

Language Arts Curriculum

Kindergarten

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Table of Contents

Section

Mission Statement

Academic Overview

Affirmative Action Compliance Statement

Literacy Introduction

Key Ideas & Details

Craft & Structure

Integration of Knowledge & Ideas

Range of Reading & Complexity of Text

Reading Informational Text

Key Ideas & Details

Craft & Structure

Integration of Knowledge & Ideas

Range of Reading & Complexity of Text

Reading Foundational Skills

Phonics & Word Recognition

Fluency

Writing

Text Types & Purpose

Production & Distribution of Writing

Research to Build & Present Knowledge

Speaking & Listening Introduction

Comprehension & Collaboration

Presentation of Knowledge & Ideas

Language

Conventions of Standard English

Vocabulary Acquisition

District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders.

Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines. As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics. They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels vary according to Lexile levels. College Prep, Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of views from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the NJ Student Learning Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Hillside Township School District

Kindergarten

Reading:

Timeline: September - June

Key Ideas and Details	
<p>Enduring Understandings:</p> <p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CAEP.9.2.4.A.2 - [<i>Standard</i>] - Identify various life roles and civic and work - related activities in the school, home, and community.</p> <p>TECH.8.1.5.B.CS1 - [<i>Content Statement</i>] - Apply existing knowledge to generate new ideas, products, or processes.</p>	<p>Essential Questions:</p> <p>What connections can you make from the title and illustrations?</p> <p>What is the theme of the story?</p> <p>Who are the characters and how did they change throughout the story?</p> <p>Where and when does the story take place?</p> <p>What roles do you have in your community that fit these illustrations?</p>

Student Learning Objectives:	
<ul style="list-style-type: none"> • With prompting and support. ask and answer questions, about key details in text (e.g., who, what, where, when, why and how). • With prompting and support, retell stories, including key details (e.g., who, what, where, when, why, how). • With prompting and support, identify characters, settings and major events in a story. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> • Draw pictures of the main characters and/or setting of a story • Complete a cartoon-like strip with the beginning, middle and end of the story • Retell the story with puppets, pictures, retelling cards, felt characters and other aids • Make a timeline of events • Incorporate a listening center to have students listen to familiar stories <p>Assessments:</p> <ul style="list-style-type: none"> • Retelling Rubric • Benchmark Assessments • Observation • Checklists • Anecdotal Notes 	<ul style="list-style-type: none"> • https://jr.brainpop.com/ • http://www.starfall.com/ • https://kahoot.com/ • Leveled Readers • Story Book Graphic Organizers- Appendix A • Character Characteristics Graphic Organizer – Appendix B • Career exploration through leveled text. • Puppets including Scientists

Reading Literature:

Timeline: September - June

Craft and Structure	
Enduring Understandings:	Essential Questions:

<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.</p> <p>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.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>CAEP.9.2.4.A.2 - [<i>Standard</i>] - Identify various life roles and civic and work - related activities in the school, home, and community.</p> <p>TECH.8.1.5.B.CS1 - [<i>Content Statement</i>] - Apply existing knowledge to generate new ideas, products, or processes.</p>	<p>What clues in the story tell you how a character feels?</p> <p>How do the events of the story help you determine the setting?</p>
<p>Student Learning Objectives:</p>	
<ul style="list-style-type: none"> ● Ask and answer questions about unknown words in a text. ● Recognize common types of texts (e.g., storybooks, poems) ● With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> ● Participate in pair/share activities to determine the setting ● Engage in Reader's Theatre ● Generate oral book reports 	<ul style="list-style-type: none"> ● Project Read ● Classroom library ● Leveled Readers ● Listening Center

Assessments: <ul style="list-style-type: none"> ● Retelling Rubric ● Benchmark Assessments ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Fix-up Reading Strategies ● Career exploration through leveled text. ●
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Reading Literature:

Integration of Knowledge and Ideas	
<p>Enduring Understandings:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>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.</p> <p>CAEP.9.2.4.A.4 - <i>[Standard]</i> - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>TECH.8.1.5.B.CS2 - <i>[Content Statement]</i> - Create original works as a means of personal or group expression.</p>	<p>Essential Questions:</p> <p>How do the illustrations support what is happening in the words of the story?</p> <p>How are the events or characters in this story alike or different from those in other stories you know?</p> <p>How are the events or characters in this story alike or different from people around the community?</p>

Student Learning Objectives:	
<ul style="list-style-type: none"> ● 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) ● With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Utilize picture walks before reading ● Use a read aloud to compare and contrast characters and events in a story ● Use various graphic organizers to compare and contrast stories of similar/different genres ● Have students draw pictures of story elements ● Have students do a piggyback retelling of story events with each student adding on to the previous one <p>Assessments:</p> <ul style="list-style-type: none"> ● Benchmark Assessments ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Venn diagrams ● Classroom library ● Leveled Readers ● Compare and Contrast Graphic Organizer- Appendix E ● Career exploration through leveled text ● Listening Center ● https://www.storyboardthat.com/storyboard-creator ● Google Classroom

Reading Literature:

Range of Reading and Complexity of Text	
<p>Enduring Understandings: NJSLS.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>CAEP.9.2.4.A.4 - [Standard] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>TECH.8.1.5.C.CS3 - [Content Statement] - Develop cultural understanding and global awareness by engaging with learners of other cultures.</p>	<p>Essential Questions: How does talking about a selection make you understand it better? What can you predict about the story using the title and illustrations? How does talking about a selection make you understand your community better?</p>
Student Learning Objectives:	
<ul style="list-style-type: none"> Actively engage in-group reading activities with purpose and understanding. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> Students self-select appropriate grade level texts from the classroom leveled library Listen to different genres and discuss their features 	<ul style="list-style-type: none"> Leveled Readers Classroom Libraries Career exploration through leveled text Reading Genres: A Study Guide- Poetry

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Student Learning Objectives:	
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify the main topic and retell key details of a text. • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> • Participate in pair/share activities to demonstrate text understanding • Engage in a picture walk • Chart predictions based on title and illustrations • Using graphic organizers, illustrate the main idea and some important details • Using online graphic organizers, illustrate the main idea and some important details • <p>Assessments:</p> <ul style="list-style-type: none"> • Tests/Quizzes • Observation Checklists 	<ul style="list-style-type: none"> • https://jr.brainpop.com/ • https://www.dogonews.com/ • Social Studies Connections- Class Rules • Venn diagram • Science/ Social Studies Flip Charts • Retelling using “Five Finger Retell”- Appendix H • Listening Centers • Career exploration through leveled text • https://www.storyboardthat.com/storyboard-creator • Google Classroom

Informational Text

Timeline: September - June

Craft and Structure	
Enduring Understandings:	Essential Questions:

<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.</p> <p>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.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text</p> <p>CAEP.9.2.4.A.4 - [Standard] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.</p>	<p>What strategies can you use to solve unknown words?</p> <p>What are the important parts of the text?</p> <p>What are the roles of the author/illustrator?</p>
Student Learning Objectives:	
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about unknown words in a text • Identify the front cover, back cover, and title page of a book. • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> • Design non-fiction book covers 	<ul style="list-style-type: none"> • https://jr.brainpop.com/

<ul style="list-style-type: none"> ● Construct a picture dictionary ● List questions that may be answered while reading text ● Demonstrate how to use an iPad or computer to find illustrations of unknown words or concepts ● Using online graphic organizers, illustrate the main idea and some important details <p>Assessments:</p> <ul style="list-style-type: none"> ● Tests/Quizzes ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● http://bookflix.scholastic.com ● https://www.yahoo.com/news/tagged/kids ● Scholastic News ● Science/Social Studies Flip Charts ● Career exploration through leveled text ● https://www.readinga-z.com/book.php?id=1307 ● https://www.storyboardthat.com/storyboard-creator
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Informational Text:

Integration of Knowledge and Ideas	
<p>Enduring Understandings:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>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.</p>	<p>Essential Questions:</p> <p>How does talking about a selection make you understand it better?</p>

<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>CAEP.9.2.4.A.3 - [Standard] - Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>	
<p>Student Learning Objectives:</p>	
<ul style="list-style-type: none"> ● 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). ● With prompting and support, identify the reasons an author gives to support points in a text ● With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> ● Engage in picture walks ● Use foldables to show details in a text ● Ask and answer questions about the important details of the text <p>Assessments:</p>	<ul style="list-style-type: none"> ● Graphic Organizers ● Classroom Library ● Leveled Readers ● Listening Centers ● Career exploration through leveled text ● https://www.storyboardthat.com/storyboard-creator

<ul style="list-style-type: none"> ● Tests/Quizzes ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Google Classroom ● https://www.readinga-z.com/book.php?id=1307
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Informational Text:

Timeline September - June

Range of Reading and Level of Text Complexity	
Enduring Understandings: RL.K.10. Actively engage in group reading activities with purpose and understanding.	Essential Questions: How does talking about a selection make you understand it better?
Student Learning Objectives: <ul style="list-style-type: none"> ● Actively engage in group reading activities with purpose and understanding. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Use small guided reading groups to discuss text ● Preview informational texts to activate prior knowledge ● Have students use eye-to-eye, knee-to-knee discussion pairs Assessments: <ul style="list-style-type: none"> ● Tests/Quizzes ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● http://channel.nationalgeographic.com/ ● Non-fiction leveled readers ● Time For Kids Magazine ● Science/Social Studies Flip Charts ● https://www.readinga-z.com/book.php?id=1307 ● Career exploration through leveled text ● Google Classroom ● https://www.storyboardthat.com/storyboard-creator

Foundational Skills:

Timeline: September - June

Print Concepts	
Enduring Understandings: RF.K.1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.	Essential Questions: How do you know where to start reading? What do we do when we get to the end of a sentence? How do you know when a new word begins?
Student Learning Objectives:	
Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">● Follow words from left to right, top to bottom, and page by page.● Recognize that spoken words are represented in written language by specific sequences of letters.● Understand that words are separated by spaces in print.● Recognize and name all upper- and lowercase letters of the alphabet.	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources

<ul style="list-style-type: none"> ● Model book handling. Directionality, return sweep, and recognizing spacing between words ● Match uppercase and lowercase letters ● Identify letters using games, letter cards, alphabet songs and rhyme charts <p>Assessments:</p> <ul style="list-style-type: none"> ● Weekly, Benchmark and unit assessments ● Observation ● Checklists ● Anecdotal Notes ● Developmental Reading Assessment (DRA2) 	<ul style="list-style-type: none"> ● http://www.starfall.com/ ● Book Flix ● Aids to show spaces in print ● Alphabet Bingo ● Alphabet flash cards ● Literacy Workstation Flip Charts ● Pre-decodable Readers/Decodable Readers ● Leveled Readers ● Classroom Libraries ● Listening Center ● Career exploration through leveled text ● https://www.storyboardthat.com/storyboard-creator
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Foundational Skills

Timeline September - June

Phonological Awareness	
<p>Enduring Understandings:</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words.</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>Essential Questions:</p> <p>How do you know if a word rhymes?</p> <p>What are the parts of a word?</p> <p>How do we blend sounds to make words?</p> <p>How can you make a new word by changing the beginning or ending sound?</p> <p>How do we segment the sounds of a spoken word?</p>

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
Student Learning Objectives:	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> • Use the “Sound Box” to model letter sounds • Identify rhyming words from a story passage • Model blending and segmenting with a Model Puppet • Incorporate Sound-Spelling routines to blend three-letter words • Use foldables to create matching sounds and images Assessments: <ul style="list-style-type: none"> • Observation • Checklists • Anecdotal Notes • Developmental Reading Assessment (DRA2) 	<ul style="list-style-type: none"> • http://pbskids.org/ • www.brainpop.com • Listening Library • Rhyme Bingo • Flash cards- Alphabet, sounds, rhyming • Sound- Spelling Word Boards • Leveled Readers • Pre-decodable/Decodable Readers • Career exploration through leveled text • https://www.storyboardthat.com/storyboard-creator

Foundational Skills

Phonics and Word Recognition	
Enduring Understandings:	Essential Questions:

<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read high-frequency and sight words with automaticity.</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<p>What strategies do you use to help you read new words?</p> <p>How do you identify words that are similar and different?</p> <p>What sound(s) does each letter make?</p>
<p>Student Learning Objectives:</p>	
<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> ● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. ● Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. ● Read high-frequency and sight words with automaticity. ● Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> ● Sing phonemic awareness songs to review letter sounds ● Utilize the Sound-Spelling Cards and Photo Cards to reinforce letter sounds ● Read, write and spell high-frequency words ● Use sound sorting activities 	<ul style="list-style-type: none"> ● http://www.abcya.com/alphabet_matching_game.htm ● http://www.abcya.com/dolch_sight_word_bingo.htm ● Sight Word Bingo ● Word Wall ● Listening Library Audio CD ● Sound- Spelling Word Boards

Assessments: <ul style="list-style-type: none"> ● Observation ● Checklists ● Anecdotal Notes ● Developmental Reading Assessment (DRA2) ● Weekly, Benchmark and Unit assessments 	<ul style="list-style-type: none"> ● Leveled Readers ● Pre-decodable/Decodable Readers ● Career exploration through leveled text ● https://www.storyboardthat.com/storyboard-creator ● Google Classroom
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Foundational Skills:

Timeline: September - June

Fluency	
Enduring Understandings: RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding. B. Read grade level text for purpose and understanding.	Essential Questions: How can you read accurately and fluently with expression?
Student Learning Objectives:	
Read emergent –reader texts with purpose and understanding	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Build fluency and word automaticity using the following: sound-spelling, echo-reading, word cards and choral reading ● Model fluent reading during shared and small group Assessments:	<ul style="list-style-type: none"> ● Book Flix ● Read aloud books ● Pair-It books ● Word Wall ● Listening Library

<ul style="list-style-type: none"> ● Observation ● Checklists ● Anecdotal Notes ● Developmental Reading Assessment (DRA2) ● Weekly, Benchmark and Unit assessments 	<ul style="list-style-type: none"> ● Classroom libraries ● Leveled Readers ● Pre-decodable/Decodable Readers ● Career exploration through leveled text
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Writing:

Text Types and Purposes	
<p>Enduring Understandings:</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Essential Questions:</p> <p>Does your writing have an opening sentence, supporting details and closure?</p> <p>How do I write my opinion and utilize supporting evidence?</p> <p>Why is it important to use sequenced events, rich supporting details and transitional words to tell a narrative?</p>
Student Learning Objectives:	
<ul style="list-style-type: none"> ● 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., <i>My favorite book is...</i>). 	

<ul style="list-style-type: none"> ● 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. ● 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. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● Participate in shared writing, interactive writing, journal writing and independent writing ● Create book reports about favorite stories ● Write about pictures/book illustrations ● Write a class story about the steps or events in a craft activity, science exploration, field trip etc. <p>Assessments:</p> <ul style="list-style-type: none"> ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● Writing Station Flip Charts ● www.brainpop.com ● Career exploration through leveled text ● https://www.readinga-z.com/book.php?id=1307 ● https://www.storyboardthat.com/storyboard-creator

Writing:

Timeline: September - June

Production And Distribution of Writing	
Enduring Understandings:	Essential Questions: What can you do to improve your writing? How can you share your writing?

<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>TECH.8.1.5.A.3 - [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.</p>	
<p>Student Learning Objectives:</p>	
<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> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> ● Use Author’s Chair in writer’s Workshop ● Post group stories on class website 	<ul style="list-style-type: none"> ● Exploring a topic for Class Story Organizer – Appendix J ● Organizing Details for Class Story Graphic Organizer – Appendix K

<ul style="list-style-type: none"> ● Bind group stories into class books to be shared with families and included in class libraries <p>Assessments:</p> <ul style="list-style-type: none"> ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● Career exploration through leveled text ● Google Classroom
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Writing:

Research to Build and Present Knowledge	
<p>Enduring Understandings:</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>TECH.8.1.5.A.3 - [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.</p>	<p>Essential Questions:</p> <p>What sources can you use to find information on your topic?</p> <p>As authors, how can we use research?</p> <p>Why is it important to take notes on sources and sort evidence into provided categories?</p> <p>How can you use the results of your research to report information on various topics?</p>

Student Learning Objectives:	
<ul style="list-style-type: none"> ● Participate in shared research and writing projects (e.g. explore a number of books by favorite author and express opinions about them) ● With guidance and support from adults. Recall information from experiences or gather information from provided sources to answer a question 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> ● With assistance, create a how-to-story using sequence words ● Participate in shared writing of news stories and reports ● Compare and contrast books by favorite author ● Incorporate the use of technology to answer questions on a new topic <p>Assessments:</p> <ul style="list-style-type: none"> ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● Explore a Topic for a Class Story Graphic Organizer (Appendix J) ● Organizing Details for a Class Story Graphic Organizer (Appendix K) ● Career exploration through leveled text ● Google Classroom

Speaking - Introduction

Timeline: September-June

Comprehension and Collaboration	
<p>Enduring Understandings:</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse</p>	<p>Essential Questions:</p> <p>What strategies can we use to make our discussions more effective?</p>

<p>partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>TECH.8.1.5.A.3 - [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.</p>	
<p>Student Learning Objectives:</p>	
<ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. ● 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. ● Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> ● Incorporate morning meetings (Olweus) ● Guide show and tell activities 	<ul style="list-style-type: none"> ● https://jr.brainpop.com/search/?keyword=listening+and+speaking ● Talk Moves- paraphrasing, summarizing, revoicing (appendix L) ● Puppets

<ul style="list-style-type: none"> ● Develop lists of questions and use different resources to locate answers (internet, articles, books, illustrations) ● Model and practice listening, speaking and viewing skills ● Participate in peer/teacher editing ● Engage in Readers Theatre Activities ● Use read-alouds encouraging students' discussions/predictions at various points <p>Assessments:</p> <ul style="list-style-type: none"> ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Oral Vocabulary Boards ● Career exploration through leveled text ● Google Classroom
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SPEAKING & LISTENING

Timeline September - June

Presentation of Knowledge & Ideas	
<p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Essential Questions: How can we share ideas?</p> <p>Can we use google classroom to share ideas?</p>

TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.	
Student Learning Objectives: <ul style="list-style-type: none"> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. 	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
<ul style="list-style-type: none"> Create webs to describe people, places, things and events Guide show and tell activities Model and practice listening, speaking and viewing skills Engage in Readers' Theatre Activities Utilize an Author's Chair Draw a picture and describe it to the class Assessments: <ul style="list-style-type: none"> Observation Checklists Anecdotal Notes Reader's Theater 	<ul style="list-style-type: none"> https://jr.brainpop.com/search/?keyword=listening+and+speaking Exploring a Topic for Class Story Graphic Organizer (Appendix J) Puppets Career exploration through leveled text Google Classroom - Google Slides

LANGUAGE

TIMELINE: SEPTEMBER - JUNE

Conventions of Standard English	
<p>Enduring Understandings:</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>TECH.8.1.5.C.CS2 - [<i>Content Statement</i>] - Communicate information and ideas to multiple audiences using a variety of media and formats.</p>	<p>Essential Questions:</p> <p>How can we write and share ideas effectively?</p>
<p>Student Learning Objectives:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
<p>Model Lessons/Performance Tasks</p> <p>Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet</p> <p>and other Resources</p>

<ul style="list-style-type: none"> ● Model proper letter formation ● Edit handwritten and typed stories to practice adding in proper punctuation, finger spacing and capitalization <p>Assessments:</p> <ul style="list-style-type: none"> ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● https://jr.brainpop.com/search/?keyword=types+of+sentences ● Wikki Stix ● Sandpaper Letters ● Career exploration through leveled text ● https://www.readinga-z.com/book.php?id=1307 ● https://www.storyboardthat.com/storyboard-creator ● iPad apps
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LANGUAGE

Vocabulary Acquisition and Use	
<p>Enduring Understandings:</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Essential Questions:</p> <p>Why do some words have more than one meaning?</p> <p>How are these words alike or different?</p>

<p>CAEP.9.2.4.A.3 - [Standard] - Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>TECH.8.1.5.C.CS2 - [Content Statement] - Communicate information and ideas to multiple audiences using a variety of media and formats.</p>	
<p>Student Learning Objectives:</p>	
<p>Enduring Understandings:</p> <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>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
<ul style="list-style-type: none"> ● Create a word/picture web ● Strengthen vocabulary through conversations, direct instruction and reading ● Label the classroom 	<ul style="list-style-type: none"> ● http://www.discoveryeducation.com/students/?campaign=flyout_students ● “Beginning Social Studies: Vocabulary” and “Beginning Math Vocabulary” ● Word Walls ● Word Cards

<ul style="list-style-type: none"> ● Write the Room ● Mr. Rodgers Puppet show “these are the people in the neighborhood.” <p>Assessments:</p> <ul style="list-style-type: none"> ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Picture Dictionary ● iPad Apps – “Flash Cards English 2” and “Toddler Flashcards” ● Career exploration through leveled text ● Oral Vocabulary Cards
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