequency word by sight word like
- Learn new words from How Do Dinosaurs Go to School?
- Discuss and make inferences about a text
- Respond to a text
- Explore the reasons for school rules

- Explore an author's purpose for writing
- Isolate and pronounce the beginning sound in a word
- Recite the alphabet
- Review the letter names Aa-Ss
- Recognize and write the letters Pp-Tt
- Use nouns for places
- Identify antonyms
- Listen to a story about children and their pets
- Ask and answer questions about a text
- Explore concepts of responsibility and caring for pets
- Listen to a story about children and their puppy
- Explore having and caring for pets
- Identify story structure
- Read the high frequency word by sight the
- Retell events in the story
- Compare pets and pet care
- Use text and pictures to draw conclusions
- Connect to the topic of an informational text
- Isolate and pronounce the beginning sound in a word
- Review letters Aa-Tt
- Recognize and write letters Uu-Zz
- Track words in an oral sentence
- Use nouns for animals and things
- Identify synonyms
- Listen to a story about a woman who runs a pizza parlor
- Ask and answer questions about a text
- Learn about the task and jobs involved in making pizza
- Learn about different jobs people do
- Explore how words and photographs can give information
- Introduce genre and text focus/ fairy tale and fable
- Compare text/ fairy tale and fable
- Read high frequency words
- Use inflections as clues to the meanings of words/words ending with -ed and -ing
- Retell the story with attention to details

- Relate the steps needed for making pizza/sequence
- Show an understanding through drawing or writing
- Analyze how text and graphic features work together to give information
- Discuss features of information text
- Isolate the first sound in words that begin with /m/
- Learn that M and m stand for /m/
- Print uppercase and lowercase Mm
- Match letter m to /m/
- Use action words in the present tense
- Listen to a fable that teaches about helping
- Ask and answer questions about a text
- Discuss details in a text
- Listen about tools we use to do things with our hands
- Ask and answer questions about information in a text
- Introduce genre and text focus, traditional tale/ folk tale
- Compare text, traditional tale/folk tale
- Review sight words in unit 1
- Discuss a character's decision and motivation
- Write about the work done to perform a task
- Show understanding of questions and details
- Identify details in an informational text
- Identify causes and effects in a text
- Isolate and pronounce the first sound in words that begin with /s/
- Learn that S and s stand for /s/
- Print uppercase and lowercase Ss
- Match letter s to /s/
- Isolate and pronounce the first sound in words that begin with /m/ and /s/
- Match letter Mm to /m/ and Ss to /s/
- Use action words in the present tense
- Identify synonyms

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars

Instructional Best Practices
(Please see information in attached link)

Unit 2 Kindergarten		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompting and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text • Understand what key details are • Ask and answer questions about key details, with support
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"> • Provide a description of characters in a story using key details. • Provide a description of the setting of a story using key details. • Provide a description of the major events in a story using key details.
	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content • Use strategies when faced with an unknown word
	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"> • Identify the author and illustrator of a story • Explain the role of the author and illustrator in creating the text
	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> • Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support

RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently
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"> • Recognize that print has meaning and is made up of letters in a specific order • Recognize that spaces separate the words • Recognize specific words in a sentence or text • Name all upper and lower case letters
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. 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"> • Identify and produce rhyming words • Demonstrate knowledge of syllables in a word • Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)
RF.K.3. 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"> • Use specific strategies for decoding words, including letter sound correspondence • Associate a letter with a sound and apply these sounds when decoding words • Identify common high-frequency words by sight in isolation and also in a text
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills . RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.		<ul style="list-style-type: none"> • Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding • Demonstrate the ability to use meaning, visuals, and structure to read on-level text fluently with understanding
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		<ul style="list-style-type: none"> • Draw tell, write about topics that is well known • Name what is being written about • Supply additional information about the topic

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<ul style="list-style-type: none"> • Tell, draw and write a story about something that happened • Show what happens first • Put the pages in order • Tell what happens last
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"> • Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing
8.1.2.A.2 Create a document using a word processing application.	Key Text for Word Processing <ul style="list-style-type: none"> • K-identifying the google icons: google doc, slides etc.
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
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"> ● Utilize formal grammar and usage of spoken and written standard English ● Distinguish between upper and lower case letters ● Print a variety upper- and lowercase letters ● Use frequently occurring nouns and verbs correctly appropriately ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
<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"> ● Explore word relationships and nuances in word meanings ● Relate nouns and verbs to their antonyms
<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"> ● Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking
8.1.P.A.1	<ul style="list-style-type: none"> ● Use an input device to select an item and navigate the screen
8.1.P.A.4	<ul style="list-style-type: none"> ● Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
8.1.2.A.4	<ul style="list-style-type: none"> ● Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.C.1	<ul style="list-style-type: none"> ● Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	<ul style="list-style-type: none"> ● Develop an understanding of ownership of print and nonprint information.
5.3.2.A.1	<ul style="list-style-type: none"> ● Group living and nonliving things according to the characteristics that they share.

5.3.2.B.1	<ul style="list-style-type: none"> Describe the requirements for the care of plants and animals related to meeting their energy needs.
5.3.2.C.1	<ul style="list-style-type: none"> Describe the ways in which organisms interact with each other and their habitats in order to meet basic needs.
5.3.2.C.2	<ul style="list-style-type: none"> Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals.
5.2.2.E.1	<ul style="list-style-type: none"> Investigate and model the various ways that inanimate objects can move.
5.2.2.E.2	<ul style="list-style-type: none"> Predict an object's relative speed, path, or how far it will travel using various forces and surfaces.

Unit 2 Grade Kindergarten	
Content Area: Language Arts	
Unit Title/Core Novel: Fountas & Pinnell Shared and Guided Reading	Grade Level: Kindergarten
Interdisciplinary Connections: Science	Length of Time: APX 45 Days
Unit Summary: In this unit, students will read nonfiction and fictional texts, in a variety of genres including fantasy, informational text, poetry, and realistic fiction. Students will continue to develop retelling skills, identifying and comparing and contrasting story elements such as characters, setting, problem, and solution. Students will also discuss the author's choices and purpose for making them. Students will discuss what can be learned from the illustrations and respond to a story in writing. Students will continue to develop vocabulary through domain specific vocabulary /Tier II. Students will also rhyme and produce sounds in CVC pattern words. Students will identify the symbol and sound for upper and lowercase letters: A, T, C, P, L, W. They will also read sight words.	21st Century Themes /Career Readiness Practices: Global Awareness Civic Literacy Environmental Literacy Health Literacy Financial, Economic, Business, and Entrepreneurial Literacy CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.

	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Core Instructional Materials:	<p>Fountas & Pinnell Shared and Guided Reading materials</p> <p>Achieve 3000 https://login.achieve3000.com/index</p> <p>Smarty Antz</p> <p>NJ Student Learning Standards K: https://www.nj.gov/education/cccs/2016/ela/k.pdf</p> <p>GSuite for Education</p> <p>Projector</p> <p>Internet resources</p> <p>Activity handouts from the teacher</p> <p>Presentations via technology including educational videos on Safari and youtube.com · Subject software</p> <p>Internet resources</p> <p>Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.</p>
Standards/ ELA Concepts	
<p>Anchor Standards for Reading Grade K: https://www.nj.gov/education/cccs/2016/ela/k.pdf</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p>	

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Fountas and Pinnell Classroom (FPC) Reading Records for continuous progress monitoring ● Daily Anecdotal Notes of observed student oral reading behaviors ● Daily observations for evidence of students' thinking within, beyond, and about text during discussions 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> ● F&P Benchmark Assessment MOY and EOY, BOY as needed ● F&P Benchmark Assessment, Part 3: Writing About Reading

<ul style="list-style-type: none"> ● Observe Reader’s Notebook for students’ ability to articulate understandings through writing/drawing and evidence of thinking within, beyond, and about text ● Foundations Check-Up progress monitoring: ● Daily observations of students’ tapping and orally spelling unit words before writing ● Daily observation of students’ ability to accurately find magnetic letter tiles to make words on letter boards ● Daily observation of students’ ability to “Mark-Up” current and review words ● Weekly Sight Words quiz ● UDL Menu ● Do Now / Exit Ticket ● Teacher / Student Questioning ● Class / Small Group Discussion ● Graphic Organizers ● Peer / Self Assessment ● Visual Presentations ● Think Pair Share ● Teacher Observation / Anecdotal Records ● Computer Based Applications/Programs ● Practice Presentations 	<ul style="list-style-type: none"> ● F&P Benchmark Optional Assessments to pinpoint specific learning needs ● DIBELS BOY and EOY, MOY as needed ● WIDA Access Assessment for English Language Learners, EOY ● Foundations Unit Test: Writing Continuum Rubric: Emerging, Early Writer, Transitional Writer <p>Unit 2: Writing Personal Narratives Scoring Rubric:</p> <ul style="list-style-type: none"> - Sustained attention, - Picture Tells a story - Topic Generation - Maintaining Topic Focus - Letter Attempts - Letter/Sound
District/School Texts	District/School Supplementary Resources
<p>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</p> <ul style="list-style-type: none"> ● FPC Instructional Contexts: Shared Reading, Guided Reading, Reading Mini Lessons, Interactive Read Alouds ● FPC Collection Guides ● F&P Literacy Continuum ● F&P Prompting Guides Part 1 for Oral Reading and Early Writing: Teach Prompt Reinforce ● F&P Prompting Guides Part 2 for Comprehension: Thinking, Talking, Writing Within Beyond About 	<p>Districts or schools choose supplementary resources that are not considered “texts.”</p> <ul style="list-style-type: none"> ● Reading A-Z ● Smarty Antz ● Word Wall Activities ● Foundations Level 1 Fluency Kit ● Foundations Level 1 Progress Monitoring Kit ● Sitton Spelling and Word Skills Level 1 ● F&P Guided Reading: A Responsive Teaching Across Grade Levels

<ul style="list-style-type: none">● FPC Online Resource● Reader’s Notebook● Foundations Level 1 Kit● Orton Gillingham Approach● Writer’s Workshop Mini Lessons (Deanna Jump)	<ul style="list-style-type: none">● F&P Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading, K-8● F&P Literacy Beginnings, PK-K● F&P Genre Study: Teaching with Fiction and Nonfiction Books● F&P Comprehensive Phonics, Spelling, and Word Study Guide● The Literacy Quick Guide: A Reference Tool for Responsive Literacy Teaching● F&P When Readers Struggle, K-3● Strategies that Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis● The Reading Strategies Book by Jennifer Serravallo● The Writing Strategies Book by Jennifer Serravallo● Handwriting without Tears, Pre-K-1	
District/School Writing Tasks		
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i> <ul style="list-style-type: none">● Narrative	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i> <ul style="list-style-type: none">● Informational	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i> <ul style="list-style-type: none">● Text Dependent Writing (TDQ)● Quickwrites● Routine Writing
Unit Essential Questions		
<ul style="list-style-type: none">● Why do readers read?● How do readers construct meaning?● What are the benefits of reading?● How does reading affect your life?● How does a student learn to read?● Why is it important to think while you read?● How do we learn to read?● How do we figure out a word we do not recognize?		

- How does fluency, rate, and accuracy affect comprehension?
- Where do writers get their ideas?
- How do I organize my writing?
- What are the stories that I can draw, tell, or write?
- How do I use writing to retell life events across pages?
- How can writing be a part of our daily learning?
- Why do we ask questions?
- Why is readable handwriting important?
- How are words used to talk and write ideas?
- Why is it important to use correct punctuation?
- Why is it important to use correct spelling?
- Why do we read informational texts?
- How does reading informational text help us understand our world?
- Why is it important to think while you read?
- How does understanding the structure of a genre help us to better comprehend what we read?

Unit Enduring Understanding

- Effective readers use a variety of strategies to make sense of key ideas and details presented in text.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Key Vocabulary

- *Tier 2 vocabulary to be extracted from text during the course of instruction.*
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea
- convey details
- summarize
- distinct
- fact
- opinion

- judgment
- author
- point of view
- develop
- narrator
- speaker in text
- analyze
- detail
- event
- elaborate
- illustrate
- explain
- anecdotes
- individual
- phrases
- figurative meaning
- connotative meaning
- synonyms
- antonyms
- analyze
- specific
- impact
- meaning tone
- word choice
- determine
- analyze
- chapter heading
- stanza
- text structure
- section
- paragraph
- graphics
- headings
- captions

- media
- media format
- topic/theme
- issue information
- synthesize
- summarize
- evaluate
- argument
- distinguishing claim
- evidence valid
- validity
- claim
- warrant
- counterclaim
- rebuttal
- compare
- contrast
- similar
- difference
- presentation
- event point of view
- perspective

Unit Learning Targets (Students will do...)

- Listen to a book about the sounds we can hear in different seasons
- Ask and answer questions about a text
- Explore how we use our senses to find out about the world
- Build background for My Five Senses
- Introduce comprehension skill and strategy
- Use information from a text to answer questions
- Write a response to an informational text
- Pause for punctuation when reading
- Use context clues to understand a word's meaning
- Acquire and use domain specific vocabulary

- Participate in conversation about a topic
- Read high frequency word by sight
- Relate words to their opposites
- Use words in sentences
- Respond to a book about the seasons
- Compare and contrast the seasons
- Write an opinion about information in a book
- Discuss information from a text
- Compare and contrast elements of a text
- Discuss how text and visuals can give information
- Identify words that begin with short a
- Learn that A and a stand for short a
- Write uppercase and lowercase Aa
- Isolate and pronounce the first sound in words that begin with short a
- Match letter a to the short a sound
- Identify and name vowels and consonants
- Use sensory words
- Write letters
- Write words
- Listen to a story about a girl who moves to a new place that is very different for her
- Explore the concept of cultures and how people can share cultures
- Build background for Mice Squeak, We Speak
- Listen to a book about sounds that animals and people make to communicate information in a text
- Look for clues about the characters in a story
- Use information from a text to answer a question
- Read with expression
- Read with purpose and understanding
- Read high frequency words by sight
- Classify and categorize sensory words
- Acquire and use domain specific vocabulary
- Discuss how character's feelings change in the story
- Respond to reading by writing a story or drawing a picture
- Discuss how authors use special words to help us understand their stories
- Understand characters in a story

- Discuss an author's word choices
- Isolate and pronounce the first sound in words that begin with /t/
- Learn that T and t stand for /t/
- Print uppercase and lowercase Tt
- Understand that vowels can stand for both long and short sounds
- Isolate and pronounce the long and short sounds in words
- Distinguish between long and short a
- Use action words
- Use sensory words to describe and to inform
- Listen to a story about different ways a boy and his mother move when they go for a walk
- Explore words for different ways we can move
- Explore the concept of movement
- Compare and contrast how animals move
- Write a response to an informational text
- Introduce genre and text focus, folktale and fable
- Read the high frequency word by sight
- Make connections between words and their use
- Understand and use words from familiar text
- Understand shades of meaning
- Discuss and do a dramatic retelling of a story
- Respond to a story event in writing
- Compare and contrast parts of a story
- Identify details in a text
- Compare and contrast elements of a text
- Isolate and pronounce the first sound in words that begin with /k/
- Learn that C and c stand for /k/
- Print uppercase and lowercase Cc
- Match letter c to /k/
- Demonstrate knowledge of letter sound correspondence for t /t/, c/k/ and m/m/
- Use color adjectives
- Develop oral language skills to tell a story and express thoughts and ideas clearly
- Use sensory words and color adjectives
- Listen to a story about a boy who watches machines at a construction site
- Explore machinery to build a building

- Listen to a book about wheels
- Use text and graphic features to get information from a text
- Read the high frequency word by sight to
- Put the events of the story in order
- What can be learned from the pictures
- Discuss text and text graphics
- Isolate and pronounce the first sounds in words that begin with /p/
- Learn that P and p stand for /p/
- Print uppercase and lowercase Pp
- Match letter Pp to /p/
- Demonstrate knowledge of letter sound correspondence for t/t/, c/k/, m/m/, and p/p/
- Use adjectives to tell how many
- Use number and color adjectives to describe
- Listen to a story about a boy who draws a tree one day
- Explore concepts of creativity and cooperation
- Build background for Mouse Shapes
- Learn new words from Mouse Shapes
- Learn about shapes and explore the concept of using shapes to make pictures
- Use examples from a text to answer questions
- Identify connections between words and their use
- Identify and describe characters
- Ask and answer questions for clarification
- Read high frequency words for the week
- Review the units high frequency words
- Retell a story
- Discuss in detail characters in a story
- Draw and write in response to a story
- Learn about the parts of the story
- Identify characters, settings and important events in a story
- Examine reasons for characters actions
- Review identifying words that begin with short a and /t/
- Review a, short a sound, t and /t/
- Print uppercase and lowercase Aa, Tt
- Review words that begin with /k/, /p/

- Review c/k/, p/p/
- Print uppercase and lowercase Cc, Pp
- Demonstrate knowledge of letter-sound correspondence for p and /p/, t/t/, c/k/, and a /a/

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars
[Instructional Best Practices](#)
 (Please see information in attached link)

Unit 3 Kindergarten

Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2:
		<ul style="list-style-type: none"> ● Retell a familiar story, putting key details in a sequential order
	RI.K.2:	<ul style="list-style-type: none"> ● Identify the main topic of a text ● Retell key details in a text ● Name or illustrate some of the details about the topic
		<ul style="list-style-type: none"> ● Provide a description of characters in a story using key details. ● Provide a description of the setting of a story using key details. ● Provide a description of the major events in a story using key details.
	RI.K.3. With prompting and support, describe the connection between two 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"> ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.K.9: <ul style="list-style-type: none"> ● Compare similarities and differences in character's experiences within a story
		RI.K.9: <ul style="list-style-type: none"> ● Discuss similarities and differences between two texts on the same topic
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities Model and develop engaging reading habits that lead to reading texts independently
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"> ● Recognize that print has meaning and is made up of letters in a specific order ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text ● Name all upper and lower case letters
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. 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		<ul style="list-style-type: none"> ● Identify and produce rhyming words ● Demonstrate knowledge of syllables in a word ● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) ● Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds ● Name the sound for each letter in a CVC word and then blend sounds to make a word ● Create new one-syllable words by adding or substituting phonemes

(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.	
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"> ● Identify common high-frequency words by sight in isolation and also in a text ● Compare similarly spelled words by identifying letter sounds that differ
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills . RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.	<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on- level text fluently with understanding
Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<ul style="list-style-type: none"> ● Express opinion or likes and dislikes about a topic or book ● State an opinion or preference ● Dictate thinking and/or illustrate ideas and write ideas ● Choose & self-selected topics ● Begin to develop ability to support opinion or preference with a reason
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"> ● Draw tell, write about topics that is well known ● Name what is being written about ● Supply additional information about the topic
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details) .	<ul style="list-style-type: none"> ● Add details to written stories ● Turn and talk to reflect on writing ● Use writing partners and teacher conferences to strengthen writing
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"> ● Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> ● Understand their job and how they will contribute to the project from beginning to end

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> ● Participate in a variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas ● Speak audibly to naturally express ideas
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.A. Print many upper- and lowercase letters. L.K.1.B. Use frequently occurring nouns and verbs. L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<ul style="list-style-type: none"> ● Utilize formal grammar and usage of spoken and written standard English ● Distinguish between upper and lower case letters ● Print a variety upper- and lowercase letters ● Use frequently occurring nouns and verbs correctly ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)

<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"> • Understand and use question words (e.g., who, what, where, when, why, how) appropriately • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) • Produce and expand complete sentences in shared language activities
<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"> • Knows how to write a sentence • Demonstrate convention in one's own writing: capitalization • Demonstrate convention in one's own writing: end punctuation • Demonstrate convention: produce phonemes in one's own writing • Demonstrate convention: show understanding of basic phonics when writing
<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"> • Identify new meanings for familiar words • Apply new meanings to familiar words accurately • Use frequently occurring affixes as clues to define unknown words
<p>L.K.5. 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"> • Explore word relationships and nuances in word meanings • Connect words to real-life situations • Explore variations of verbs
<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"> • Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking
<p>8.1.2.A.1</p>	<ul style="list-style-type: none"> • Identify the basic features of a digital device and explain its purpose.

8.1.2.A.3	<ul style="list-style-type: none"> Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
	<ul style="list-style-type: none"> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.4	
8.1.2.C.1	<ul style="list-style-type: none"> Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	<ul style="list-style-type: none"> Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	<ul style="list-style-type: none"> Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	<ul style="list-style-type: none"> Identify how technology impacts or improves life.
8.2.2.B.2	<ul style="list-style-type: none"> Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	<ul style="list-style-type: none"> Identify products or systems that are designed to meet human needs.
8.2.2.B.4	<ul style="list-style-type: none"> Identify how the ways people live and work has changed because of technology.
8.2.2.D.5	<ul style="list-style-type: none"> Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	<ul style="list-style-type: none"> List and demonstrate the steps to an everyday task.
5.4.2.F.1.	<ul style="list-style-type: none"> Observe and document daily weather conditions and discuss how the weather influences your activities for the day
5.3.2.C.2	<ul style="list-style-type: none"> Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals
5.3.2.A.1	<ul style="list-style-type: none"> Group living and nonliving things according to the characteristics that they share.
5.4.2.A.1	<ul style="list-style-type: none"> Determine a set of general rules describing when the Sun and Moon are visible based on actual sky observations.

Unit 3 Grade Kindergarten	
Content Area: Language Arts	
Unit Title/Core Novel: Fountas & Pinnell Shared and Guided Reading	Grade Level: Kindergarten
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days

<p>Unit Summary:</p> <p>In this unit, students will read nonfiction and fictional texts, in a variety of genres including fantasy, informational text, poetry, and realistic fiction. Students will continue to develop retelling skills, identifying and comparing and contrasting story elements such as characters, setting, problem, and solution. Students will also discuss the author's choices and purpose for making them. Students will continue to develop vocabulary through domain specific vocabulary /Tier II. Students will also rhyme and decode CVC pattern words.</p> <p>Students will identify the symbol and sound for upper and lowercase letters: A, N, F, L, B, Z, V. They will also read sight words.</p>	<p><u>21st Century Themes</u>/Career Readiness Practices:</p> <p>Global Awareness Civic Literacy Environmental Literacy Health Literacy Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
<p>Core Instructional Materials:</p>	<p>Fountas & Pinnell Shared and <u>Guided Reading</u> materials Achieve 3000 https://login.achieve3000.com/index Smarty Antz NJ Student Learning Standards K: https://www.nj.gov/education/cccs/2016/ela/k.pdf GSuite for Education Projector Internet resources Activity handouts from the teacher Presentations via technology including educational videos on Safari and youtube.com · Subject software Internet resources Presentations via technology, including documentaries and videos</p>

Standards/ ELA Concepts

Anchor Standards for Reading Grade K: <https://www.nj.gov/education/cccs/2016/ela/k.pdf>

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</p> <ul style="list-style-type: none"> ● Fountas and Pinnell Classroom (FPC) Reading Records for continuous progress monitoring ● Daily Anecdotal Notes of observed student oral reading behaviors ● Daily observations for evidence of students’ thinking within, beyond, and about text during discussions ● Observe Reader’s Notebook for students’ ability to articulate understandings through writing/drawing and evidence of thinking within, beyond, and about text ● Foundations Check-Up progress monitoring: Daily observations of students’ tapping and orally spelling unit words before writing ● Daily observation of students’ ability to accurately find magnetic letter tiles to make words on letter boards ● Daily observation of students’ ability to “Mark-Up” current and review words ● Weekly Sight Words quiz ● UDL Menu ● Do Now / Exit Ticket ● Teacher / Student Questioning ● Class / Small Group Discussion ● Graphic Organizers ● Peer / Self Assessment ● Visual Presentations ● Think Pair Share ● Teacher Observation / Anecdotal Records ● Computer Based Applications/Programs ● Practice Presentations 	<p>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p> <ul style="list-style-type: none"> ● F&P Benchmark Assessment MOY and EOY, BOY as needed ● F&P Benchmark Assessment, Part 3: Writing About Reading ● F&P Benchmark Optional Assessments to pinpoint specific learning needs ● DIBELS BOY and EOY, MOY as needed ● WIDA Access Assessment for English Language Learners, EOY ● Foundations Unit Test <p>Writing Continuum Rubric: Emerging, Early Writer, Transitional Writer</p> <p>Unit 3: How to Writing Scoring Rubric:</p> <ul style="list-style-type: none"> - Sustained attention, - Picture Tells a story - Topic Generation - Genre Writing - Letter Attempts - Letter/Sound

District/School Texts	District/School Supplementary Resources
<p>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</p> <ul style="list-style-type: none"> ● FPC Instructional Contexts: Shared Reading, Guided Reading, Reading Mini Lessons, Interactive Read Alouds ● FPC Collection Guides ● F&P Literacy Continuum ● F&P Prompting Guides Part 1 for Oral Reading and Early Writing: Teach Prompt Reinforce ● F&P Prompting Guides Part 2 for Comprehension: Thinking, Talking, Writing Within Beyond About ● FPC Online Resource ● Reader's Notebook ● Foundations Level 1 Kit ● Orton Gillingham Approach ● Writer's Workshop Mini Lessons (Deanna Jump) ● Writer's Journal 	<p>Districts or schools choose supplementary resources that are not considered "texts."</p> <ul style="list-style-type: none"> ● Reading A-Z ● Smarty Antz ● Word Wall Activities ● Foundations Level 1 Fluency Kit ● Foundations Level 1 Progress Monitoring Kit ● Sitton Spelling and Word Skills Level 1 ● F&P Guided Reading: A Responsive Teaching Across Grade Levels ● F&P Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading, K-8 ● F&P Literacy Beginnings, PK-K ● F&P Genre Study: Teaching with Fiction and Nonfiction Books ● F&P Comprehensive Phonics, Spelling, and Word Study Guide ● The Literacy Quick Guide: A Reference Tool for Responsive Literacy Teaching ● F&P When Readers Struggle, K-3 ● Strategies that Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis ● The Reading Strategies Book by Jennifer Serravallo ● The Writing Strategies Book by Jennifer Serravallo ● Handwriting without Tears, Pre-K-1
District/School Writing Tasks	

<p>Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <ul style="list-style-type: none"> Opinion 	<p>Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"> Shared Research Writing 	<p>Routine Writing <i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> Text Dependent Writing (TDQ) Quickwrites Routine Writing
<p>Unit Essential Questions</p>		
<ul style="list-style-type: none"> Where do writers get their ideas? How do I use writing to communicate my opinions and convince others? How do I organize my writing in order to teach others? Why do readers read? How do readers construct meaning? What are the benefits of reading? How does reading affect your life? How does a student learn to read? Why is it important to think while you read? How do we learn to read? How do we figure out a word we do not recognize? How does fluency, rate, and accuracy affect comprehension? Where do writers get their ideas? How do I organize my writing? What are the stories that I can draw, tell, or write? How do I use writing to retell life events across pages? How can writing be a part of our daily learning? Why do we ask questions? Why is readable handwriting important? How are words used to talk and write ideas? Why is it important to use correct punctuation? Why is it important to use correct spelling? Why do we read informational texts? How does reading informational text help us understand our world? Why is it important to think while you read? 		

- How does understanding the structure of a genre help us to better comprehend what we read?

Unit Enduring Understanding

- Effective readers use a variety of strategies to make sense of key ideas and details presented in text.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Key Vocabulary

- *Tier 2 vocabulary to be extracted from text during the course of instruction.*
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea
- convey details
- summarize
- distinct
- fact
- opinion
- judgment
- author
- point of view
- develop
- narrator
- speaker in text
- analyze
- detail
- event
- elaborate
- illustrate
- explain
- anecdotes
- individual

- phrases
- figurative meaning
- connotative meaning
- synonyms
- antonyms
- analyze
- specific
- impact
- meaning tone
- word choice
- determine
- analyze
- chapter heading
- stanza
- text structure
- section
- paragraph
- graphics
- headings
- captions
- media
- media format
- topic/theme
- issue information
- synthesize
- summarize
- evaluate
- argument
- distinguishing claim
- evidence valid
- validity
- claim
- warrant
- counterclaim

- rebuttal
- compare
- contrast
- similar
- difference
- presentation
- event point of view
- perspective

Unit Learning Targets (Students will do...)

- Read about the weather and seasons
- Ask and answer questions about a text
- Explore the relationship between seasons and weather
- Explore weather and activities in different months of the year
- Compare and contrast weather and activities in different months
- Read high frequency words by sight come, me
- Learn new meanings for words that you know
- Learn how to use words with more than one meaning
- Identify figurative language
- Acquire and use domain specific vocabulary
- Retell the story
- Write a list of things to enjoy in each season
- Compare information and images in two books
- Discuss text and graphic features
- Compare and contrast elements of a text
- Recognize different genre
- Isolate and pronounce the first sound in words that begin with short /a/
- Match letter a to short/a/
- Review that A and a stand for short/a/
- Print uppercase and lowercase Aa
- Blend and read words with short a
- Build and read simple one syllable words
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ
- Identify the subject of the sentence
- Use adjectives

- Name and use punctuation
- Listen to a fantasy story about animals' responses to a storm
- Use clues in a story to draw conclusions
- Understanding characters
- Name the author and illustrator and their roles
- Listen to a story about animals waiting for the first snow
- Discuss realistic and fantasy elements of a text
- Introduce genre and text focus
- Connect to topic of an informational text
- Read with a purpose and understanding
- Read the high frequency words by sight my, with
- Classify and categorize sensory words
- Use inflections -ed and -ing as clues to the meanings of words
- Acquire and use domain specific vocabulary
- Discuss the selection; identify characters, setting and major events
- Write about a favorite part of the story
- Ask and answer questions to seek help, get information or clarify something not understood
- Retell story events
- Isolate and pronounce the first sound in words that begin with /n/
- Learn the N and n stand for /n/
- Blend and read words with /n/
- Build and read one syllable words
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ
- Identify the verb in a sentence
- Dictate story sentences
- Recognize and name punctuation
- Listen to a book about zebras
- Learn about life stages and development of zebras
- Build background for What Do You Do With a Tail Like This?
- Introduce the comprehension skill and strategy skill
- Explore the concept of how animals use parts of their bodies
- Explore the author's purpose for writing
- Introduce genre and text focus through poems
- Read this weeks high frequency word by sight you, what, put*

- Develop vocabulary by discussing words from the book
- Learn about beginnings un- and -re
- Use word beginnings to help you understand new words
- Discuss stages of a zebra's development
- Write facts learned about zebras
- Ask and answer questions about information in a text
- Isolate and pronounce the first sound in words that begin with Ff
- Learn that F and f stand for /f/
- Print uppercase and lowercase Ff
- Match letter f to /f/
- Blend and read words with f
- Build and read one syllable words
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ
- Listen to a counting book about turtles at a pond
- Ask and answer questions about information in a text
- Explore concept of animal homes
- Explore the cause for things that happen in the book
- Explore the author's purpose for writing
- Infer and predict what will happen next
- Discuss the author's choices and purpose for making them
- Learn about some animals and where they live
- Discuss animals featured in the selection and those animals' homes
- Ask and answer questions about a text
- Learn something about many animals and their habitats
- Connect to the topic in an informational text
- Compare text
- Participate in a shared research project
- Read this weeks high frequency word by sight are, now, our*
- Classify and Categorize Number Words
- "Because" sentences
- Develop vocabulary through discussing a text
- Use information in the text and illustrations to infer and predict
- Use text evidence
- Describe the connection between individuals, events, ideas, or information in a text

- Identify the reasons an author gives to support points
- Write about an animal habitat
- Isolate and pronounce the first sound in words that begin with /b/
- Learn that B and b stand for /b/
- Match letter b to /b/
- Print upper and lowercase Bb
- blend and read words with /b/
- Build simple one-syllable words
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ
- Name verbs in the past tense
- Say story sentences
- Dictate story sentences
- Listen to a story about a boy who tries to count the stars
- Ask and answer questions about a text
- Follow the sequence of events in a story
- Learn about the different things in the day and night sky
- Compare texts
- Recognize genres
- Describe familiar places or events
- Review this units high frequency words by sight : are, now, come, what, me with, my, you
- Use inflections -ed and -ing as clues to the meaning of the words
- Identify similes
- Learn and use domain specific vocabulary: star, sun, moon, galaxy
- Discuss story events
- Draw and discuss things in the night sky
- Ask and answer questions about information in a text
- Retell the story
- Discuss author's word choice
- Isolate and pronounce the sounds short /a/, /n/, /f/, /b/ in words
- Review letter sounds short /a/ a, /n/ n, /f/ f, /b/ b
- Print upper and lowercase Aa, Nn, Ff, Bb
- Review words with short /a/, /n/, /f/, /b/
- Blend and read words with a, n, f, b
- Build and read simple one syllable words

- Distinguish between similarly spelled words by identifying the sounds of the letters that differ
- Dictate statements
- Use correct capitalization and punctuation for statements

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars
[Instructional Best Practices](#)
 (Please see information in attached link)

Unit 4 Kindergarten

Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2:
		<ul style="list-style-type: none"> ● Retell a familiar story, putting key details in a sequential order
	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"> ● Explain two individuals, events, ideas or information are linked together ● Describe how the individuals or ideas are the same or different

RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word
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"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> ● Develop ability to recognize the reasons an author gives to support points in the text
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.K.9:
		<ul style="list-style-type: none"> ● Compare similarities and differences in character's experiences within a story
		RI.K.9:
		<ul style="list-style-type: none"> ● Discuss similarities and differences between two texts on the same topic
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently
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"> ● Name all upper and lower case letters ● Recognize that print has meaning and is made up of letters in a specific order ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.		<ul style="list-style-type: none"> ● Demonstrate knowledge of syllables in a word ● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) ● Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds

<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.¹ (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"> Name the sound for each letter in a CVC word and then blend sounds to make a word Create new one-syllable words by adding or substituting phonemes
<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"> Apply understanding of long and short vowels in common spelling Identify common high-frequency words by sight in isolation and also in a text Compare similarly spelled words by identifying letter sounds that differ
<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"> Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on- level text fluently with understanding
Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills
<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"> Express opinion or likes and dislikes about a topic or book State an opinion or preference Dictate thinking and/or illustrate ideas and write ideas Choose self-selected topics Begin to develop ability to support opinion or preference with a reason
<p>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"> Tell, draw and write a story about something that happened Show what happens first Put the pages in order Tell what happens last
<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"> Add details to written stories Turn and talk to reflect on writing

	<ul style="list-style-type: none"> ● Use writing partners and teacher conferences to strengthen writing
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> ● Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
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"> ● Understand their job and how they will contribute to the project from beginning to end
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 4 Speaking and Listening Standards	Unit 4 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"> ● Participate in a variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about an experience

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> Construct drawings or gather other visual media when describing Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> Express thoughts and feelings and ideas Speak audibly to naturally express ideas
Unit 4 Language Standards	Unit 4 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.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"> Utilize formal grammar and usage of spoken and written standard English Distinguish between upper and lower case letters Print a variety upper- and lowercase letters Use frequently occurring nouns and verbs correctly Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) Understand and use question words (e.g., who, what, where, when, why, how) appropriately Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) Produce and expand complete sentences in shared language activities
<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"> Write a sentence Demonstrate convention in one's own writing: capitalization Demonstrate convention in one's own writing: end punctuation Demonstrate convention: produce phonemes in one's own writing Demonstrate convention: show understanding of basic phonics when writing
<p>L.K.4. 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>	<ul style="list-style-type: none"> Identify new meanings for familiar words Apply new meanings to familiar words accurately Use frequently occurring affixes as clues to define unknown words

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>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"> ● Explore word relationships and nuances in word meanings ● Connect words to real-life situations ● Explore variations of verbs
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> ● Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking
8.1.2.A.1	<ul style="list-style-type: none"> ● Identify the basic features of a digital device and explain its purpose.
8.1.2.A.3	<ul style="list-style-type: none"> ● Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	<ul style="list-style-type: none"> ● Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	<ul style="list-style-type: none"> ● Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.P.C.1	<ul style="list-style-type: none"> ● Collaborate with peers by participating in interactive digital games or activities.
8.1.P.C.1	<ul style="list-style-type: none"> ● Collaborate with peers by participating in interactive digital games or activities.
8.1.2.C.1	<ul style="list-style-type: none"> ● Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	<ul style="list-style-type: none"> ● Develop an understanding of ownership of print and nonprint information
8.1.2.E.1	<ul style="list-style-type: none"> ● Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	<ul style="list-style-type: none"> ● Identify how technology impacts or improves life.

8.2.2.B.2	<ul style="list-style-type: none"> ● Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	<ul style="list-style-type: none"> ● Identify products or systems that are designed to meet human needs.
8.2.2.B.4	<ul style="list-style-type: none"> ● Identify how the ways people live and work has changed because of technology.
8.2.2.D.5	<ul style="list-style-type: none"> ● Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	<ul style="list-style-type: none"> ● List and demonstrate the steps to an everyday task.
8.1.2.F.1	<ul style="list-style-type: none"> ● Use geographic mapping tools to plan and solve problems
5.1.4.A.1	<ul style="list-style-type: none"> ● Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences
5.3.2.D.1	<ul style="list-style-type: none"> ● Record the observable characteristics of plants and animals to determine the similarities and differences between parents and their offspring.
5.3.2.D.2	<ul style="list-style-type: none"> ● Determine the characteristic changes that occur during the life cycle of plants and animals by examining a variety of species, and distinguish between growth and development.
5.3.2.E.1	<ul style="list-style-type: none"> ● Describe similarities and differences in observable traits between parents and offspring.
5.4.2.C.1	<ul style="list-style-type: none"> ● Describe Earth materials using appropriate terms, such as hard, soft, dry, wet, heavy, and light.
5.4.2.F.1	<ul style="list-style-type: none"> ● Observe and document daily weather conditions and discuss how the weather influences your activities for the day.
5.4.2.G.3	<ul style="list-style-type: none"> ● Identify and categorize the basic needs of living organisms as they relate to the environment.
5.1.4.B.3	<ul style="list-style-type: none"> ● Formulate explanations from evidence.
5.1.4.B.4.	<ul style="list-style-type: none"> ● Communicate and justify explanations with reasonable and logical arguments

5.1.4.C.1.	<ul style="list-style-type: none"> Monitor and reflect on one's own knowledge regarding how ideas change over time
5.1.4.C.2.	<ul style="list-style-type: none"> Revise predictions or explanations on the basis of learning new information
5.1.4.C.3	<ul style="list-style-type: none"> Present evidence to interpret and/or predict cause-and-effect outcomes of investigations.
6.3.4.A.3	<ul style="list-style-type: none"> Select a local issue and develop a group action plan to inform school and/or community members about the issue.
6.3.4.A.1	<ul style="list-style-type: none"> Evaluate what makes a good rule or law.

Unit 4 Grade Kindergarten	
Content Area: Language Arts	
Unit Title/Core Novel: Fountas & Pinnell Shared and Guided Reading	Grade Level: Kindergarten
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
<p>Unit Summary:</p> <p>In this unit, students will read nonfiction and fictional texts, in a variety of genres including fantasy, informational text, poetry, and realistic fiction. Students will continue to develop retelling skills, identifying and comparing and contrasting story elements such as characters, setting, problem, and solution. Students will also discuss the author's choices and purpose for making them. Students will continue to develop vocabulary through domain specific vocabulary /Tier II. Students will also rhyme and decode CVC pattern words. Students will work with short and long vowel sounds. Students will continue to work on comprehension and fluency skills through complex texts.</p> <p>Students will identify the symbol and sound for upper and lowercase letters: I,D, G, R,D,Q,Y. They will also read sight words.</p>	<p>21st Century Themes/Career Readiness Practices:</p> <p>Global Awareness Civic Literacy Environmental Literacy Health Literacy Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>

	CRP12. Work productively in teams while using cultural global competence.
Core Instructional Materials:	<p>Fountas & Pinnell Shared and Guided Reading materials</p> <p>Achieve 3000 https://login.achieve3000.com/index</p> <p>Smarty Antz</p> <p>NJ Student Learning Standards K: https://www.nj.gov/education/cccs/2016/ela/k.pdf</p> <p>GSuite for Education</p> <p>Projector</p> <p>Internet resources</p> <p>Activity handouts from the teacher</p> <p>Presentations via technology including educational videos on Safari and youtube.com · Subject software</p> <p>Internet resources</p> <p>Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.</p>
Standards/ ELA Concepts	
<p>Anchor Standards for Reading Grade K: https://www.nj.gov/education/cccs/2016/ela/k.pdf</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> ● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 	

- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</p> <ul style="list-style-type: none"> ● Fountas and Pinnell Classroom (FPC) Reading Records for continuous progress monitoring ● Daily Anecdotal Notes of observed student oral reading behaviors ● Daily observations for evidence of students' thinking within, beyond, and about text during discussions ● Observe Reader's Notebook for students' ability to articulate understandings through writing/drawing and evidence of thinking within, beyond, and about text 	<p>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p> <ul style="list-style-type: none"> ● F&P Benchmark Assessment MOY and EOY, BOY as needed ● F&P Benchmark Assessment, Part 3: Writing About Reading ● F&P Benchmark Optional Assessments to pinpoint specific learning needs ● DIBELS BOY and EOY, MOY as needed

<ul style="list-style-type: none"> ● Foundations Check-Up progress monitoring ● Daily observations of students' tapping and orally spelling unit words before writing ● Daily observation of students' ability to accurately find magnetic letter tiles to make words on letter boards ● Daily observation of students' ability to "Mark-Up" current and review words ● Weekly Sight Words quiz ● UDL Menu ● Do Now / Exit Ticket ● Teacher / Student Questioning ● Class / Small Group Discussion ● Graphic Organizers ● Peer / Self Assessment ● Visual Presentations ● Think Pair Share ● Teacher Observation / Anecdotal Records ● Computer Based Applications/Programs ● Practice Presentations 	<ul style="list-style-type: none"> ● WIDA Access Assessment for English Language Learners, EOY ● Foundations Unit Test: Foundations Unit Test: Dictate 5 sounds, 10 current words, 2 trick words, and 2 sentences <ul style="list-style-type: none"> ○ Unit 14: Segmenting and Spelling vowel-consonant-e in one syllable words ○ Unit 15: Segmenting and Spelling vowel teams in one syllable words <p>Writing Continuum Rubric: Emerging, Early Writer, Transitional Writer</p> <p>Unit 4: Informational Text Scoring Rubric</p> <ul style="list-style-type: none"> -Picture Tells a Story -Topic Generation -Genre Writing: Informational Text -Spacing and Punctuation -Letter Formation -Letter/Sound
District/School Texts	District/School Supplementary Resources
<p>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</p> <ul style="list-style-type: none"> ● FPC Instructional Contexts: Shared Reading, Guided Reading, Reading Mini Lessons, Interactive Read Alouds ● FPC Collection Guides ● F&P Literacy Continuum ● F&P Prompting Guides Part 1 for Oral Reading and Early Writing: Teach Prompt Reinforce ● F&P Prompting Guides Part 2 for Comprehension: Thinking, Talking, Writing Within Beyond About ● FPC Online Resource ● Reader's Notebook ● Foundations Level 1 Kit 	<p>Districts or schools choose supplementary resources that are not considered "texts."</p> <ul style="list-style-type: none"> ● Reading A-Z ● Smarty Antz ● Word Wall Activities ● Foundations Level 1 Fluency Kit ● Foundations Level 1 Progress Monitoring Kit ● Sitton Spelling and Word Skills Level 1 ● F&P Guided Reading: A Responsive Teaching Across Grade Levels ● F&P Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading, K-8 ● F&P Literacy Beginnings, PK-K

<ul style="list-style-type: none">● Orton Gillingham Approach● Writer’s Workshop Mini Lessons (Deanna Jump)● Writer’s Journal	<ul style="list-style-type: none">● F&P Genre Study: Teaching with Fiction and Nonfiction Books● F&P Comprehensive Phonics, Spelling, and Word Study Guide● FPC The Literacy Quick Guide: A Reference Tool for Responsive Literacy Teaching● F&P When Readers Struggle, K-3● Strategies that Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis● The Reading Strategies Book by Jennifer Serravallo● The Writing Strategies Book by Jennifer Serravallo● Handwriting without Tears, Pre-K-1	
District/School Writing Tasks		
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i> <ul style="list-style-type: none">● Opinion Writing/Narrative Writing/Shared Research Writing	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i> <ul style="list-style-type: none">● Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i> <ul style="list-style-type: none">● Text Dependent Writing (TDQ)● Quickwrites● Routine Writing
Unit Essential Questions		
<ul style="list-style-type: none">● Why do readers read?● How do readers construct meaning?● What are the benefits of reading?● How does reading affect your life?● How does a student learn to read?● Why is it important to think while you read?● How do we learn to read?● How do we figure out a word we do not recognize?● How does fluency, rate, and accuracy affect comprehension?		

- Where do writers get their ideas?
- How do I organize my writing?
- What are the stories that I can draw, tell, or write?
- How do I use writing to retell life events across pages?
- How can writing be a part of our daily learning?
- Why do we ask questions?
- Why is readable handwriting important?
- How are words used to talk and write ideas?
- Why is it important to use correct punctuation?
- Why is it important to use correct spelling?
- Why do we read informational texts?
- How does reading informational text help us understand our world?
- Why is it important to think while you read?
- How does understanding the structure of a genre help us to better comprehend what we read?

Unit Enduring Understanding

- Effective readers use a variety of strategies to make sense of key ideas and details presented in text.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- Writing is part of our daily learning.

Key Vocabulary

- *Tier 2 vocabulary to be extracted from text during the course of instruction.*
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea
- convey details
- summarize
- distinct
- fact
- opinion

- judgment
- author
- point of view
- develop
- narrator
- speaker in text
- analyze
- detail
- event
- elaborate
- illustrate
- explain
- anecdotes
- individual
- phrases
- figurative meaning
- connotative meaning
- synonyms
- antonyms
- analyze
- specific
- impact
- meaning tone
- word choice
- determine
- analyze
- chapter heading
- stanza
- text structure
- section
- paragraph
- graphics
- headings
- captions

- media
- media format
- topic/theme
- issue information
- synthesize
- summarize
- evaluate
- argument
- distinguishing claim
- evidence valid
- validity
- claim
- warrant
- counterclaim
- rebuttal
- compare
- contrast
- similar
- difference
- presentation
- event point of view
- perspective

Unit Learning Targets (Students will do...)

- Read a fantasy correspondence about a whale
- Ask and answer questions about a text
- Explore a story related to science
- Explore the concept of testing ideas
- Identify details of what science is
- Read this weeks high frequency word by sight is, how, of, so, many where
- Learn and use new words
- Classify and categorize words related to science
- Ask and answer questions about key details
- Retell familiar stories
- Describe familiar people, places, things and events/provide details

- Isolate and pronounce the first sound in words that begin with /i/
- Isolate and pronounce the /i/ sound in words with /i/
- Isolate and pronounce the long and short sounds for i
- Learn that I and i can stand for /i/
- Print uppercase and lowercase Ii
- Blend and read words with the /i/
- Understand that vowels can stand for both long and short sounds for
- Understand and use questions
- Understand questions
- Listen to a story about the sounds a boy hears at night
- Ask and answer questions about a text
- Discuss sounds of nature
- Listen to a book about caterpillars
- Ask and answer questions about information in a text
- Learn about how caterpillars become butterflies
- Read a traditional tale
- Read this weeks high frequency word by sight : find, this, from, came, but, on
- Explore words for sounds
- Talk about loud and soft sounds
- Understand and use new words
- Explore multiple meaning words
- Understand and use domain specific vocabulary: metamorphosis, molt, chrysalis, larva
- Respond to a story
- Discuss and write about sounds
- Discuss an author's word choice
- Retell the story
- Identify the sequence of events in a text
- Identify story elements:characters, settings, and events
- Compare and contrast story characters
- Isolate and pronounce the first sound in words that begin with /g/
- Isolate and pronounce the /g/ sound in words with /g/
- Learn that G and g stand for /g/
- Print upper and lowercase Gg
- Match letter g to /g/

- Blend and read words with g
- Build and read simple one syllable words
- Capitalize the first letter in a proper noun for places people and pets
- Use proper nouns for places, people, and pets
- Name proper nouns for place, people, and pets
- Listen to a story about the adventure of a girl and her dog in a canoe
- Ask and answer questions about a text
- Discuss animals that live near water
- Listen to a book to learn about an ocean
- Explore the author's reasons for writing
- Introduce Genre and text focus: Poetry
- Compare text
- Make connections to text
- Use drawings and writing to create informative text
- Recall and gather information to answer a question
- Read this weeks high frequency word by sight will, into, your, be, that, who
- Use context cues to understand word meanings
- Ask and answer questions about details in a text
- Identify characters, setting and major events
- Describe the relationship between illustrations and the story
- Understand important safety rules for being on the water
- Write an opinion about a selection
- Explore and discuss the author's use of words in a creative way. (Figurative Language)
- Use Text evidence to check for understanding
- Ask and answer questions to help clarify the meaning of new words in a text
- Isolate and pronounce the first sound in words that begin with /r/
- Learn that R and r stand for /r/
- Isolate and pronounce the /r/ sound in words
- Print upper and lowercase Rr
- Match r to /r/
- blend and read words that begin with r /r/
- Understand that vowels can stand for both long and short sounds
- Identify and pronounce the long and short sounds for the vowel i
- Distinguish between the short /i/ and long /i/ sound in words

- Use verbs in the future tense
- Produce and expand complete sentences in shared language activities
- Use frequently occurring nouns and verbs
- Write sentences using verbs
- Listen to a story about how a family of rabbits spend a rainy day
- Explore concepts of imagination and far away places
- Listen to a story about some sheep who go on a hike
- Identify causes and effects in a story
- Read this weeks high frequency word by sight go, here, soon, for, they, up
- Understand differences in meaning in words that almost mean the same thing
- Identify and use words that are antonyms
- Retell familiar stories
- Identify characters, settings and important events
- Engage in group reading activities with purpose and understanding
- Review the sequence of events
- Isolate and pronounce the first sound in words that begin with /d/
- Isolate and pronounce the last sound in words that end with /d/
- Learn that D and d stand for /d/
- Print upper and lowercase Dd
- Match letter d to /d/
- Blend and read words with /d/
- Build and read one syllable words
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ
- Use verbs in past tense
- Listen to a story about two birds who think they have found an egg
- Discuss characters' reactions when they discover something new
- Identify the sequence of event in a story
- Explore concepts of realism and fantasy in relation to a story
- Review this units high frequency words by sight Review all the unit sight words
- Learn new meanings for words you know
- Learn how to use words with more than one more meaning
- Identify synonyms and notice shades of meaning
- Describe the relationship between illustrations and the story
- Talk about ways the characters in a story change

- Draw and write in response to a story
- Draw conclusions about a text
- Retell familiar stories
- Use clues in a text to draw conclusions
- Ask and answer questions about key details in a text
- Describe the relationship between illustrations and text
- Isolate and pronounce the first sound in words that begin with /g/, short /i/
- Isolate and pronounce /d/, /g/, short /i/, and /r/ sounds in words
- Review letter sounds /g/ g, short /i/ i
- Print upper and lowercase Dd, Gg, Ii, Rr
- Blend words and read words with /d/, /g/, short /i/, /r/
- Build and read simple one syllable words
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ
- Use verbs in the past, present, and future tenses

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars

Instructional Best Practices

(Please see information in attached link)

Modifications for SpEd/ESL/Students at Risk/Gifted

- Complete fewer or different homework problems than peers
- Write shorter papers
- Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or I&RS Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size

- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet. Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions

- Take frequent breaks, such as after completing a task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material
- Get graded or assessed using a different standard than the one for classmates