## **BELVIDERE CLUSTER CURRICULUM MAP**

## SUBJECT: English Language Arts

## GRADE: Kindergarten

•	<ul> <li>Recognize common types of</li> </ul>	<ul> <li>Ask and answer questions in</li> </ul>	<ul> <li>Ask and answer questions in</li> </ul>	upon rules for discussion of
	texts.	order to seek help or clarify	order to seek help or clarity	kindergarten topics and texts,
•	Introduce conventions of	concepts.	concepts.	asking questions and taking
	standard English grammar in	<ul> <li>Confirm understanding by asking</li> </ul>	<ul> <li>Add drawings to descriptions to</li> </ul>	turns.
	written language	and answering questions about	provide additional detail.	<ul> <li>Ask and answer questions in</li> </ul>
•	<ul> <li>The use of capital letters at</li> </ul>	key details presented.	<ul> <li>Express thoughts, feelings, and</li> </ul>	order to seek help or clarify
	the beginning of a sentence	<ul> <li>Express thoughts, feelings and</li> </ul>	ideas to others clearly.	concepts.
•	• The use of ending punctuation.	ideas to others clearly.	<ul> <li>Ask and answer questions to</li> </ul>	<ul> <li>Confirm understanding by asking</li> </ul>
	(period)	<ul> <li>With prompting and support,</li> </ul>	learn about unfamiliar words in	and answering questions about
•	<ul> <li>The use of spacing between</li> </ul>	describe connections between	literature texts.	key details presented.
	words	the illustration and text (e.g.,	<ul> <li>With prompting and support,</li> </ul>	<ul> <li>Express thoughts, feelings and</li> </ul>
		what person or character, place,	compare and contrast the	ideas to others clearly.
		idea in the text the illustration	adventures and experiences of	<ul> <li>With prompting and support,</li> </ul>
		shows).	characters in familiar stories,	describe connections between
		• Follow words in the text from left	utilizing picture clues or other	the illustration and text (e.g.,
		to right.	story props.	what person or character, place,
		Demonstrate understanding that	With guidance and support add	idea in the text the illustration
		print represents the spoken	details to strengthen writing	shows).
		language.	(e.g., adding the names of	• Follow words in the text from left
		<ul> <li>Recognize that words are</li> </ul>	characters to a story) in	to right.
		separated by spaces in print.	response to questions and	<ul> <li>Demonstrate understanding that</li> </ul>
		Recognize and name all the	suggestions from peers.	print represents the spoken
		upper and lowercase letters of	Produce and expand complete	language.
		the alphabet.	sentences in shared language	<ul> <li>Recognize that words are</li> </ul>
		<ul> <li>Isolate and pronounce the initial,</li> </ul>	activities.	separated by spaces in print.
		medial vowel and final sounds	<ul> <li>With prompting and support,</li> </ul>	<ul> <li>Recognize and name all the</li> </ul>
		(phonemes) in three-phoneme	name the illustrator and define	upper and lowercase letters of
		(consonant-vowel-consonant, or	their roles.	the alphabet.
		CVC) words (e.g., bat, can).	Listen and respond to questions	<ul> <li>Recognize and produce two</li> </ul>
		Add or subtract individual sounds	about literature and	rhyming words.
		(phonemes) in simple,	informational text in group	Count syllables in spoken one
		one-syllable words to make new	reading activities.	and two-syllable words.
		words (e.g., fat, cat).	<ul> <li>With guidance and support,</li> </ul>	<ul> <li>Blend and segment onsets and</li> </ul>
		<ul> <li>Produce the primary or most</li> </ul>	produce and publish a piece	rimes of single-syllable words.
		frequent sound for each	using digital tools with peers.	<ul> <li>Isolate and pronounce the initial,</li> </ul>
		consonant.	<ul> <li>With guidance and support,</li> </ul>	medial vowel and final sounds
		<ul> <li>With prompting and support</li> </ul>	gather information from provided	(phonemes) in three-phoneme
		connect the long and short	sources to answer a question in	(consonant-vowel-consonant, or
		sounds with common spellings	group writing and shared	CVC) words (e.g., bat, can).
		(graphemes) for the five major	research activities.	Add or subtract individual
		vowels.	<ul> <li>Capitalize the first word in a</li> </ul>	sounds (phonemes) in simple,
		<ul> <li>Read common high-frequency</li> </ul>	sentence and pronoun I.	one-syllable words to make new
		words by sight.	<ul> <li>Recognize and name end</li> </ul>	words (e.g., fat, cat).
		<ul> <li>Read emergent-reader texts with</li> </ul>	<ul> <li>Recognize and name end punctuation.</li> </ul>	<ul> <li>Produce the primary or most</li> </ul>
		purpose and understanding.	<ul> <li>Write a letter or letters for most</li> </ul>	<ul> <li>Produce the primary of most frequent sound for each</li> </ul>
				•
		Illustrate and write and     informative explanatory text on a	consonant and short vowel	consonant.
		informative-explanatory text on a	sounds.	<u> </u>

<ul> <li>chosen topic stating the name of the topic, using developmental spelling and child's dictation.</li> <li>Illustrate and write the beginning, middle, and end of an event using developmental spelling and child's dictation, including a reaction to what happened.</li> <li>With guidance and support, add details to strengthen writing (e.g., writing the names of characters to a story) in response to questions and suggestions from peers.</li> <li>With guidance and support, identify real-life connections between words and their varied meanings (e.g., note places at school that are colorful).</li> <li>Name and describe familiar people, places or things and, with prompting and support, provide additional details.</li> <li>Review conventions of standard English grammar in written language.</li> <li>The use of capital letters at the beginning of a sentence.</li> <li>The use of ending nunctuation</li> </ul>	<ul> <li>Recognize and produce two rhyming words.</li> <li>Count syllables in spoken one and two syllable words.</li> <li>Recognize that words are separated by spaces in print.</li> <li>Blend and segment onsets and rimes of single syllable spoken words.</li> <li>Recognize and name all the upper and lowercase letter of the alphabet.</li> <li>Isolate and pronounce the initial, medial vowel and final sounds in three phoneme words.</li> <li>Add or substitute individual sounds in simple, one syllable words to make new words.</li> <li>With prompting and support, connect the long and short sounds with common spellings for the five major vowels.</li> <li>Read common high frequency words by sight.</li> <li>Identify the letter sounds that differ in the similarly spelled words.</li> <li>Read emergent reader texts with purpose and understanding.</li> <li>Name and describe familiar</li> </ul>	<ul> <li>With prompting and support connect the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>Read common high-frequency words by sight.</li> <li>Identify the letter sounds that differ in similarly spelled words (e.g., let, get).</li> <li>Read emergent-reader texts with purpose and understanding.</li> <li>Illustrate and write and informative-explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation.</li> <li>Illustrate and write the beginning, middle, and end of an event using developmental spelling and child's dictation, including a reaction to what happened.</li> <li>With guidance and support, add details to strengthen writing (e.g., writing the names of characters to a story) in response to questions and suggestions from nears</li> </ul>
<ul> <li>With guidance and support, identify real-life connections between words and their varied meanings (e.g., note places at</li> </ul>	<ul> <li>Add or substitute individual sounds in simple, one syllable words to make new words.</li> <li>With prompting and support,</li> </ul>	of the topic, using developmental spelling and child's dictation. • Illustrate and write the
<ul> <li>Name and describe familiar people, places or things and, with prompting and support, provide additional details.</li> </ul>	<ul><li>sounds with common spellings for the five major vowels.</li><li>Read common high frequency words by sight.</li></ul>	event using developmental spelling and child's dictation, including a reaction to what happened.
language. • The use of capital letters at the	<ul><li>words.</li><li>Read emergent reader texts with</li></ul>	(e.g., writing the names of characters to a story) in
<ul><li>(period)</li><li>The use of spacing between words</li></ul>	<ul> <li>people, places or things and, with prompting and support, provide additional details.</li> <li>Introduce the question mark (?)</li> <li>Introduce the apostrophe (')</li> </ul>	<ul> <li>Name and describe familiar people, places or things and, with prompting and support, provide additional details.</li> <li>Introduce the exclamation point</li> </ul>
	<ul> <li>Introduce plurals</li> <li>Review conventions of standard English grammar in written language.</li> <li>The use of capital letters at the</li> </ul>	<ul> <li>(!)</li> <li>Review conventions of standard English grammar in written language.</li> <li>The use of capital letters at the</li> </ul>
	<ul> <li>beginning of a sentence.</li> <li>The use of ending punctuation. (period)</li> <li>The use of spacing between words</li> </ul>	<ul> <li>beginning of a sentence.</li> <li>The use of ending punctuation. (period)</li> <li>The use of spacing between words</li> </ul>

<ul> <li>Effective reading communities work best with clearly communicated procedures and routines.</li> <li>To form a love of reading students must be engaged in a variety of texts.</li> <li>To forma love of reading students must be engaged in a variety of texts.</li> <li>Text serves many purposes, including entertaining, informing and persuading.</li> <li>Text serves many purposes, including entertaining, informing and persuading.</li> <li>Text serves many purposes, including entertaining, informing and persuading.</li> <li>To form a love of reading students must be engaged in a variety of texts.</li> <li>To forma love of reading students must be engaged in a variety of texts.</li> <li>To forma love of texts.</li> <li>To forma love of reading students must be engaged in a variety of texts.</li> <li>To forma love of texts.</li> <li>To forma love of texts.</li> <li>To forma love of reading students must be engaged in a variety of texts.</li> <li>To forma love of texts.</li></ul>	QUESTIONS & ENDURING UNDERSTANDINGSindividually to become better readers?sense of t • How can I paper?• What does a reading community look like and how do I recognize myself as an individual reader in the community?• How can I paper?• What does a reading community look like and how do I recognize myself as an individual reader in the community?• How can I paper?• Effective reading communities work best with clearly communicated procedures and routines.• Text serve including informing	<ul> <li>readers make</li> <li>readers make</li> <li>to construct meaning from text?</li> <li>How do readers make informed decisions about their reading?</li> <li>How can I write my ideas on paper?</li> <li>How can I write a story about one small moment in time?</li> <li>How dore a story about one small moment in time?</li> <li>Writers use pictures and/or print to convey a message.</li> <li>In order to develop deeper understanding of text, readers use a variety of comprehension strategies such as predicting,</li> <li>the difference between informational text and literature?</li> <li>How does graphic information (ex. pictures, photographs, diagrams) help provide more information about the topic?</li> <li>How does comparing/contrasting two different texts increase one's knowledge of a topic?</li> <li>Informational text provides facts about a topic and includes details to support the topic.</li> <li>Informational text makes</li> </ul>
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STANDARDS	Reading (R)	Reading (R)	Reading (R)	Reading (R)
••••••••••••	Reading Literature (RL)	NJSLSA.R1		
	NJSLSA.RL.K.5	Read closely to determine what	NJSLSA.R1	NJSLSA.R1
	Recognize common types of texts	the text says explicitly and to	Read closely to determine what	Read closely to determine what
	(e.g., storybooks, poems).	make logical inferences and	the text says explicitly and to	the text says explicitly and to
		relevant connections from it;	make logical inferences and	make logical inferences and
	NJSLSA.RL.K.10.	cite specific textual evidence	relevant connections from it;	relevant connections from it;
	Actively engage in group	when writing or speaking to	cite specific textual evidence	cite specific textual evidence
	reading activities with	support conclusions drawn	when writing or speaking to	when writing or speaking to
	purpose and understanding.	from the text.	support conclusions drawn	support conclusions drawn
			from the text.	from the text.
	Reading Info Text (RI)	NJSLSA.R2		
	NJSLSA.RI.K.10	Determine central ideas or themes	NJSLSA.R2	NJSLSA.R2
	Actively engage in group reading	of a text and analyze their	Determine central ideas or themes	Determine central ideas or themes
	activities with purpose and	development; summarize the key	of a text and analyze their	of a text and analyze their
	understanding.	supporting details and ideas.	development; summarize the key	development; summarize the key
			supporting details and ideas.	supporting details and ideas.
	Reading Foundation Skills	NJSLSA.R3		
	(RF)	Analyze how and why individuals,	NJSLSA.R3	NJSLSA.R3
	NJSLSA.RF.K.4.A	events, and ideas develop and	Analyze how and why individuals,	Analyze how and why individuals,
	Read emergent-readers with	interact over the course of a text.	events, and ideas develop and	events, and ideas develop and
	purpose and understanding.	NJSLSA.R4	interact over the course of a text.	interact over the course of a text.
	NJSLSA.RF.K.4.B	Interpret words and phrases as	NJSLSA.R4	NJSLSA.R4
	Read grade level text for	they are used in a text, including	Interpret words and phrases as	Interpret words and phrases as
	purpose and understanding.	determining technical, connotative,	they are used in a text, including	they are used in a text, including
	Writing (W)	and figurative meanings, and	determining technical, connotative,	determining technical, connotative,
	NJSLSA.W4. Produce clear and	analyze how specific word choices	and figurative meanings, and	and figurative meanings, and
	coherent writing in which the	shape meaning or tone.	analyze how specific word choices	analyze how specific word choices
	development, organization, and	shape meaning or conci	shape meaning or tone.	shape meaning or tone.
	style are appropriate to task,	NJSLSA.R5		
	purpose, and audience.	Analyze the structure of texts,	NJSLSA.R5	NJSLSA.R5
		including how specific sentences,	Analyze the structure of texts,	Analyze the structure of texts,
	NJSLSA.W5. Develop and	paragraphs, and larger portions of	including how specific sentences,	including how specific sentences,
	strengthen writing as needed by	the text (e.g., a section, chapter,	paragraphs, and larger portions of	paragraphs, and larger portions of
	planning, revising, editing,	scene, or stanza) relate to each	the text (e.g., a section, chapter,	the text (e.g., a section, chapter,
	rewriting, or trying a new	other and the whole.	scene, or stanza) relate to each	scene, or stanza) relate to each
	approach.		other and the whole.	other and the whole.
		NJSLSA.R6		
	NJSLSA.W6. Use technology,	Assess how point of view or	NJSLSA.R6	NJSLSA.R6
	including the Internet, to produce	purpose shapes the content and	Assess how point of view or	Assess how point of view or
	and publish writing and to	style of a text.	purpose shapes the content and	purpose shapes the content and
	interact and collaborate with		style of a text.	style of a text.
	others.	NJSLSA.R7		
		Integrate and evaluate content	NJSLSA.R7	NJSLSA.R7
	Speaking/Listening (SL)	presented in diverse media and	Integrate and evaluate content	Integrate and evaluate content
			presented in diverse media and	presented in diverse media and

NJSLSA.SL4. Present information,	formats, including visually and	formats, including visually and	formats, including visually and
findings, and supporting evidence	quantitatively, as well as in words.	quantitatively, as well as in words.	quantitatively, as well as in words.
such that listeners can follow the			
line of reasoning and the	NJSLSA.R8	NJSLSA.R8	NJSLSA.R8
organization, development, and	Delineate and evaluate the	Delineate and evaluate the	Delineate and evaluate the
style are appropriate to task,	argument and specific claims in a	argument and specific claims in a	argument and specific claims in a
purpose, and audience.	text, including the validity of the	text, including the validity of the	text, including the validity of the
	reasoning as well as the relevance	reasoning as well as the relevance	reasoning as well as the relevance
NJSLSA.SL5. Make strategic use	and sufficiency of the evidence.	and sufficiency of the evidence.	and sufficiency of the evidence.
of digital media and visual			
displays of data to express	NJSLSA.R9	NJSLSA.R9	NJSLSA.R9
information and enhance	Analyze and reflect on how two	Analyze and reflect on how two	Analyze and reflect on how two
understanding of presentations.	or more texts address similar	or more texts address similar	or more texts address similar
5	themes or topics in order to	themes or topics in order to	themes or topics in order to
NJSLSA.SL6. Adapt speech to a	build knowledge or to compare	build knowledge or to compare	build knowledge or to compare
variety of contexts and	the approaches the authors	the approaches the authors	the approaches the authors
communicative tasks,	take.	take.	take.
demonstrating command of			
formal English when indicated or	NJSLSA.R10	NJSLSA.R10	NJSLSA.R10
appropriate.	Read and comprehend complex	Read and comprehend complex	Read and comprehend complex
	literary and informational texts	literary and informational texts	literary and informational texts
NJSLSA.SL.K.1.A	independently and proficiently with	independently and proficiently with	independently and proficiently with
Follow agreed-upon norms for	scaffolding as needed.	scaffolding as needed.	scaffolding as needed.
discussions (e.g., listening to	-		-
others with care and taking	Reading Literature (RL)	Reading Literature (RL)	Reading Literature (RL)
turns speaking about the			Reading Info Text (RI)
topics and texts under	NJSLSA.RL.K.10	NJSLSA.RL.K.1	
discussion).	Actively engage in group reading	With prompting and support,	NJSLSA.RI.K.1
	activities with purpose and	ask and answer questions	With prompting and support,
NJSLSA.SL.K.1.B	understanding.	about key details in a text (e.g.,	ask and answer questions
Continue a conversation through		who, what, where, when, why,	about key details in a text.
multiple exchanges.	Reading Info Text (RI)	how).	
	NJSLSA.RI.K.1		NJSLSA.RI.K.2
NJSLSA.SL.K.4	With prompting and support,	NJSLSA.RL.K.2	With prompting and support,
Describe familiar people, places,	ask and answer questions	With prompting and support,	identify the main topic and retell
things, and events and, with	about key details in a text.	retell familiar stories, including	key details of a text.
prompting and support, provide		key details (e.g., who, what,	
additional detail.	NJSLSA.RI.K.3	where, when, why, how).	NJSLSA.RI.K.3
	With prompting and support,		With prompting and support,
NJSLSA.SL.K.6	describe the connection between	NJSLSA.RL.K.3	describe the connection between
Speak audibly and express	two individuals, events, ideas, or	With prompting and support,	two individuals, events, ideas, or
thoughts, feelings, and ideas	pieces of information in a text.	identify characters, settings, and	pieces of information in a text.
clearly.		major events in a story.	
	NJSLSA.RI.K.4		NJSLSA.RI.K.4
Language (L)	With prompting and support, ask	NJSLSA.RL.K.4	With prompting and support, ask
NJSLSA.L1	and answer questions about	Ask and answer questions about	and answer questions about
	unknown words in a text.	unknown words in a text.	unknown words in a text.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L.K.1.F Produce and expand complete sentences in shared language activities.	NJSLSA.RI.K.5 Identify the front cover, back cover, and title page of a book. NJSLSA.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. NJSLSA.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). NJSLSA.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <b>Reading Foundation Skills (RF)</b> NJSLSA.RF.K.1.A Follow words from left to right, top to bottom, and page by page. NJSLSA.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters. NJSLSA.RF.K.1.C Understand that words are separated by spaces in print. NJSLSA.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.	NJSLSA.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. NJSLSA.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). NJSLSA.RL.K.10 Actively engage in group reading activities with purpose and understanding. Reading Info Text (RI) NJSLSA.RI.K.1 With prompting and support, ask and answer questions about key details in a text. NJSLSA.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. NJSLSA.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. NJSLSA.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	NJSLSA.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. NJSLSA.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). NJSLSA.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. NJSLSA.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). NJSLSA.RI.K.10 Actively engage in group reading activities with purpose and understanding. <b>Reading Foundation Skills (RF)</b> NJSLSA.RF.K.1.A Follow words from left to right, top to bottom, and page by page. NJSLSA.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters. NJSLSA.RF.K.1.C
	lowercase letters of the alphabet. NJSLSA.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds	NJSLSA.RI.K.7 With prompting and support, describe the relationship between	NJSLSA.RF.K.1.C Understand that words are separated by spaces in print. NJSLSA.RF.K.1.D

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(phonemes) in three-phoneme	illustrations and the text in which	Recognize and name all upper- and
(consonant-vowel-consonant, or	they appear (e.g., what person,	lowercase letters of the alphabet.
CVC) words. (This does not include	place, thing, or idea in the text an	
CVCs ending with $/I/$ , $/r/$ , or $/x/$ .)	illustration depicts).	NJSLSA.RF.K.2.A
		Recognize and produce rhyming
NJSLSA.RF.K.2.E	NJSLSA.RI.K.9	words.
Add or substitute individual sounds	With prompting and support,	
(phonemes) in simple, one-syllable	identify basic similarities in and	NJSLSA.RF.K.2.B
words to make new words.	differences between two texts on	Count, pronounce, blend, and
	the same topic (e.g., in	segment syllables in spoken words.
NJSLSA.RF.K.3.A	illustrations, descriptions, or	
Demonstrate basic knowledge	procedures).	NJSLSA.RF.K.2.C
of one-to-one letter-sound	F	Blend and segment onsets and
correspondences by producing	NJSLSA.RI.K.10	rimes of single-syllable spoken
many of the most frequently	Actively engage in group reading	words.
used sounds of each consonant.	activities with purpose and	
	understanding.	NJSLSA.RF.K.2.D
NJSLSA.RF.K.3.B		Isolate and pronounce the initial,
Associate the long and short	Reading Foundation Skills (RF)	medial vowel, and final sounds
sounds with the common spellings	(KF)	(phonemes) in three-phoneme
(graphemes) for the five major	NJSLSA.RF.K.1.C	(consonant-vowel-consonant, or
vowels.	Understand that words are	CVC) words. (This does not include
	separated by spaces in print.	CVCs ending with $/l/$ , $/r/$ , or $/x/$ .)
NJSLSA.RF.K.3.C	NJSLSA.RF.K.1.D	
Read high-frequency and sight	Recognize and name all upper- and	NJSLSA.RF.K.2.E
words with automaticity.	lowercase letters of the alphabet.	Add or substitute individual sounds
NJSLSA.RF.K.4	lowercase letters of the alphabet.	(phonemes) in simple, one-syllable
Read emergent text with	NJSLSA.RF.K.2.A	words to make new words.
one-to-one correspondence to	Recognize and produce rhyming	words to make new words.
develop fluency and	words.	NJSLSA.RF.K.3.A
comprehension skills.	words.	Demonstrate basic knowledge
	NJSLSA.RF.K.2.B	of one-to-one letter-sound
Writing (W) NJSLSA.W4.	Count, pronounce, blend, and	correspondences by producing
	segment syllables in spoken words.	many of the most frequently
Produce clear and coherent writing	segment synables in spoken words.	used sounds of each
in which the development,	NJSLSA.RF.K.2.C	consonant.
organization, and style are		
appropriate to task, purpose, and	Blend and segment onsets and	NJSLSA.RF.K.3.B
audience.	rimes of single-syllable spoken	Associate the long and short
	words.	sounds with the common spellings
NJSLSA.W5.		(graphemes) for the five major
Develop and strengthen writing as	NJSLSA.RF.K.2.D	vowels.
needed by planning, revising,	Isolate and pronounce the initial,	
editing, rewriting, or trying a new	medial vowel, and final sounds	NJSLSA.RF.K.3.C
approach.	(phonemes) in three-phoneme	Read high-frequency and sight
	(consonant-vowel-consonant, or	words with automaticity.
NJSLSA.W6.	CVC) words. (This does not include	worus with automaticity.
Use technology, including the	CVCs ending with /l/, /r/, or /x/.)	NJSLSA.RF.K.3.D

writing and to interact and	NJSLSA.RF.K.2.E	Distinguish between similarly
collaborate with others.	Add or substitute individual sounds	spelled words by identifying
	(phonemes) in simple, one-syllable	the sounds of the letters that
NJSLSA.W10.	words to make new words.	differ (e.g., nap and tap, cat
Write routinely over extended time		and cot)
frames (time for research,	NJSLSA.RF.K.3.A	,
reflection, and revision) and	Demonstrate basic knowledge	NJSLSA.RF.K.4
shorter time frames (a single	of one-to-one letter-sound	Read emergent text with
sitting or a day or two) for a range	correspondences by producing	one-to-one correspondence to
of tasks, purposes, and audiences.	many of the most frequently	develop fluency and
	used sounds of each consonant.	comprehension skills.
NJSLSA.W.K.2		
Use a combination of drawing,	NJSLSA.RF.K.3.B	Writing (W)
dictating, and writing to compose	Associate the long and short	writing (w)
informative/explanatory texts in	sounds with common spellings	NJSLSA.W4.
which they name what they are	(graphemes) for the five major	Produce clear and coherent writing
which they hame what they are writing about and supply some	vowels.	in which the development,
	vowers.	
information about the topic.		organization, and style are
	NJSLSA.RF.K.3.C	appropriate to task, purpose, and
NJSLSA.W.K.3	Read high-frequency and sight	audience.
Use a combination of drawing,	words with automaticity.	
dictating, and writing to narrate a		NJSLSA.W5.
single event or several loosely	NJSLSA.RF.K.3.D	Develop and strengthen writing as
linked events, tell about the events	Distinguish between similarly	needed by planning, revising,
in the order in which they occurred,	spelled words by identifying	editing, rewriting, or trying a new
and provide a reaction to what	the sounds of the letters that	approach.
happened.	differ (e.g., nap and tap, cat	
	and cot).	NJSLSA.W6.
NJSLSA.W.K.5		Use technology, including the
With guidance and support	NJSLSA.RF.K.4	Internet, to produce and publish
from adults, strengthen writing	Read emergent text with	writing and to interact and
through response and	one-to-one correspondence to	collaborate with others.
self-reflection using questions	develop fluency and	
	comprehension skills.	NJSLSA.W10.
(e.g., adding details).		Write routinely over extended time
	Writing (W)	frames (time for research,
Speaking/Listening (SL)		reflection, and revision) and
NJSLSA.SL1.	NJSLSA.W4.	shorter time frames (a single
Prepare for and participate	Produce clear and coherent writing	sitting or a day or two) for a range
effectively in a range of	in which the development,	of tasks, purposes, and audiences.
conversations and collaborations		
		NJSLSA.W.K.2
	NISI SA W5	
NISI SA SI 2		
	needed by planning, revising,	which they have what they are
self-reflection using questions and suggestions from peers (e.g., adding details). Speaking/Listening (SL) NJSLSA.SL1. Prepare for and participate effectively in a range of	develop fluency and comprehension skills. Writing (W) NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as	Write routinely over extended tim frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a rang of tasks, purposes, and audience

Integrate and evaluate information	editing, rewriting, or trying a new	writing about and supply some
presented in diverse media and	approach.	information about the topic.
formats, including visually,		
quantitatively, and orally.	NJSLSA.W6.	NJSLSA.W.K.3
	Use technology, including the	Use a combination of drawing,
NJSLSA.SL3.	Internet, to produce and publish	dictating, and writing to narrate a
Evaluate a speaker's point of view,	writing and to interact and	single event or several loosely
reasoning, and use of evidence and	collaborate with others.	linked events, tell about the events
rhetoric.		in the order in which they
	NJSLSA.W7	occurred, and provide a reaction to
NJSLSA.SL4.	Conduct short as well as more	what happened.
Present information, findings, and	sustained research projects,	what happened.
supporting evidence such that	utilizing an inquiry-based research	NJSLSA.W.K.5
listeners can follow the line of	process, based on focused	
		With guidance and support
reasoning and the organization,	questions, demonstrating	from adults, strengthen writing
development, and style are	understanding of the subject under	through response and
appropriate to task, purpose, and	investigation.	self-reflection using questions
audience.		and suggestions from peers
	NJSLSA.W8	(e.g., adding details).
NJSLSA.SL5.	Gather relevant information from	Speaking/Listening (SL)
Make strategic use of digital media	multiple print and digital sources,	
and visual displays of data to	assess the credibility and accuracy	NJSLSA.SL1.
express information and enhance	of each source, and integrate the	Prepare for and participate
understanding of presentations.	information while avoiding	effectively in a range of
	plagiarism.	conversations and collaborations
NJSLSA.SL6.		with diverse partners, building on
Adapt speech to a variety of	NJSLSA.W9	others' ideas and expressing their
contexts and communicative tasks,	Draw evidence from literary or	own clearly and persuasively.
demonstrating command of formal	informational texts to support	
English when indicated or	analysis, reflection, and research.	NJSLSA.SL2.
appropriate.		Integrate and evaluate information
	NJSLSA.W.K.2	presented in diverse media and
NJSLSA.SL.K.1	Use a combination of drawing,	formats, including visually,
Participate in collaborative	dictating, and writing to compose	quantitatively, and orally.
conversations with diverse partners	informative/explanatory texts in	, , , ,
about kindergarten topics and texts	which they name what they are	NJSLSA.SL3.
with peers and adults in small and	writing about and supply some	Evaluate a speaker's point of view,
larger groups.	information about the topic.	reasoning, and use of evidence and
		rhetoric.
NJSLSA.SL.K.1.A	NJSLSA.W.K.3	
Follow agreed-upon norms for	Use a combination of drawing,	NJSLSA.SL4.
discussions (e.g., listening to	dictating, and writing to narrate a	Present information, findings, and
others with care and taking	single event or several loosely	supporting evidence such that
turns speaking about the topics	linked events, tell about the events	listeners can follow the line of
and texts under discussion).	in the order in which they	reasoning and the organization,
	occurred, and provide a reaction to	development, and style are
NJSLSA.SL.K.1.B	what happened.	

Continue a conversation through		appropriate to task, purpose, and
multiple exchanges.	NJSLSA.W.K.5	audience.
	With guidance and support	
NJSLSA.SL.K.2	from adults, strengthen writing	NJSLSA.SL5.
Confirm understanding of a text	through response and	Make strategic use of digital media
read aloud or information	self-reflection using questions	and visual displays of data to
presented orally or through other	and suggestions from peers	express information and enhance
media by asking and answering	(e.g., adding details).	understanding of presentations.
questions about key details and		
requesting clarification if something	NJSLSA.W.K.6	NJSLSA.SL6.
is not understood.	With guidance and support from	Adapt speech to a variety of
	adults, explore a variety of digital	contexts and communicative tasks,
NJSLSA.SL.K.3	tools to produce and publish	demonstrating command of formal
Ask and answer questions in order	writing, including in collaboration	English when indicated or
to seek help, get information, or	with peers.	appropriate.
clarify something that is not		
understood.	NJSLSA.W.K.7	NJSLSA.SL.K.1
	Participate in shared research and	Participate in collaborative
NJSLSA.SL.K.4	writing projects (e.g., explore a	conversations with diverse
Describe familiar people, places,	number of books by a favorite	partners about kindergarten topics
things, and events and, with	author and express opinions about	and texts with peers and adults in
prompting and support, provide	them).	small and larger groups.
additional detail.	,	
	NJSLSA.W.K.8	NJSLSA.SL.K1.A
NJSLSA.SL.K.6	With guidance and support from	Follow agreed-upon norms for
Speak audibly and express	adults, recall information from	discussions (e.g., listening to
thoughts, feelings, and ideas	experiences or gather information	others with care and taking
clearly.	from provided sources to answer a	turns speaking about the topics
	question.	and texts under discussion).
Language (L)		
	Speaking/Listening (SL)	NJSLSA.SL.K.1.B
NJSLSA.L3.		Continue a conversation through
Apply knowledge of language to	NJSLSA.SL4.	multiple exchanges.
understand how language functions	Present information, findings, and	
in different contexts, to make	supporting evidence such that	NJSLSA.SL.K.2
effective choices for meaning or	listeners can follow the line of	Confirm understanding of a text
style, and to comprehend more	reasoning and the organization,	read aloud or information
fully when reading or listening.	development, and style are	presented orally or through other
	appropriate to task, purpose, and	media by asking and answering
NJSLSA.L4.	audience.	questions about key details and
Determine or clarify the meaning of		requesting clarification if
unknown and multiple-meaning	NJSLSA.SL5.	something is not understood.
words and phrases by using	Make strategic use of digital media	-
context clues, analyzing meaningful	and visual displays of data to	NJSLSA.SL.K.3
word parts, and consulting general	express information and enhance	Ask and answer questions in order
and specialized reference materials,	understanding of presentations.	to seek help, get information, or
as appropriate.	5	1, 3

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. 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. NJSLSA.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).	NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. NJSLSA.SL.K1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). NJSLSA.SL.K.1.B Continue a conversation through multiple exchanges. NJSLSA.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. NJSLSA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. NJSLSA.SL.K.4	clarify something that is not understood. NJSLSA.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. NJSLSA.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	requesting clarification if something is not understood. NJSLSA.SL.K.3 Ask and answer questions in order to seek help, get information, or	
	NJSLSA.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. Language (L)	
	NJSLSA.L2	

			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L.K.1.A Print many upper- and lowercase letters. NJSLSA.L.K.1.B Use frequently occurring nouns and verbs. NJSLSA.L.K.1.D Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ). NJSLSA.L.K.1.F Produce and expand complete sentences in shared language activities. NJSLSA.L.K.2.A Capitalize the first word in a sentence and the pronoun <i>I</i> . NJSLSA.L.K.2.B Recognize and name end punctuation. NJSLSA.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes). NJSLSA.L.K.2.D	
INSTRUCTIONAL PROCEDURES	Whole Group: Circle Time Read Alouds Morning Meetings Think Pair Share Shared Reading Echo Reading Decoding	Whole Group: Circle Time Read Alouds Morning Meetings Think Pair Share Shared Reading Echo Reading Decoding	Whole Group: Circle Time Read Alouds Morning Meetings Think Pair Share Shared Reading Echo Reading Decoding	Whole Group:Circle TimeRead AloudsMorning MeetingsThink Pair ShareShared ReadingEcho ReadingDecoding

Whole Group Discussion	Whole Group Discussion	Whole Group Discussion	Whole Group Discussion
Modeled/Shared and Guided	Modeled/Shared and Guided	Modeled/Shared and Guided	Modeled/Shared and Guided
Practice of Reading and Writing	Practice of Reading and Writing	Practice of Reading and Writing	Practice of Reading and Writing
Shared Language Activities	Shared Language Activities	Shared Language Activities	Shared Language Activities
Directed Drawing/Writing	Directed Drawing/Writing	Directed Drawing/Writing	Directed Drawing/Writing
Writing Prompts	Writing Prompts	Writing Prompts	Writing Prompts
Journaling	Journaling	Journaling	Journaling
Joannainig	Compare/contrast familiar	Journainig	Compare and contrast information
Grammar:	characters/ setting/ main idea	Grammar:	using different text
Capitalize beginning of sentence	Compare and contrast information	Introduce the question mark (?)	using unreferit text
		Introduce the apostrophe (')	Chamman
Use of ending punctuation	on same topic using different texts		Grammar:
Use appropriate spacing between		Introduce plurals	Introduce the exclamation point (!)
words	<u>Grammar:</u>	Review conventions of standard	Review conventions of standard
	Review conventions of standard	English grammar in written	English grammar in written
Additional Suggested	English grammar in written	language.	language.
Topics/Materials, if needed:	language	Use of capital letters at the	Use capital letters at the beginning
	Use of capital letters at the	beginning of a sentence	of a sentence.
	beginning of a sentence	Use of ending punctuation (period)	Use of ending punctuation.
After reading The Warm Fuzzy	Use of ending punctuation (period)	Use spacing between words	(period)
Story by Claude Steiner or Do	Use spacing between words		Use spacing between words
Unto Otters: A Book About		Additional Suggested	
Manners by Laura Keller		Topics/Materials, if needed:	Additional Suggested
collaboratively develop a list of	Additional Suggested	Thanksgiving:	Topics/Materials, if needed:
class rules.	Topics/Materials, if needed:	* Discuss holiday and history of	Winter Holidays
Text Exemplars:	Fire Prevention	Thanksgiving by reading The Story	Write about how families celebrate
From Seed to Pumpkin by Wendy	My Body	of the Pilgrims by Katharine Ross	during the holiday season
Pfeffer	Apples	or The Very First Thanksgiving Day	Snow Buddies
What Do You Do With a Tail Like	Halloween	by Rhonda Gowler Greene	Snow
This by Jenkins, Steve, and Robin	Spiders	-,	Penguins
Page	opidero	Text Exemplars:	Martin Luther King
The Warm Fuzzy Story by Claude	Text Exemplars:	<ul> <li>Discuss what it means to be</li> </ul>	
Steiner Do Unto Otters: A Book	<ul> <li>Apples for Everyone by Jill</li> </ul>	"thankful"	Suggested Topics:
	Esbaun	Create class book "My Book of	Winter Holidays
About Manners by Laurie Keller	Big Books	Thanks" (write and illustrate	Write about how families celebrate
	<ul> <li>Big books</li> <li>Bugs That Go Bump in the Night</li> </ul>	what they are thankful for)	during the holiday season
			Snow Buddies
Individual:	by David A Carter	Create class book "My     Thankagiving" (write and	
One-on-One Reading	Firefighters A-Z: Alphabet by     Christ Demonstrate	Thanksgiving" (write and	Snow
Project Read	Chris L. Demarest	illustrate how their families	Penguins Mantia Luthan Kina
Fundations	Pumpkin Pumpkin by Jeanne	celebrate Thanksgiving)	Martin Luther King
Orton Gillingham	Titherington	<ul> <li>Discuss the variety of foods that</li> </ul>	
Reading and Writing Conferences		were served on the first	Text Exemplars:
Literacy Centers	Helpers in My Community by	Thanksgiving	A Day with a Doctor by Jan
Decoding	Bobbie Kalman		Kottke
-	<ul> <li>Me and My Amazing Body by</li> </ul>	Pumpkins/Gourds:	<ul> <li>A Day with a Mail Carrier by Jan</li> </ul>
Small Groups:	Joan Sweeney	* Interdisciplinary connection-	Kottke
Guided Reading using Leveled	<ul> <li>Me and My Senses by Joan</li> </ul>	Science Activity: Life-cycle of	<ul> <li>Big Books</li> </ul>
Readers	Sweeney	pumpkin	

Deceding	· My Eive Senses by Aliki	* Interdisciplinary connection	· Hooray for Happykicht by Eran
Decoding	My Five Senses by Aliki     Shales Dame Hallesen Barras has	* Interdisciplinary connection-	Hooray for Hanukkah! by Fran
Literacy Centers	Shake Dem Halloween Bones by	Science Activity: Discuss what	Manushkin
	Mike Reed	plants need to survive	I Want to Be a Vet by Dan
	Word Chudy (Dhardar	* Pumpkin art project using paint	Liebman
	Word Study/Phonics:	and a paper plate.	Kid Writing: A Systematic
	Initial consonants f, p, d	* Using a gourd, students will	Approach to Phonics, Journals,
		make a pilgrim, Native American	and Writing Workshop by Eileen
	Individual:	Indian, or a turkey	Feldgus, Ed.D. and Isabell
	One-on-One Reading	* Interdisciplinary connection-	Cardonick, M.Ed.
	Project Read	Math Activity: Using 2 real	Making Meaning -
	Fundations	pumpkins, have children estimate	Developmental Studies Center
	Orton Gillingham, Reading and	how much they weight (which is	•Martin Luther King, Jr. Day by
	Writing Conferences	bigger/smaller), measure the	Margaret McNamara
	Literacy Centers	circumference and weigh them.	My First Kwanza Book by
	Decoding	* Pumpkins/Gourds will be placed	Deborah Chocolate
		in the science center and student	<ul> <li>Project Read Kindergarten</li> </ul>
	Small Groups:	can discuss the similarities and	Bridge to Reading by Language
	Guided Reading using Leveled	differences between them. Each	Circle
	Readers,	child will choose one and	Snowmen at Night by Caralyn
	Decoding	draw/write describing their	Buehner
	Literacy Centers	pumpkin/gourd.	Snowy Day by Ezra Jack Keats
		Election Day:	Suggested Read Alouds:
		* Discuss what it means to be a	• The Elf on the Shelf by Carol
		"good citizen"	Aebersold
		* Introduce the concept of voting	Tools by Ann Morrie
		and create a class vote	<ul> <li>Word Study/ Phonics</li> </ul>
		Big Books	
		<ul> <li>Election Day by Margaret</li> </ul>	
		McNamara	Individual:
		• From Seed to Pumpkin by Wendy	One-on-One Reading
		Pfeffer	Project Read
		<ul> <li>Pumpkin Pumpkin by Jeanne</li> </ul>	Fundations
		Titherington	Orton Gillingham
			Reading and Writing Conferences
		Suggested Read Alouds:	Literacy Centers
		<ul> <li>The Story of the Pilgrims by</li> </ul>	Decoding
		Katharine Ross	
		<ul> <li>The Very First Thanksgiving Day</li> </ul>	Small Groups:
		by Rhonda Gowler Greene	Guided Reading using Leveled
			Readers
		Word Study/ Phonics:	Literacy Centers
		Initial consonants r, h, w,g	Decoding
		Individual:	
		One-on-One Reading	
		Project Read	
		5	
		Fundations	

			Orton Gillingham	
			Reading and Writing Conferences	
			Literacy Centers	
			Decoding	
			Small Groups:	
			Guided Reading using Leveled	
			Readers	
			Literacy Centers	
			Decoding	
INSTRUCTIONAL	Materials	Materials	Materials	Materials
AND	White: Orton Gillingham	White: Orton Gillingham	White: Orton Gillingham	White: Orton Gillingham
SUPPLEMENTAL	Making Meaning, Being a Writer,			
MATERIALS/	Center Materials, Fountas and	Center Materials, Fountas and	Center Materials, Fountas and	Fountas and Pinnell Reading Intervention
-	Pinnell Reading Intervention	Pinnell Reading Intervention	Pinnell Reading Intervention	Intervention
LEVELED TEXTS	Harmony: Journeys Student Book			
	Stories, Interactive Instructional	Stories, Interactive Instructional	Stories, Interactive Instructional	Stories, Interactive Instructional
	Flip Chart, Read Aloud Books, Big			
	Books, Reader's Notebook,	Books, Reader's Notebook,	Books, Reader's Notebook, Center	Books, Notebook
	Center Materials	Alphafriend Cards and Songs,	Materials	Scholastic "Let's Find Out"
	Scholastic "Let's Find Out"	Center Materials	Scholastic "Let's Find Out"	Magazine
	Magazine	Scholastic "Let's Find Out"	Magazine	i lagazine
		Magazine		Belvidere: Journeys Basal reader,
	Belvidere: Journeys Basal reader,		Belvidere: Journeys Basal reader,	Flip Chart, Fundations
	Flip Chart, Fundations, Center	Belvidere: Journeys Basal reader,	Flip Chart, Fundations, Center	,
	Materials	Flip Chart, Fundations, Center	Materials	Hope: Leveled Books, Read Alouds,
		Materials		Big Books, Writing Foundations,
	Hope: Leveled Books, Read		Hope: Leveled Books, Read Alouds,	Teacher Created Materials, Kid
	Alouds, Big Books, Writing	Hope: Leveled Books, Read Alouds,	Big Books, Writing Foundations,	Writing
	Foundations, Center Materials,	Big Books, Writing Foundations,	Center Materials, Teacher Created	
	Teacher Created Materials	Center Materials, Teacher Created	Materials, Kid Writing	Leveled Texts
	Kid Writing	Materials, Kid writing		Journey leveled Readers, National
			Leveled Texts	Geographic, Wright, Rigby,
	Leveled Texts	Leveled Texts	Journey leveled Readers, National	Scholastic and other teacher
	Journey leveled Readers,	Journey leveled Readers, National	Geographic, Wright, Rigby,	selected content based materials,
	National Geographic, Wright,	Geographic, Wright, Rigby,	Scholastic and other teacher	
	Rigby, Scholastic and other	Scholastic and other teacher	selected content based materials	
	teacher selected content based	selected content based materials		
	materials			

	Commotive.	Formative	Formative	Formative
ASSESSMENTS	Formative	<b>Formative</b>	<b>Formative</b>	<b>Formative</b>
	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition
	Sight word recognition	Sight word recognition	Sight word recognition	Sight word recognition
	First name writing assessment	Teacher Observation	Teacher Observation	First name writing assessment
	Teacher Observation	Student Work Samples	Student Work Samples	Teacher Observation
	Student Work Samples	Anecdotal Records	Anecdotal Records	Student Work Samples
	Anecdotal Records			Anecdotal Records
		<u>Summative</u>		
	Summative	letter/sound recognition	<u>Summative</u>	<u>Summative</u>
	letter/sound recognition	Sight word recognition	letter/sound recognition	letter/sound recognition
	Sight word recognition		Sight word recognition	Sight word recognition
		<u>Benchmark</u>	<u>Benchmark</u>	
	Benchmark	Journeys benchmark	Journeys benchmark	<u>Benchmark</u>
	Dibels			Journeys benchmark
	MAP	NJ Model Curriculum	NJ Model Curriculum	DRA- Initial Screening
	Rigby PM	http://www.state.nj.us/education/	http://www.state.nj.us/education/	BAS- Initial Screening
	Words Their Way	modelcurriculum/ela/1u1.shtml	modelcurriculum/ela/1u1.shtml	Dibels
	,	login: Model	login: Model	MAP
	NJ Model Curriculum	password: curriculum	password: curriculum	Words Their Way Inventory
	http://www.state.nj.us/education	· · · · · · · · · · · · · · · · · · ·		
	/modelcurriculum/ela/1u1.shtml	Reading and Writing Project	Reading and Writing Project	NJ Model Curriculum
	login: Model	http://readingandwritingproject.org	http://readingandwritingproject.org	http://www.state.nj.us/education/
	password: curriculum	/resources	/resources	modelcurriculum/ela/1u1.shtml
				login: Model
	Reading and Writing Project	Alternative	Alternative	password: curriculum
	http://readingandwritingproject.o	Dolch	Dolch	
	rg/resources	Project Read	Project Read	Reading and Writing Project
	ig/lesources	Orton Gillingham	Orton Gillingham	http://readingandwritingproject.or
	Alternative	Performance Tasks/Project Based	Performance Tasks/Project Based	g/resources
	Dolch	Performance Tasks/Project Based	Performance Tasks/Project Based	g/resources
				Alternative
	Project Read			<u>Alternative</u>
	Orton Gillingham			Dolch
	Performance Tasks/Project Based			Project Read
				Orton Gillingham
				Performance Tasks/Project Based

ACCOMMODATIONS	Special Education	Special Education	Special Education	Special Education
	- Additional time for skill	<ul> <li>Additional time for skill mastery</li> </ul>	<ul> <li>Additional time for skill mastery</li> </ul>	<ul> <li>Additional time for skill mastery</li> </ul>
	mastery	<ul> <li>Check work frequently for</li> </ul>	<ul> <li>Check work frequently for</li> </ul>	<ul> <li>Check work frequently for</li> </ul>
	- Check work frequently for	understanding	understanding	understanding
	understanding	<ul> <li>Extended time on tests/ quizzes</li> <li>Have student repeat directions to</li> </ul>	- Extended time on tests/ quizzes	- Extended time on tests/ quizzes
	<ul> <li>Extended time on tests/ guizzes</li> </ul>	check for understanding	<ul> <li>Have student repeat directions to check for understanding</li> </ul>	<ul> <li>Have student repeat directions to check for understanding</li> </ul>
	- Have student repeat directions	<ul> <li>Multi-sensory presentation</li> </ul>	<ul> <li>Multi-sensory presentation</li> </ul>	<ul> <li>Multi-sensory presentation</li> </ul>
	to check for understanding	- Preferential seating	<ul> <li>Preferential seating</li> </ul>	<ul> <li>Preferential seating</li> </ul>
	- Multi-sensory presentation	<ul> <li>Secure attention before giving</li> </ul>	<ul> <li>Secure attention before giving</li> </ul>	<ul> <li>Secure attention before giving</li> </ul>
	- Preferential seating	instruction/directions	instruction/directions	instruction/directions
	<ul> <li>Secure attention before giving</li> </ul>	<ul> <li>Goal setting with students</li> </ul>	<ul> <li>Goal setting with students</li> </ul>	<ul> <li>Goal setting with students</li> </ul>
	instruction/directions	<ul> <li>Modified test length</li> </ul>	<ul> <li>Modified test length</li> </ul>	<ul> <li>Modified test length</li> </ul>
	<ul> <li>Goal setting with students</li> </ul>	<b>F</b> 11		
	ELL	ELL – Allowing students to correct	ELL – Allowing students to correct	ELL – Allowing students to correct
	- Allowing students to correct	errors (looking for	errors (looking for	errors (looking for
	errors (looking for	understanding)	understanding)	understanding)
	understanding)	- Teaching key aspects of a topic	- Teaching key aspects of a topic	- Teaching key aspects of a topic
	- Teaching key aspects of a topic	<ul> <li>Eliminate nonessential</li> </ul>	<ul> <li>Eliminate nonessential</li> </ul>	<ul> <li>Eliminate nonessential</li> </ul>
	- Eliminate nonessential	information Using videos,	information Using videos,	information Using videos,
	information Using videos,	illustrations, pictures, and	illustrations, pictures, and	illustrations, pictures, and
	illustrations, pictures, and	drawings to explain or clarify	drawings to explain or clarify	drawings to explain or clarify
	drawings to explain or clarify - Tutoring by peers	<ul> <li>Tutoring by peers</li> <li>Read aloud as necessary</li> </ul>	<ul> <li>Tutoring by peers</li> <li>Read aloud as necessary</li> </ul>	<ul> <li>Tutoring by peers</li> <li>Read aloud as necessary</li> </ul>
	- Read aloud as necessary			- Read aloud as necessary
		At Risk	At Risk	At Risk
	At Risk	- Allowing students to correct	<ul> <li>Allowing students to correct</li> </ul>	- Allowing students to correct
	<ul> <li>Allowing students to correct</li> </ul>	errors (looking for	errors (looking for	errors (looking for
	errors (looking for	understanding)	understanding)	understanding)
	understanding)	- Collaborating (general education	- Collaborating (general education	- Collaborating (general education
	<ul> <li>Collaborating (general education teacher and</li> </ul>	teacher and specialist) to modify vocabulary, omit or modify items	teacher and specialist) to modify vocabulary, omit or modify items	teacher and specialist) to modify vocabulary, omit or modify items
	specialist) to modify	to reflect objectives for the	to reflect objectives for the	to reflect objectives for the
	vocabulary, omit or modify	student, eliminate sections of the	student, eliminate sections of the	student, eliminate sections of
	items to reflect objectives for	test, and determine how the	test, and determine how the	the test, and determine how the
	the student, eliminate sections	grade will be determined prior to	grade will be determined prior to	grade will be determined prior to
	of the test, and determine how	giving the test	giving the test	giving the test
	the grade will be determined	- decreasing the amount of work	<ul> <li>decreasing the amount of work</li> </ul>	<ul> <li>decreasing the amount of work</li> </ul>
	prior to giving the test - decreasing the amount of work	presented or required - using videos, illustrations,	presented or required - using videos, illustrations,	presented or required - using videos, illustrations,
	presented or required	pictures, and drawings to explain	pictures, and drawings to explain	pictures, and drawings to explain
	- using videos, illustrations,	or clarify	or clarify	or clarify
	pictures, and drawings to	· · · ,	,	· · · ,
	explain or clarify	Gifted and Talented	Gifted and Talented	Gifted and Talented
		<ul> <li>Alternative formative and</li> </ul>	<ul> <li>Alternative formative and</li> </ul>	- Alternative formative and
	Gifted and Talented	summative assessments	summative assessments	summative assessments

	<ul> <li>Alternative formative and summative assessments</li> <li>Choice boards</li> <li>Guided Reading</li> <li>Multiple intelligence options</li> <li>Stations/centers</li> </ul> 504 <ul> <li>Additional time for skill mastery</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Brain Breaks</li> <li>Multi-sensory presentation</li> <li>Preferential seating</li> <li>Secure attention before giving instruction/directions</li> </ul>	<ul> <li>Choice boards</li> <li>Guided Reading</li> <li>Multiple intelligence options</li> <li>Stations/centers</li> </ul> <b>504</b> <ul> <li>Additional time for skill mastery</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Brain Breaks</li> <li>Multi-sensory presentation</li> <li>Preferential seating</li> <li>Secure attention before giving instruction/directions</li> </ul>	<ul> <li>Choice boards</li> <li>Guided Reading</li> <li>Multiple intelligence options</li> <li>Stations/centers</li> </ul> 504 <ul> <li>Additional time for skill mastery</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Brain Breaks</li> <li>Multi-sensory presentation</li> <li>Preferential seating</li> <li>Secure attention before giving instruction/directions</li> </ul>	<ul> <li>Choice boards</li> <li>Guided Reading</li> <li>Multiple intelligence options</li> <li>Stations/centers</li> </ul> <b>504</b> <ul> <li>Additional time for skill mastery</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Brain Breaks</li> <li>Multi-sensory presentation</li> <li>Preferential seating</li> <li>Secure attention before giving instruction/directions</li> </ul>
INTERDISCIPLINARY CONNECTIONS	- Science and Scientific Inquiry	- Science and Scientific Inquiry	- Science and Scientific Inquiry	<ul> <li>Interdisciplinary Connections</li> <li>Science and Scientific Inquiry</li> </ul>
	(Next Generation)	(Next Generation)	(Next Generation)	(Next Generation)
21ST CENTURY	- Social Studies, including	- Social Studies, including	- Social Studies, including	- Social Studies, including
SKILLS/THEMES	American History, World	American History, World History,	American History, World History,	American History, World History,
(P21.ORG)	History, Geography, Government and Civics, and	Geography, Government and Civics, and Economics	Geography, Government and Civics, and Economics	Geography, Government and Civics, and Economics
(121.010)	Economics	- Technology	- Technology	- Technology
		- Visual and Performing Arts	- Visual and Performing Arts	<ul> <li>Visual and Performing Arts</li> </ul>
TECHNOLOGY	21st Century Skills/	Visual and renorming Arts		visual and renorming Arts
INTEGRATION	Themes	21st Century Skills/ Themes	21st Century Skills/ Themes	21st Century Skills/ Themes
	- Global Awareness	- Global Awareness	- Global Awareness	- Global Awareness
CAREER	- Civic Literacy	- Civic Literacy	- Civic Literacy	- Civic Literacy
EDUCATION	- Communication	- Environmental Literacy	- Health Literacy	- Health Literacy
(NJDOE CTE	- Collaboration	- Creativity and Innovation	- Environmental Literacy	- Environmental Literacy
		- Critical Thinking	- Creativity and Innovation	- Creativity and Innovation
Clusters)	Technology Integration	- Problem Solving	- Critical Thinking	- Critical Thinking
	- iPads	- Communication	- Problem Solving	- Problem Solving
	<ul> <li>Smartboard Activities</li> </ul>	- Collaboration	- Communication	- Communication
	- BrainPop, Jr.	<ul> <li>Information Literacy</li> </ul>	- Collaboration	- Collaboration
	https://jr.brainpop.com		<ul> <li>Information Literacy</li> </ul>	- Information Literacy
	- Kahoot <u>https://kahoot.com</u>	Technology Integration	<b>_</b>	
	- Go Noodle	- iPads	Technology Integration	Technology Integration
	https://www.gonoodle.com	- Smartboard Activities	- iPads	- iPads
	- Pebble Go!	- BrainPop, Jr.	- Smartboard Activities	- Smartboard Activities
	https://www.pebblego.com	https://jr.brainpop.com		

	- Alpha Blocks on YouTube	- Kahoot https://kahoot.com	- BrainPop, Jr.	- BrainPop, Jr.
	https://www.youtube.com/cha	- Go Noodle	https://jr.brainpop.com	https://jr.brainpop.com
	nnel/UC qs3c0ehDvZkbiEbOj6	https://www.gonoodle.com	- Kahoot https://kahoot.com	- Kahoot https://kahoot.com
	Dr	- Pebble Go!	- Go Noodle	- Go Noodle
	- Storybots	https://www.pebblego.com	https://www.gonoodle.com	https://www.gonoodle.com
	https://www.storybots.co	<ul> <li>Alpha Blocks on YouTube</li> </ul>	- Pebble Go!	- Pebble Go!
	<ul> <li>Abcya <u>https://www.abcya.co</u></li> </ul>	https://www.youtube.com/chann	https://www.pebblego.com	https://www.pebblego.com
	- Starfall	el/UC qs3c0ehDvZkbiEbOj6Dr	<ul> <li>Alpha Blocks on YouTube</li> </ul>	<ul> <li>Alpha Blocks on YouTube</li> </ul>
	https://www.starfall.com	- Storybots	https://www.youtube.com/chann	https://www.youtube.com/chann
		https://www.storybots.co	el/UC_qs3c0ehDvZkbiEbOj6Dr	el/UC_qs3c0ehDvZkbiEbOj6Dr
	Belvidere/Harmony:	- Abcya <u>https://www.abcya.co</u>	- Storybots	- Storybots
	- eSpark	- Starfall https://www.starfall.com	https://www.storybots.co	https://www.storybots.co
	https://www.esparklearning.co	Delvidere (Llarmen) (	<ul> <li>Abcya <u>https://www.abcya.co</u></li> <li>Starfall <u>https://www.starfall.com</u></li> </ul>	<ul> <li>Abcya <u>https://www.abcya.co</u></li> <li>Starfall <u>https://www.starfall.com</u></li> </ul>
	<u>m</u> - Think Central	<u>Belvidere/Harmony:</u> - eSpark	- Starran <u>https://www.starran.com</u>	- Stanall <u>https://www.stanall.com</u>
	https://www-k6.thinkcentral.co	https://www.esparklearning.com	Belvidere/Harmony:	Belvidere/Harmony:
	m/ePC/start.do	/	- eSpark	- eSpark
	<ul> <li>http://www.unitsofstudy.com</li> </ul>	- Alpha Friends Song	https://www.esparklearning.com	https://www.esparklearning.com
	(Lucy Calkins)	https://www.youtube.com/watch	/	/
	(100) canano)	?v=2 cX4j 9fUU&start radio=1&	- Think Central	- Think Central
	Career Education	list=RD2 cX4j 9fUU	https://www-k6.thinkcentral.com	https://www-k6.thinkcentral.co
	<ul> <li>Arts, A/V Technology &amp;</li> </ul>	- Think Central	/ePC/start.do	m/ePC/start.do
	Communications	https://www-k6.thinkcentral.com	<ul> <li>http://www.unitsofstudy.com/</li> </ul>	<ul> <li>http://www.unitsofstudy.com/</li> </ul>
	<ul> <li>Education &amp; Training</li> </ul>	/ePC/start.do	(Lucy Calkins)	(Lucy Calkins)
	<ul> <li>Law, Public Safety, Corrections</li> </ul>	<ul> <li>http://www.unitsofstudy.com/</li> </ul>		
	& Security	(Lucy Calkins)	Career Education	Career Education
	<ul> <li>Architecture &amp; Construction</li> </ul>		<ul> <li>Arts, A/V Technology &amp;</li> </ul>	- Arts, A/V Technology &
		Career Education	Communications	Communications
		<ul> <li>Agriculture, Food &amp; Resources</li> </ul>	- Education & Training	- Education & Training
		<ul> <li>Arts, A/V Technology &amp;</li> </ul>	- Information Technology	- Information Technology
		Communications	- Science, Technology,	- Science, Technology,
		<ul> <li>Education &amp; Training</li> </ul>	Engineering & Mathematics	Engineering & Mathematics
		- Information Technology	(STEM)	(STEM)
PACING>	UNIT #5	UNIT #6	UNIT #7	UNIT #8
	4 Weeks	4 Weeks	4 Weeks	8 Weeks
	(February)	(March)	(April)	(May/June)
	Reading and Writing to Retell	Reading and Writing Opinion	Reading and Writing	Reading and Writing Fiction
TOPIC/THEME	<ul> <li>Recognize that words are</li> </ul>	<ul> <li>Recognize that words are</li> </ul>	Non-Fiction	and Non-Fiction
AND OBJECTIVES	separated by spaces in print.	separated by spaces in print.	<ul> <li>Recognize that words are</li> </ul>	<ul> <li>Recognize that words are</li> </ul>
	<ul> <li>Blend and segment onsets and</li> </ul>	<ul> <li>Blend and segment onsets and</li> </ul>	separated by spaces in print.	separated by spaces in print.
	rimes of single syllable spoken	rimes of single syllable spoken	<ul> <li>Blend and segment onsets and</li> </ul>	<ul> <li>Blend and segment onsets and</li> </ul>
	words.	words.	rimes of single syllable spoken	rimes of single syllable spoken
		Recognize and name all the	words.	words.

<ul> <li>Recognize and name all the upper and lowercase letter of the alphabet.</li> <li>Isolate and pronounce the initial, medial vowel and final sounds in three phoneme words.</li> <li>Add or substitute individual sounds in simple, one syllable words to make new words.</li> <li>With prompting and support, connect the long and short sounds with common spellings for the five major vowels.</li> <li>Read common high frequency words by sight.</li> <li>Identify the letter sounds that differ in the similarly spelled words.</li> <li>Read emergent reader texts with purpose and understanding.</li> <li>With prompting and support, retell stories, including key details.</li> <li>With prompting and support, identify main topic.</li> <li>With prompting and support, identify main topic.</li> <li>With prompting and support, name main characters and setting of a story.</li> <li>Recognize common types of texts.</li> <li>Engage in five strand conversation asking questions about key details at set to set the sing and support, name main characters and setting of a story.</li> <li>Recognize common types of texts.</li> <li>Engage in five strand conversation asking questions and taking turns discussing kindergarten topics and texts.</li> <li>Confirm understanding by asking and answering questions about key details presented.</li> <li>Ask and answer questions in</li> </ul>	<ul> <li>upper and lowercase letter of the alphabet.</li> <li>Isolate and pronounce the initial, medial vowel and final sounds in three phoneme words.</li> <li>Add or substitute individual sounds in simple, one syllable words to make new words.</li> <li>With prompting and support, connect the long and short sounds with common spellings for the five major vowels.</li> <li>Read common high frequency words by sight.</li> <li>Identify the letter sounds that differ in the similarly spelled words.</li> <li>Read emergent reader texts with purpose and understanding.</li> <li>With prompting and support, answer question about key details in a text.</li> <li>With prompting and support, identify the main topic in text.</li> <li>With prompting and support, name main characters and setting.</li> <li>Ask and answer questions to learn about unfamiliar words in texts.</li> <li>Listen and respond to questions about literature in text.</li> <li>Express ideas in shared language activities using frequently occurring nouns, plural nouns, verbs, and prepositions.</li> <li>Produce and expand complete sentences in shared language activities.</li> <li>Capitalize the first words in a sentence and pronoun I.</li> <li>Recognize and name end punctuation.</li> </ul>	<ul> <li>Recognize and name all the upper and lowercase letters of the alphabet.</li> <li>Isolate and pronounce the initial, medial vowel and final sounds in three phoneme words.</li> <li>Add or substitute individual sounds in simple, one syllable words to make new words.</li> <li>With prompting and support, connect the long and short sounds with common spellings for the five major vowels.</li> <li>Read common high frequency words by sight.</li> <li>Identify the letter sounds that differ in the similarly spelled words.</li> <li>Read emergent reader texts with purpose and understanding.</li> <li>With prompting and support, answer question about key details in a text.</li> <li>With prompting and support, identify the main topic in text.</li> <li>With prompting and support, name main characters and setting.</li> <li>Ask and answer questions to learn about unfamiliar words in texts.</li> <li>Listen and respond to questions about literature in text.</li> <li>Express ideas in shared language activities using frequently occurring nouns, plural nouns, verbs, and prepositions.</li> <li>Produce and expand complete sentences in shared language activities.</li> <li>Capitalize the first words in a sentence and pronoun I.</li> <li>Recognize and name end punctuation.</li> </ul>	<ul> <li>Recognize and name all the upper and lowercase letters of the alphabet.</li> 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prepositions.</li> <li>Produce and expand complete sentences in shared language activities.</li> <li>Capitalize the first words in a sentence and pronoun I.</li> <li>Recognize and name end</li> </ul>
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<ul> <li>Add drawings to descriptions to provide additional detail</li> <li>Express thoughts feelings or ideas to others clearly.</li> <li>Sort common objects into categories, with guidance and support.</li> <li>Use words and phrases acquired through reading, including read alouds.</li> <li>Ask and answer questions to learn about unfamiliar words in texts.</li> <li>With guidance and support, add details to strengthen writing in response to questions and rediad adding details.</li> <li>Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns.</li> <li>With guidance and support, add details to strengthen writing in response to questions and adding details.</li> <li>Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and saking questions and aswering questions and taking turns.</li> <li>Confirm understanding by asking and answering questions about</li> <li>With guidance and support</li> <li>With guidance and support</li> <li>Confirm understanding by asking and answering questions about</li> <li>With guidance and support</li> <li>Confirm understanding by asking</li> <li>With guidance and support</li> <li>Confirm understanding by asking and answering questions about</li> </ul>
<ul> <li>Express thoughts feelings or ideas to others clearly.</li> <li>Sort common objects into categories, with guidance and support.</li> <li>Use words and phrases acquired through conversations and read alouds.</li> <li>With guidance and support add details to strengthen writing in response to questions and suggestions from peers and adding details.</li> <li>With guidance and support, add details to strengthen writing in response to questions following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns.</li> <li>With guidance and suggestions from peers.</li> <li>Confirm understanding by asking</li> <li>accurately.</li> <li>Use words and phrases acquired through conversations and read alouds.</li> <li>With guidance and support add details to strengthen writing in response to questions and suggestions from peers and adding details.</li> <li>Engage in two strand conversations and taking turns.</li> <li>Confirm understanding by asking</li> </ul>
<ul> <li>ideas to others clearly.</li> <li>Sort common objects into categories, with guidance and support.</li> <li>Use words and phrases acquired through conversations and read alouds.</li> <li>With guidance and support add details to strengthen writing in response to questions and suggestions from peers and adding details.</li> <li>Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and suggestions and suggestions and suggestions and taking turns.</li> <li>Confirm understanding by asking</li> <li>Use words and phrases acquired through conversations and read alouds.</li> <li>Use words and phrases acquired through conversations and read alouds.</li> <li>With guidance and support add details to strengthen writing in response to questions and adding details.</li> <li>Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and taking turns.</li> <li>Confirm understanding by asking</li> <li>Use words and phrases acquired through conversations and read alouds.</li> <li>Use words and phrases acquired through conversations and read alouds.</li> <li>With guidance and support, add details to strengthen writing in response to questions and taking turns.</li> <li>Confirm understanding by asking</li> <li>Confirm understanding by asking</li> </ul>
<ul> <li>Sort common objects into categories, with guidance and support.</li> <li>Use words and phrases acquired through reading, including read alouds.</li> <li>Ask and answer questions to learn about unfamiliar words in texts.</li> <li>With guidance and support, add details to strengthen writing in response to questions following agreed upon rules for discussion of kindergarten topics and texts, asking questions and suggestions from peers.</li> <li>With guidance and support, add details to strengthen writing in response to questions and texts, asking questions and suggestions from peers.</li> <li>Confirm understanding by asking</li> <li>Sort common objects into categories, with guidance and support ad alouds.</li> <li>With guidance and support, add details to strengthen writing in response to questions and texts, asking questions and suggestions from peers.</li> <li>Confirm understanding by asking</li> <li>Confirm understanding by asking</li> <li>Sort common objects into categories, with guidance and support ad alouds.</li> <li>With guidance and support, add details to strengthen writing in response to questions and taking turns.</li> <li>Confirm understanding by asking</li> </ul>
<ul> <li>categories, with guidance and support.</li> <li>Use words and phrases acquired through reading, including read alouds.</li> <li>Ask and answer questions to learn about unfamiliar words in texts.</li> <li>With guidance and support, add details to strengthen writing in response to questions and suggestions from peers and adding details.</li> <li>Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and suggestions and suggestions and suggestions and taking turns.</li> <li>Confirm understanding by asking</li> <li>alouds.</li> <li>With guidance and support add details to strengthen writing in response to questions and suggestions from peers and adding details.</li> <li>Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and suggestions and suggestions and suggestions and taking turns.</li> <li>Confirm understanding by asking</li> </ul>
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questions and suggestionsturns.turns.turns.from peers.• Confirm understanding by asking• Confirm understanding by asking• Confirm understanding by asking
from peers. • Confirm understanding by asking • Confirm understanding by asking • Confirm understanding by a
With quidance and support and answering questions about and answering questions about and answering questions about
from adults, recall information key details presented. key details presented. key details presented.
from experiences or gather • Ask and answer questions in • Ask and answer questions in • Ask and answer questions in
information from provided order to seek help or clarify order to seek help or clarify order to seek help or clarify
sources to answer a question. concepts. concepts. concepts. concepts.
Produce and expand complete     Add drawing to descriptions to     Add drawing to descriptions to     Add drawing to descriptions to
sentences in shared language provide additional detail. provide additional detail. provide additional detail.
activities. • Express thoughts, feelings, and • Express thoughts, feelings, and • Express thoughts, feelings, and
Identify new meanings for ideas to others clearly.     ideas to others clearly.     ideas to others clearly.
familiar words and apply • Use the most frequently • Name and describe familiar • Name and describe familiar
accurately. occurring inflections and affixes. people, places or things and, people, places or things and
With prompting and support,     Oraw and write by dictating and with prompting and support,     with prompting and support
retell a familiar story, including opinion piece about a favorite provide additional details. provide additional details.
key details. story using letter-like forms and • With guidance and support, • With prompting and support
• Listen and respond to conventional letters. identify the meaning of compare and contrast
questions about text in group • Explore a number of books by a frequently occurring verbs and characters' adventures and
reading activities. favorite author and express adjectives and relate them to experiences in familiar storie
Capitalize the first word in a opinions about them.     their antonyms.     With guidance and support,
sentence and pronoun I.  • Draw and write an opinion piece • With guidance and support, identify the meaning of
Recognize and name end     (self-selected or     demonstrate the understanding     frequently occurring verbs a
punctuation. teacher-directed) stating the of shades of meaning among adjectives and relate them t
Name and describe familiar topic or the name of the book verbs describing the same their antonyms.
people, places or things and, they are writing about and an general action by acting out • With guidance and support,
with prompting and support, opinion on the topic or book. meanings (e.g., walk, march demonstrate the understand
provide additional details. • Name and describe familiar strut, etc). of shades of meaning among
Introduce quotation marks (") people, places or things and,     Illustrate and write an verbs describing the same
Review: with prompting and support, informative/explanatory text on general action by acting out
the question mark (?) provide additional details. a chosen topic stating the name meanings.
the apostrophe (')

<ul> <li>Plurals</li> <li>The use of capit at the beginning sentence.</li> <li>The use of endin punctuation. (p</li> <li>The use of space between words</li> </ul>	of a       • Review:         g       the question mark (?)         a the apostrophe (')       • Plurals         a quotation marks (" ")       • The use of capital letters at the beginning of a sentence.         • The use of ending punctuation. (period)       • The use of spacing between words         • The use of spacing between words       • The use of spacing between words	<ul> <li>of the topic, using developmental spelling and child's dictation.</li> <li>Illustrate and write the beginning, middle and end of an event using developmental spelling and child's dictation, including a reaction to what happened.</li> <li>With guidance and support, gather information from provided sources to answer a question in group writing and shared research activities.</li> <li>Review: <ul> <li>-ed, -s, re-, un-, pre-, -ful, -less</li> <li>exclamation point (!)</li> <li>question mark (?)</li> <li>apostrophe (')</li> </ul> </li> <li>plurals</li> </ul>	<ul> <li>Illustrate and write the beginning, middle and end of an event using developmental spelling and child's dictation, including a reaction to what happened.</li> <li>Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation.</li> <li>With guidance and support, add details to strengthen writing in response to questions and suggestions from peers.</li> <li>Draw and write an opinion piece stating the topic or the name of the book they are writing about, and an opinion on the topic or book.</li> <li>With guidance and support, produce and publish piece using digital tools with peers.</li> <li>With guidance and support, gather information from provided sources to answer questions in group writing and shared research activities.</li> <li>Review: <ul> <li>-ed, -s, re-, un-, pre-, -ful, -less</li> <li>exclamation point (!)</li> <li>question mark (?)</li> <li>apostrophe (')</li> <li>Plurals</li> <li>quotation marks (" ")</li> <li>The use of capital letters at the beginning of a sentence.</li> <li>The use of ending punctuation. (period)</li> <li>The use of spacing between words</li> </ul> </li> </ul>
QUESTIONS & readers use to r sequenced even		inform someone about something I researched?	fiction?

ENDURING UNDERSTANDINGS	<ul> <li>What might be included in the retelling of a story or text?</li> <li>In order to develop a deeper understanding of text, readers use a variety of comprehension strategies such as, predicting, connecting, visualizing, retelling, and questioning.</li> <li>Illustrations support and add detail when retelling events from text.</li> </ul>	<ul> <li>How do writers draw and write to express an opinion?</li> <li>Writers share their opinions.</li> </ul>	<ul> <li>What can I read to learn about factual information?</li> <li>Readers and writers do research to find factual information.</li> </ul>	<ul> <li>Why do we read/write non-fiction?</li> <li>Through a variety of reading/writing experiences, students develop and awareness that print tells a story (fiction) or provides information (non fiction).</li> <li>Text serves many purposes, including entertaining, informing, and persuading.</li> </ul>
STANDARDS	Reading (R)	Reading (R)	Reading (R)	Reading (R)
	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.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.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.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. NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how	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. 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	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. 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	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. 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

specific word choices shape	Analyze the structure of texts,	Analyze the structure of texts,	Analyze the structure of texts,
meaning or tone.	including how specific sentences,	including how specific sentences,	including how specific sentences,
	paragraphs, and larger portions of	paragraphs, and larger portions of	paragraphs, and larger portions of
NJSLSA.R5	the text (e.g., a section, chapter,	the text (e.g., a section, chapter,	the text (e.g., a section, chapter,
Analyze the structure of texts,	scene, or stanza) relate to each	scene, or stanza) relate to each	scene, or stanza) relate to each
including how specific sentences,	other and the whole.	other and the whole.	other and the whole.
paragraphs, and larger portions			
of the text (e.g., a section,	NJSLSA.R6	NJSLSA.R6	NJSLSA.R6
chapter, scene, or stanza) relate	Assess how point of view or	Assess how point of view or	Assess how point of view or
to each other and the whole.	purpose shapes the content and	purpose shapes the content and	purpose shapes the content and
	style of a text.	style of a text.	style of a text.
NJSLSA.R6			
Assess how point of view or	NJSLSA.R7	NJSLSA.R7	NJSLSA.R7
purpose shapes the content and	Integrate and evaluate content	Integrate and evaluate content	Integrate and evaluate content
style of a text.	presented in diverse media and	presented in diverse media and	presented in diverse media and
Style of a text.	formats, including visually and	formats, including visually and	formats, including visually and
NJSLSA.R7	quantitatively, as well as in words.	quantitatively, as well as in words.	quantitatively, as well as in words.
Integrate and evaluate content	quantitatively, as well as in words.	quantitatively, as well as in words.	quantitativery, as well as in words.
presented in diverse media and	NJSLSA.R8	NJSLSA.R8	NJSLSA.R8
formats, including visually and	Delineate and evaluate the	Delineate and evaluate the	Delineate and evaluate the
quantitatively, as well as in	argument and specific claims in a	argument and specific claims in a	argument and specific claims in a
words.	text, including the validity of the	text, including the validity of the	text, including the validity of the
words.	reasoning as well as the relevance	reasoning as well as the relevance	reasoning as well as the relevance
NJSLSA.R8		and sufficiency of the evidence.	and sufficiency of the evidence.
	and sufficiency of the evidence.	and sufficiency of the evidence.	and sufficiency of the evidence.
Delineate and evaluate the	NJSLSA.R9	NJSLSA.R9	NJSLSA.R9
argument and specific claims in a			
text, including the validity of the	Analyze and reflect on how two	Analyze and reflect on how two	Analyze and reflect on how two
reasoning as well as the	or more texts address similar	or more texts address similar	or more texts address similar
relevance and sufficiency of the	themes or topics in order to	themes or topics in order to	themes or topics in order to
evidence.	build knowledge or to compare	build knowledge or to compare	build knowledge or to compare
	the approaches the authors	the approaches the authors	the approaches the authors
NJSLSA.R9	take.	take.	take.
Analyze and reflect on how			
two or more texts address	NJSLSA.R10	NJSLSA.R10	NJSLSA.R10
similar themes or topics in	Read and comprehend complex	Read and comprehend complex	Read and comprehend complex
order to build knowledge or	literary and informational texts	literary and informational texts	literary and informational texts
to compare the approaches	independently and proficiently with	independently and proficiently with	independently and proficiently with
the authors take.	scaffolding as needed.	scaffolding as needed.	scaffolding as needed.
NJSLSA.R10	Reading Literature (RL)	<b>_ </b>	Reading Literature (RL)
Read and comprehend complex		Reading Literature (RL)	
literary and informational texts	NJSLSA.RL.K.1	Reading Info Text (RI)	NJSLSA.RL.K.1
independently and proficiently	With prompting and support,		With prompting and support,
with scaffolding as needed.	ask and answer questions	NJSLSA.RI.K.1	ask and answer questions
	about key details in a text (e.g.,	With prompting and support,	about key details in a text
Reading Literature (RL)	who, what, where, when, why,	ask and answer questions	(e.g., who, what, where, when,
	how).	about key details in a text.	why, how).

	-	-	
NJSLSA.RL.K.1			
With prompting and support,	NJSLSA.RL.K.3	NJSLSA.RI.K.3	NJSLSA.RL.K.3
ask and answer questions	With prompting and support,	With prompting and support,	With prompting and support,
	identify share share astrians and		identify allow store softing and support,
about key details in a text	identify characters, settings, and	describe the connection between	identify characters, settings, and
(e.g., who, what, where,	major events in a story.	two individuals, events, ideas, or	major events in a story.
when, why, how).		pieces of information in a text.	
	NJSLSA.RL.K.4		NJSLSA.RL.K.4
NJSLSA.RL.K.2	Ask and answer questions about	NJSLSA.RI.K.4	Ask and answer questions about
With prompting and support,	unknown words in a text.	With prompting and support, ask	unknown words in a text.
retell familiar stories,		and answer questions about	
including key details (e.g.,	NJSLSA.RL.K.10	unknown words in a text.	
who, what, where, when,	Actively engage in group reading		NJSLSA.RL.K.9. With prompting
why, how).	activities with purpose and	NJSLSA.RI.K.10	and support, compare and contrast
wity, now).			the adventures and experiences of
	understanding.	Actively engage in group reading	characters in familiar stories.
NJSLSA.RL.K.3		activities with purpose and	
With prompting and support,	Reading Info Text (RI)	understanding.	
identify characters, settings, and		-	NJSLSA.RL.K.10
major events in a story.	NJSLSA.RI.K.1	Reading Foundation Skills (RF)	Actively engage in group reading
major events in a story.			activities with purpose and
	With prompting and support,	Writing (W)	understanding.
NJSLSA.RL.K.4	ask and answer questions		anaorotanangi
Ask and answer questions about	about key details in a text.	NJSLSA.W4.	Deading Info Tout (DI)
unknown words in a text.		Produce clear and coherent writing	Reading Info Text (RI)
	NJSLSA.RI.K.4	in which the development,	
NJSLSA.RL.K.5	With prompting and support, ask	organization, and style are	NJSLSA.RI.K.1
			With prompting and support,
Recognize common types of texts	and answer questions about	appropriate to task, purpose, and	ask and answer questions
(e.g., storybooks, poems).	unknown words in a text.	audience.	about key details in a text.
			about key details in a text.
NJSLSA.RL.K.10	Reading Foundation Skills (RF)	NJSLSA.W5.	
Actively engage in group reading	Writing (W)	Develop and strengthen writing as	NJSLSA.RI.K.3
activities with purpose and	Witchig (W)	needed by planning, revising,	With prompting and support,
			describe the connection between
understanding.	NJSLSA.W1.	editing, rewriting, or trying a new	two individuals, events, ideas, or
	Write arguments to support claims	approach.	
Reading Info Text (RI)	in an analysis of substantive topics		pieces of information in a text.
,	or texts, using valid reasoning and	NJSLSA.W6.	
NJSLSA.RI.K.1	relevant and sufficient evidence.	Use technology, including the	NJSLSA.RI.K.4
		Internet, to produce and publish	With prompting and support, ask
With prompting and support,			and answer questions about
ask and answer questions	NJSLSA.W2.	writing and to interact and	unknown words in a text.
about key details in a text.	Write informative/ explanatory	collaborate with others.	
	texts to examine and convey		
NJSLSA.RI.K.2	complex ideas and information	NJSLSA.W7	Reading Foundation Skills (RF)
With prompting and support,	clearly and accurately through the	Conduct short as well as more	Writing (W)
identify the main topic and retell	effective selection, organization,	sustained research projects,	NJSLSA.W1.
key details of a text.	and analysis of content.	utilizing an inquiry-based research	Write arguments to support claims
		process, based on focused	
NJSLSA.RI.K.3	NJSLSA.W3	questions, demonstrating	in an analysis of substantive topics
With prompting and support,	Write narratives to develop real or	,,	or texts, using valid reasoning and
describe the connection between	imagined experiences or events		relevant and sufficient evidence.
describe the connection between	inagined experiences or events		
	1	1	

two individuals, events, ideas, or	using effective technique,	understanding of the subject under	NJSLSA.W2.
pieces of information in a text.	well-chosen details, and	investigation.	Write informative/ explanatory
	well-structured event sequences	-	texts to examine and convey
NJSLSA.RI.K.4		NJSLSA.W8	complex ideas and information
With prompting and support, ask	NJSLSA.W4.	Gather relevant information from	clearly and accurately through the
and answer questions about	Produce clear and coherent writing	multiple print and digital sources,	effective selection, organization,
unknown words in a text.	in which the development,	assess the credibility and accuracy	and analysis of content.
	organization, and style are	of each source, and integrate the	,
Reading Foundation Skills	appropriate to task, purpose, and	information while avoiding	NJSLSA.W3
(RF)	audience.	plagiarism.	Write narratives to develop real or
			imagined experiences or events
NJSLSA.RF.K.1.C	NJSLSA.W5.	NJSLSA.W9	using effective technique,
Understand that words are	Develop and strengthen writing as	Draw evidence from literary or	well-chosen details, and
separated by spaces in print.	needed by planning, revising,	informational texts to support	well-structured event sequences
- Frank ( Frank	editing, rewriting, or trying a new	analysis, reflection, and research.	
NJSLSA.RF.K.1.D	approach.	, , ,	NJSLSA.W4.
Recognize and name all upper-		NJSLSA.W.K.2	Produce clear and coherent writing
and lowercase letters of the	NJSLSA.W6.	Use a combination of drawing,	in which the development,
alphabet.	Use technology, including the	dictating, and writing to compose	organization, and style are
	Internet, to produce and publish	informative/explanatory texts in	appropriate to task, purpose, and
NJSLSA.RF.K.2.A	writing and to interact and	which they name what they are	audience.
Recognize and produce rhyming	collaborate with others.	writing about and supply some	
words.		information about the topic.	NJSLSA.W5.
	NJSLSA.W7		Develop and strengthen writing as
NJSLSA.RF.K.2.B	Conduct short as well as more	NJSLSA.W.K.3	needed by planning, revising,
Count, pronounce, blend, and	sustained research projects,	Use a combination of drawing,	editing, rewriting, or trying a new
segment syllables in spoken	utilizing an inquiry-based research	dictating, and writing to narrate a	approach.
words.	process, based on focused	single event or several loosely	
	questions, demonstrating	linked events, tell about the events	NJSLSA.W6.
NJSLSA.RF.K.2.C	understanding of the subject under	in the order in which they	Use technology, including the
Blend and segment onsets and	investigation.	occurred, and provide a reaction to	Internet, to produce and publish
rimes of single-syllable spoken		what happened.	writing and to interact and
words.	NJSLSA.W8	in at happened.	collaborate with others.
	Gather relevant information from	NJSLSA.W.K.5	
NJSLSA.RF.K.2.D	multiple print and digital sources,	With guidance and support	NJSLSA.W7
Isolate and pronounce the initial,	assess the credibility and accuracy	from adults, strengthen writing	Conduct short as well as more
medial vowel, and final sounds	of each source, and integrate the	through response and	sustained research projects,
(phonemes) in three-phoneme	information while avoiding	self-reflection using questions	utilizing an inquiry-based research
(consonant-vowel-consonant, or	plagiarism.	and suggestions from peers	process, based on focused
CVC) words. (This does not	J	(e.g., adding details).	questions, demonstrating
include CVCs ending with /l/, /r/,	NJSLSA.W9		understanding of the subject under
or /x/.)	Draw evidence from literary or	NJSLSA.W.K.7	investigation.
,, -,	informational texts to support	Participate in shared research and	
NJSLSA.RF.K.2.E	analysis, reflection, and research.	writing projects (e.g., explore a	NJSLSA.W8
Add or substitute individual		number of books by a favorite	Gather relevant information from
sounds (phonemes) in simple,	NJSLSA.W.K.1	author and express opinions about	multiple print and digital sources,
		them).	assess the credibility and accuracy
			accord and creationity and accuracy

one-syllable words to make new	Use a combination of drawing,		of each source, and integrate the
words.	dictating, and writing to compose	NJSLSA.W.K.8	information while avoiding
	opinion pieces in which they tell a	With guidance and support from	plagiarism.
NJSLSA.RF.K.3.A	reader the topic or the name of the	adults, recall information from	plagiansini
Demonstrate basic knowledge	book they are writing about and	experiences or gather information	NJSLSA.W9
of one-to-one letter-sound	state an opinion or preference	from provided sources to answer a	Draw evidence from literary or
correspondences by	about the topic or book (e.g., My	question.	informational texts to support
producing many of the most	favorite book is).		analysis, reflection, and research.
frequently used sounds of			
each consonant.	NJSLSA.W.K.5	Speaking/Listening (SL)	NJSLSA.W.K.1
	With guidance and support	opos	Use a combination of drawing,
NJSLSA.RF.K.3.B	from adults, strengthen writing	NJSLSA.SL4.	dictating, and writing to compose
Associate the long and short			
sounds with the common	through response and	Present information, findings, and	opinion pieces in which they tell a
	self-reflection using questions	supporting evidence such that	reader the topic or the name of the
spellings (graphemes) for the five	and suggestions from peers	listeners can follow the line of	book they are writing about and
major vowels.	(e.g., adding details).	reasoning and the organization,	state an opinion or preference
		development, and style are	about the topic or book (e.g., My
NJSLSA.RF.K.3.C	NJSLSA.W.K.7	appropriate to task, purpose, and	favorite book is).
Read high-frequency and	Participate in shared research and	audience.	· · · · · · · · · ,
sight words with	writing projects (e.g., explore a		NJSLSA.W.K.2
automaticity.	number of books by a favorite	NJSLSA.SL5.	Use a combination of drawing,
	author and express opinions about	Make strategic use of digital media	dictating, and writing to compose
NJSLSA.RF.K.3.D	· ·		
Distinguish between similarly	them).	and visual displays of data to	informative/explanatory texts in
spelled words by identifying		express information and enhance	which they name what they are
the sounds of the letters that	Speaking/Listening (SL)	understanding of presentations.	writing about and supply some
differ (e.g., nap and tap, cat			information about the topic.
and cot).	NJSLSA.SL4.	NJSLSA.SL6.	
	Present information, findings, and	Adapt speech to a variety of	NJSLSA.W.K.3
NJSLSA.RF.K.4.	supporting evidence such that	contexts and communicative tasks,	Use a combination of drawing,
Read emergent text with	listeners can follow the line of	demonstrating command of formal	dictating, and writing to narrate a
one-to-one correspondence to	reasoning and the organization,	English when indicated or	single event or several loosely
	development, and style are	appropriate.	linked events, tell about the events
develop fluency and	appropriate to task, purpose, and		in the order in which they
comprehension skills.	audience.	NJSLSA.SL.K.1.A	occurred, and provide a reaction to
		Follow agreed-upon norms for	what happened.
Writing (W)	NJSLSA.SL5.	discussions (e.g., listening to	what happened.
		athere with care and taking to	
NJSLSA.W4.	Make strategic use of digital media	others with care and taking	NJSLSA.W.K.5
Produce clear and coherent	and visual displays of data to	turns speaking about the topics	With guidance and support
writing in which the	express information and enhance	and texts under discussion).	from adults, strengthen writing
development, organization, and	understanding of presentations.		through response and
style are appropriate to task,		NJSLSA.SL.K.1.B	self-reflection using questions
purpose, and audience.	NJSLSA.SL6.	Continue a conversation through	and suggestions from peers
	Adapt speech to a variety of	multiple exchanges.	(e.g., adding details).
NJSLSA.W5.	contexts and communicative tasks,	·	· · ·
	demonstrating command of formal	NJSLSA.SL.K.2	NJSLSA.W.K.6
Develop and strengthen writing	English when indicated or	Confirm understanding of a text	With guidance and support from
as needed by planning, revising,	appropriate.	read aloud or information	adults, explore a variety of digital
	appropriates		addies, explore a variety of digital

editing, rewriting, or trying a new		presented orally or through other	tools to produce and publish
approach.	NJSLSA.SL.K.1.A	media by asking and answering	writing, including in collaboration
	Follow agreed-upon norms for	questions about key details and	with peers.
NJSLSA.W6.	discussions (e.g., listening to	requesting clarification if something	with peers.
Use technology, including the	others with care and taking	is not understood.	NJSLSA.W.K.7
Internet, to produce and publish	turns speaking about the topics		Participate in shared research and
writing and to interact and	and texts under discussion).	NJSLSA.SL.K.3	writing projects (e.g., explore a
collaborate with others.		Ask and answer questions in order	number of books by a favorite
	NJSLSA.SL.K.1.B	to seek help, get information, or	author and express opinions about
NJSLSA.W.K.5	Continue a conversation through	clarify something that is not	them).
With guidance and support	multiple exchanges.	understood.	
from adults, strengthen	mattiple exchanges.		NJSLSA.W.K.8
writing through response and	NJSLSA.SL.K.2	NJSLSA.SL.K.4	With guidance and support from
self-reflection using questions	Confirm understanding of a text	Describe familiar people, places,	adults, recall information from
and suggestions from peers	read aloud or information	things, and events and, with	experiences or gather information
(e.g., adding details).	presented orally or through other	prompting and support, provide	from provided sources to answer a
	media by asking and answering	additional detail.	question.
NJSLSA.W.K.8	questions about key details and		
With guidance and support from	requesting clarification if something	NJSLSA.SL.K.5	Speaking/Listening (SL)
adults, recall information from	is not understood.	Add drawings or other visual	
experiences or gather		displays to descriptions as desired	NJSLSA.SL4. Present information,
information from provided	NJSLSA.SL.K.3	to provide additional detail.	findings, and supporting evidence
sources to answer a question.	Ask and answer questions in order		such that listeners can follow the
sources to answer a question.			
	to seek help, get information, or	NJSLSA.SL.K.6	line of reasoning and the
Speaking/Listening (SL)	clarify something that is not	Speak audibly and express	organization, development, and
	understood.	thoughts, feelings, and ideas	style are appropriate to task,
NJSLSA.SL4.		clearly.	purpose, and audience.
Present information, findings,	NJSLSA.SL.K.4		
and supporting evidence such	Describe familiar people, places,	Language (L)	NJSLSA.SL5. Make strategic use of
that listeners can follow the line	things, and events and, with		digital media and visual displays of
of reasoning and the	prompting and support, provide	NJSLSA.L.K.1.C	data to express information and
organization, development, and	additional detail.	Form regular plural nouns orally by	enhance understanding of
style are appropriate to task,		adding /s/ or /es/ (e.g., dog, dogs;	presentations.
purpose, and audience.	NJSLSA.SL.K.5	wish, wishes).	presentations.
purpose, and addience.	Add drawings or other visual	wish, wishes).	NJSLSA.SL6. Adapt speech to a
NJSLSA.SL5.	displays to descriptions as desired	NJSLSA.L.K.1.F	variety of contexts and
Make strategic use of digital	to provide additional detail.	Produce and expand complete	communicative tasks,
media and visual displays of data		sentences in shared language	demonstrating command of formal
to express information and	NJSLSA.SL.K.6	activities.	English when indicated or
enhance understanding of	Speak audibly and express		appropriate.
presentations.	thoughts, feelings, and ideas	NJSLSA.L.K.2.A	
	clearly.	Capitalize the first word in a	NJSLSA.SL.K.1.A
NJSLSA.SL6.		sentence and the pronoun I.	Follow agreed-upon norms for
Adapt speech to a variety of	Language (L)		discussions (e.g., listening to
contexts and communicative		NJSLSA.L.K.2.B	others with care and taking
tasks, demonstrating command	NJSLSA.L.K.1.C	Recognize and name end	turns speaking about the topics
tasks, uemonstrating command	NJJLJALLALLA		
		punctuation	and texts under discussion).

of formal English when indicated	Form regular plural nouns orally by		
or appropriate.	adding /s/ or /es/ (e.g., dog, dogs;	NJSLSA.L.K.2.C	NJSLSA.SL.K.1.B
	wish, wishes).	Write a letter or letters for most	Continue a conversation through
NJSLSA.SL.K1.A		consonant and short-vowel sounds	multiple exchanges.
Follow agreed-upon norms for	NJSLSA.L.K.1.F	(phonemes).	. 5
discussions (e.g., listening to	Produce and expand complete		NJSLSA.SL.K.2
others with care and taking	sentences in shared language	NJSLSA.L.K.2.D	Confirm understanding of a text
turns speaking about the	activities.	Spell simple words phonetically,	read aloud or information
topics and texts under		drawing on knowledge of	presented orally or through other
discussion).	NJSLSA.L.K.2.A	sound-letter relationships.	media by asking and answering
-	Capitalize the first word in a		questions about key details and
NJSLSA.SL.K.1.B	sentence and the pronoun I.	NJSLSA.L.K.5.D	requesting clarification if
Continue a conversation through		Distinguish shades of meaning	something is not understood.
multiple exchanges.	NJSLSA.L.K.2.B	among verbs describing the same	
	Recognize and name end	general action (e.g., walk, march,	NJSLSA.SL.K.3
NJSLSA.SL.K.2	punctuation	strut, prance) by acting out the	Ask and answer questions in order
Confirm understanding of a text		meanings.	to seek help, get information, or
read aloud or information	NJSLSA.L.K.2.C		clarify something that is not
presented orally or through other	Write a letter or letters for most	NJSLSA.L.K.6	understood.
media by asking and answering	consonant and short-vowel sounds	Use words and phrases acquired	
questions about key details and	(phonemes).	through conversations, reading and	NJSLSA.SL.K.4
requesting clarification if		being read to, and responding to	Describe familiar people, places,
something is not understood.	NJSLSA.L.K.2.D	texts.	things, and events and, with
NJSLSA.SL.K.3	Spell simple words phonetically,		prompting and support, provide additional detail.
	drawing on knowledge of sound-letter relationships.		
Ask and answer questions in order to seek help, get	sound-letter relationships.		NJSLSA.SL.K.5
information, or clarify something	NJSLSA.L.K.4.A		Add drawings or other visual
that is not understood.	Identify new meanings for familiar		displays to descriptions as desired
	words and apply them accurately		to provide additional detail.
NJSLSA.SL.K.4	(e.g., knowing duck is a bird and		
Describe familiar people, places,	learning the verb to duck).		NJSLSA.SL.K.6
things, and events and, with			Speak audibly and express
prompting and support, provide	NJSLSA.L.K.4.B		thoughts, feelings, and ideas
additional detail.	Use the most frequently		clearly.
	occurring affixes (e.g., -ed, -s,		,
NJSLSA.SL.K.5	-ing) as a clue to the meaning		Language (L)
Add drawings or other visual	of an unknown word.		
displays to descriptions as			NJSLSA.L.K.1.C
desired to provide additional	NJSLSA.L.K.6		Form regular plural nouns orally by
detail.	Use words and phrases acquired		adding /s/ or /es/ (e.g., dog, dogs;
	through conversations, reading and		wish, wishes).
NJSLSA.SL.K.6	being read to, and responding to		
Speak audibly and express	texts.		NJSLSA.L.K.1.F
thoughts, feelings, and ideas			Produce and expand complete
clearly.			sentences in shared language
			activities.

Language (L) NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		NJSLSA.L.K.2.A Capitalize the first word in a sentence and the pronoun <i>I</i> . NJSLSA.L.K.2.B Recognize and name end punctuation.
NJSLSA.L.K.1.A Print many upper- and lowercase letters. NJSLSA.L.K.1.B		NJSLSA.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).
Use frequently occurring nouns and verbs. NJSLSA.L.K.1.E Use the most frequently		NJSLSA.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). NJSLSA.L.K.1.F		NJSLSA.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and
Produce and expand complete sentences in shared language activities. NJSLSA.L.K.2.A		learning the verb to <i>duck</i> ). NJSLSA.L.K.5.B Demonstrate understanding of frequently occurring verbs and
Capitalize the first word in a sentence and the pronoun <i>I</i> . NJSLSA.L.K.2.B Recognize and name end punctuation.		adjectives by relating them to their opposites (antonyms). NJSLSA.L.K.5.D Distinguish shades of meaning among verbs describing the same
NJSLSA.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).		general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.
NJSLSA.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		NJSLSA.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
NJSLSA.L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and		

	hundred hand on kindows-star	1		1
	phrases based on kindergarten reading and content.			
	NJSLSA.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ).			
	NJSLSA.L.K.5.A A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.			
	NJSLSA.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			
INSTRUCTIONAL	Whole Group:	Whole Group:	Whole Group:	Whole Group:
PROCEDURES	Circle Time	Circle Time	Circle Time	Circle Time
	Read Alouds Morning Meetings	Read Alouds	Read Alouds	Read Alouds
	Think Pair Share	Morning Meetings Think Pair Share	Morning Meetings Think Pair Share	Morning Meetings Think Pair Share
	Shared Reading	Shared Reading	Shared Reading	Shared Reading
	Echo Reading	Echo Reading	Echo Reading	Echo Reading
	Whole Group Discussion	Whole Group Discussion	Whole Group Discussion	Whole Group Discussion
	Modeled/Shared and Guided	Modeled/Shared and Guided	Modeled/Shared and Guided	Modeled/Shared and Guided
	Practice of Reading and Writing	Practice of Reading and Writing	Practice of Reading and Writing	Practice of Reading and Writing
	Shared Language Activities	Shared Language Activities	Shared Language Activities	Shared Language Activities
	Decoding	Decoding	Decoding	Decoding
	Directed Drawing/Writing	Directed Drawing/Writing	Directed Drawing/Writing	Directed Drawing/Writing
	Writing Prompts	Writing Prompts	Writing Prompts	Writing Prompts
	Journaling	Journaling	Journaling	Journaling
	<u>Grammar:</u>	<u>Grammar:</u>	Grammar:	Grammar:
	Introduce quotation marks (" ")	Introduce: -ed, -s, re-, un-, pre-,	Review:	Review:
	Review:	-ful, -less	• -ed, -s, re-, un-, pre-,	• -ed, -s, re-, un-, pre-,
	• the question mark (?)	Review:	-ful, -less	-ful, -less
	the apostrophe (')	• the exclamation point (!)	<ul> <li>exclamation point (!)</li> </ul>	• exclamation point (!)
	plurals	• the question mark (?)	• question mark (?)	• question mark (?)
	Use of capital letters at the beginning of a sentence.	<ul> <li>the apostrophe (')</li> <li>plurals</li> </ul>	<ul> <li>apostrophe (')</li> <li>plurals</li> </ul>	<ul> <li>apostrophe (')</li> <li>plurals</li> </ul>
	Use of ending punctuation.	<ul> <li>plurais</li> <li>quotation marks (" ")</li> </ul>		<ul> <li>plurais</li> <li>quotation marks (" ")</li> </ul>
	(period)	Use of capital letters at the	Word Study/ Phonics:	Use of capital letters at the
	Use spacing between words	beginning of a sentence.	Short vowels i, o	beginning of a sentence.

	Use of ending punctuation.		Use of ending punctuation.
Word Study/ Phonics:	(period)	Additional Suggested	(period)
Final Consonants b, p, t, m	Use spacing between words	Topics/Materials, if needed:	Use spacing between words
		Earthworms	
Additional Suggested	Word Study/ Phonics:	Easter	Word Study/ Phonics:
Topics/Materials, if needed:	Short vowels a, e	Spring	Short vowel u
Valentine's Day			
100th Day	Additional Suggested	Text Exemplars:	
Animals	Topics/Materials, if needed:	• A Tree is a Plant by Clyde Robert	Additional Suggested
Presidents Day	Election Day	Bulla	Topics/Materials, if needed:
	Water Cycle	<ul> <li>Are You a Ladybug? Backyard</li> </ul>	Ocean
Text Exemplars:	Weather	Book Series by J. Allen	Bugs
<ul> <li>"Cats" by Eleanor Farjeon</li> </ul>	DR. Seuss Day	<ul> <li>Diary of a Worm by Doreen</li> </ul>	Summer
•"Two Tree Toads" by Jon Agee		Cronin	Frogs
• 100th Day Worries by Margery	Text Exemplars:	Incredible Ladybugs by Susan	
Cuyler	<ul> <li>"Umbrellas" by Lilian Moore •Big</li> </ul>	Ashley	Text Exemplars:
• Are You My Mother? by P.D.	Books	• The Lorax by Dr. Seuss . •Where	• Amazing Whales! by Sarah L.
Eastman	It Looked Like Spilt Milk by	Does the Garbage Go? by Paul	Thompson
Big Books	Charles G. Shaw	Showers	Bugs! Bugs! Bugs! by Bob
I Know An Old Lady Who	The Water Cycle by Craig	Wonderful Worm by Linda Glaser	Barner
Swallowed A Series	Hammersmith	Tedicident	Frogs by Nic Bishop
The Story of the Pilgrims by     Katharing Daga	<ul> <li>The Wind Blew by Pat Hutchins</li> </ul>	Individual:	<ul> <li>From Tadpole to Frog by W.</li> </ul>
Katharine Ross	Individual:	One-on-One Reading	Pfeffer
<ul> <li>The Very First Thanksgiving Day by Rhonda Gowler Greene</li> </ul>	One-on-One Reading	Project Read Fundations	<ul> <li>My Visit to the Aquarium by Aliki</li> <li>Starfish by Edith Thacher Hurd</li> </ul>
Day by Kilolida Gowlei Greene	Project Read	Orton Gillingham	<ul> <li>The Magic School Bus: Inside a</li> </ul>
Individual:	Fundations	Reading and Writing Conferences	Beehive by Joanna Cole
One-on-One Reading	Orton Gillingham	Literacy Centers	<ul> <li>Two Tree Toads by Jon Agge</li> </ul>
Project Read	Reading and Writing Conferences	Decoding	• Who Has Seen the Wind? by
Fundations	Literacy Centers	Decoung	Christina Rossetti
Orton Gillingham	Decoding	Small Groups:	
Reading and Writing Conferences	Decounty	Guided Reading using Leveled	Individual:
Literacy Centers	Small Groups:	Readers	One-on-One Reading
Decoding	Guided Reading using Leveled	Decoding	Project Read
<u> </u>	Readers, Decoding, Literacy	Literacy Centers	Fundations
	Centers		Orton Gillingham
			Reading and Writing Conferences
Small Groups:			Literacy Centers
Guided Reading using Leveled			Decoding
Readers			-
Decoding			Small Groups:
Literacy Centers			Guided Reading using Leveled
-			Readers
			Decoding
			Literacy Centers

INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	MaterialsWhite:White:Orton GillinghamMaking Meaning, Being a Writer,Center Materials, Fountas andPinnell Reading InterventionHarmony:Journeys Student BookStories, Interactive InstructionalFlip Chart, Read Aloud Books, BigBooks, Reader's Notebook,Alphafriend Cards and Songs,Center Materials,Scholastic "Let's Find Out"MagazineBelvidere:Journeys Basal reader,Flip Chart, Fundations, CenterMaterialsHope:Leveled Books, WritingFoundations, Center Materials,Teacher Created Materials, KidWritingLeveled TextsJourney leveled Readers,	Materials         White:       Orton Gillingham         Making Meaning, Being a Writer,         Center Materials, Fountas and         Pinnell Reading Intervention         Harmony:       Journeys Student Book         Stories, Interactive Instructional         Flip Chart, Read Aloud Books, Big         Books, Reader's Notebook,         Alphafriend Cards and Songs,         Center Materials         Scholastic "Let's Find Out"         Magazine         Belvidere:       Journeys Basal reader,         Flip Chart, Fundations, Center         Materials         Hope:       Leveled Books, Read Alouds,         Big Books, Writing Foundations,         Center Materials, Teacher Created         Materials, Kid Writing         Leveled Texts         Journey leveled Readers, National         Geographic, Wright, Rigby,	Materials         White:       Orton Gillingham         Making Meaning, Being a Writer,         Center Materials, Fountas and         Pinnell Reading Intervention         Harmony:       Journeys Student Book         Stories, Interactive Instructional         Flip Chart, Read Aloud Books, Big         Books, Reader's Notebook,         Alphafriend Cards and Songs,         Center Materials         Scholastic "Let's Find Out"         Magazine         Belvidere:       Journeys Basal reader,         Flip Chart, Fundations, Center         Materials         Hope:       Leveled Books, Read Alouds,         Big Books, Writing Foundations,         Center Materials, Teacher Created         Materials, Kid Writing         Leveled Texts         Journey leveled Readers, National         Geographic, Wright, Rigby,	MaterialsWhite:White:Orton GillinghamMaking Meaning, Being a Writer,Center Materials, Fountas andPinnell Reading InterventionHarmony:Journeys Student BookStories, Interactive InstructionalFlip Chart, Read Aloud Books, BigBooks, Reader's Notebook,Alphafriend Cards and Songs,Center MaterialsScholastic "Let's Find Out"MagazineBelvidere:Journeys Basal reader,Flip Chart, Fundations, CenterMaterialsHope:Leveled Books, Read Alouds,Big Books, Writing Foundations,Center Materials, Teacher CreatedMaterials, Kid WritingLeveled TextsJourney leveled Readers, NationalGeographic, Wright, Rigby,
	National Geographic, Wright, Rigby, Scholastic and other teacher selected content based materials	Scholastic and other teacher selected content based materials	Scholastic and other teacher selected content based materials	Scholastic and other teacher selected content based materials
ASSESSMENTS	Formative Letter/sound recognition Sight word recognition First and last name writing assessment Teacher Observation Student Work Samples Anecdotal Records	Formative Letter/sound recognition Sight word recognition Teacher Observation Student Work Samples Anecdotal Records Summative letter/sound recognition	Formative Letter/sound recognition Sight word recognition First and last name writing assessment Teacher Observation Student Work Samples Anecdotal Records Workstation/literacy center	Formative Letter/sound recognition Sight word recognition First and last name writing assessment Teacher Observation Student Work Samples Anecdotal Records Workstation/literacy center
	Summative letter/sound recognition	Sight word recognition	completion/checklist	completion/checklist
	Sight word recognition	<u>Benchmark</u> Dibels	Summative letter/sound recognition	Summative letter/sound recognition
	Benchmark Dibels	MAP Rigby PM	Sight word recognition	Sight word recognition

MAP       Words Their Way       Benchmark       Benchmark         Rigby PM       Words Their Way       NJ Model Curriculum       MAP       Dibels       Dibels         Words Their Way       NJ Model Curriculum       MAP       MAP       MAP         NJ Model Curriculum       http://www.state.nj.us/education/       Mitp://www.state.nj.us/education/       Rigby PM       Mitp://www.state.nj.us/education/         NJ Model Curriculum/ela/1u1.shtml       login: Model       password: curriculum       NJ Model Curriculum       NJ Model Curriculum         I bip in: Model       password: curriculum       Reading and Writing Project       NI Model       NJ Model       NJ Model Curriculum/ela/1u1.shtml         I bip in: Model       Reading and Writing Project       resources       modelcurriculum/ela/1u1.shtml       modelcurriculum/ela/1u1.shtml       modelcurriculum/ela/1u1.shtml         I bip in: Model       resources       resources       modelcurriculum/ela/1u1.shtml       modelcurriculum/ela/1u1.shtml       Iogin: Model         I bip in: Model       resources       password: curriculum       Password: curriculum       Password: curriculum	
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Performance Task/Project Based Performance Tasks/Pro	ject Based
ACCOMMODATIONS Special Education Special Education Special Education Special Education	
- Additional time for skill - Additional time for skill mastery - Additional time for skill mastery - Additional time for skill mastery	
mastery - Check work frequently for - Check work frequently for - Check work frequent	ly for
- Check work frequently for understanding understanding understanding	
understanding - Extended time on tests/ quizzes - Extended time on tests/ quizzes - Extended time on tests/	sts/ quizzes
- Extended time on tests/ - Have student repeat directions to - Have student repeat directions to - Have student repeat	directions
quizzes check for understanding check for understanding to check for understanding	anding
- Have student repeat directions - Multi-sensory presentation - Multi-sensory presentation - Multi-sensory presentation	
to check for understanding - Preferential seating - Preferential seating - Preferential seating	
- Multi-sensory presentation - Secure attention before giving - Se	ore aivina
- Preferential seating instruction/directions instruction/directions instruction/directions	
- Secure attention before giving - Goal setting with students - Goal setting with students - Goal setting with stu	
instruction/directions	
- Goal setting with students <u>ELL</u> <u>ELL</u> <u>ELL</u>	
- Allowing students to correct - Allowing students to correct - Allowing students to correct	correct
errors (looking for errors (looking for errors (looking for errors (looking for	Correct
ELL         understanding)         understanding)         understanding)	
- Allowing students to correct - Teaching key aspects of a topic - Teaching key aspects of a topic - Teaching key aspects	
errors (looking for - Eliminate nonessential - Eliminate nonessential - Eliminate nonessential	
understanding) information Using videos, information Using videos, information Using videos,	
- Teaching key aspects of a topic illustrations, pictures, and illustrations, pictures, and illustrations, pictures	
- Eliminate nonessential drawings to explain or clarify drawings to explain or clarify drawings to explain or	or clarify
information Using videos, - Tutoring by peers - Tutoring by peers - Tutoring by peers	
illustrations, pictures, and - Read aloud as necessary - Read aloud as necessary - Read aloud as necessary	sary
drawings to explain or clarify	-
- Tutoring by peers At Risk At Risk At Risk	

INTERDISCIPLINARY	<ul> <li>Read aloud as necessary</li> <li>At Risk         <ul> <li>Allowing students to correct errors (looking for understanding)</li> <li>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determined how the grade will be determined prior to giving the test</li> <li>decreasing the amount of work presented or required</li> <li>using videos, illustrations, pictures, and drawings to explain or clarify</li> </ul> </li> <li>Gifted and Talented         <ul> <li>Alternative formative and summative assessments</li> <li>Choice boards</li> <li>Guided Reading</li> <li>Multiple intelligence options</li> <li>Stations/centers</li> </ul> </li> <li>504         <ul> <li>Additional time for skill mastery</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Brain Breaks</li> <li>Multi-sensory presentation</li> <li>Preferential seating</li> <li>Secure attention before giving instruction/directions</li> </ul> </li> </ul>	<ul> <li>Allowing students to correct errors (looking for understanding)</li> <li>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test</li> <li>decreasing the amount of work presented or required</li> <li>using videos, illustrations, pictures, and drawings to explain or clarify</li> <li>Gifted and Talented</li> <li>Alternative formative and summative assessments</li> <li>Choice boards</li> <li>Guided Reading</li> <li>Multiple intelligence options</li> <li>Stations/centers</li> <li>Printed copy of board</li> <li>504</li> <li>Additional time for skill mastery</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Brain Breaks</li> <li>Multi-sensory presentation</li> <li>Preferential seating</li> <li>Secure attention before giving instruction/directions</li> </ul>	<ul> <li>Allowing students to correct errors (looking for understanding)</li> <li>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test</li> <li>decreasing the amount of work presented or required</li> <li>using videos, illustrations, pictures, and drawings to explain or clarify</li> <li>Gifted and Talented</li> <li>Alternative formative and summative assessments</li> <li>Choice boards</li> <li>Guided Reading</li> <li>Multiple intelligence options</li> <li>Stations/centers</li> <li>504</li> <li>Additional time for skill mastery</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Brain Breaks</li> <li>Multi-sensory presentation</li> <li>Preferential seating</li> <li>Secure attention before giving instruction/directions</li> </ul>	<ul> <li>Allowing students to correct errors (looking for understanding)</li> <li>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test</li> <li>decreasing the amount of work presented or required</li> <li>using videos, illustrations, pictures, and drawings to explain or clarify</li> <li>Gifted and Talented</li> <li>Alternative formative and summative assessments</li> <li>Choice boards</li> <li>Guided Reading</li> <li>Multiple intelligence options</li> <li>Stations/centers</li> <li>Stations/centers</li> <li>Extended time for skill mastery</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Brain Breaks</li> <li>Multi-sensory presentation</li> <li>Preferential seating</li> <li>Secure attention before giving instruction/directions</li> </ul>
CONNECTIONS	Interdisciplinary Connections	Interdisciplinary Connections - Science and Scientific Inquiry (Next Generation)	Interdisciplinary Connections - English Language Arts	Interdisciplinary Connections - English Language Arts - Mathematics

21ST CENTURY	- Science and Scientific	<ul> <li>Social Studies, including</li> </ul>	- Science and Scientific	- Science and Scientific
SKILLS/THEMES	Inquiry (Next	American History, World	Inquiry (Next Generation)	Inquiry (Next Generation)
(P21.ORG)	Generation)	History, Geography,	- Technology	- Technology
(P21.0KG)	<ul> <li>Social Studies, including</li> </ul>	Government and Civics,	<ul> <li>Visual and Performing Arts</li> </ul>	<ul> <li>Visual and Performing</li> </ul>
	American History, World	and Economics		Arts
TECHNOLOGY	History, Geography,	<ul> <li>Technology</li> </ul>	21st Century Skills/ Themes	
INTEGRATION	Government and Civics,	<ul> <li>Visual and Performing Arts</li> </ul>	_	21st Century Skills/ Themes
INTEGRATION	and Economics	_	<ul> <li>Global Awareness</li> </ul>	
	- Technology	21st Century Skills/ Themes	<ul> <li>Environmental Literacy</li> </ul>	<ul> <li>Global Awareness</li> </ul>
CAREER	- Visual and Performing		<ul> <li>Creativity and Innovation</li> </ul>	- Financial, Economic,
EDUCATION	Arts	- Global Awareness	<ul> <li>Critical Thinking</li> </ul>	Business and
(NJDOE CTE		- Environmental Literacy	<ul> <li>Problem Solving</li> </ul>	Entrepreneurial Literacy
	21st Century Skills/ Themes	- Creativity and Innovation	<ul> <li>Communication</li> </ul>	- Civic Literacy
Clusters)	<u></u>	- Critical Thinking	<ul> <li>Collaboration</li> </ul>	- Environmental Literacy
	- Global Awareness	- Problem Solving	<ul> <li>Information Literacy</li> </ul>	- Creativity and Innovation
	- Environmental Literacy	- Communication	<ul> <li>Media Literacy</li> </ul>	- Critical Thinking
	- Creativity and	- Collaboration	– ICT (Information,	- Problem Solving
	Innovation	- Information Literacy	Communication and	- Communication
	- Critical Thinking	- Media Literacy	Technology) Literacy	- Collaboration
	- Problem Solving	- ICT (Information,	rechnology) Literacy	- Information Literacy
	- Communication	Communication and	Technology Integration	
	- Collaboration		<u>Technology Integration</u> - iPads	- Media Literacy
		Technology) Literacy	- IPaus - Smartboard Activities	- ICT (Information,
	- Information Literacy			Communication and
	- Media Literacy		- BrainPop, Jr.	Technology) Literacy
			<u>https://jr.brainpop.com/</u>	
	Technology Integration	Technology Integration	- Kahoot	Technology Integration
	- iPads	- iPads	https://kahoot.com/	- iPads
	- Smartboard Activities	- Smartboard Activities	- Go Noodle	- Smartboard Activities
	- BrainPop, Jr.	- BrainPop, Jr.	https://www.gonoodle.co	- BrainPop, Jr.
	https://jr.brainpop.com/	https://jr.brainpop.com/	<u>m/</u>	https://jr.brainpop.com/
	- Kahoot	- Kahoot	- Pebble Go!	- Kahoot
	https://kahoot.com/	https://kahoot.com/	https://www.pebblego.co	https://kahoot.com/
	- Go Noodle	- Go Noodle	<u>m/</u>	- Go Noodle
	https://www.gonoodle.c	https://www.gonoodle.co	<ul> <li>Alpha Blocks on YouTube</li> </ul>	https://www.gonoodle.co
	<u>om/</u>	<u>m/</u>	https://www.youtube.com	<u>m/</u>
	- Pebble Go!	<ul> <li>Pebble Go!</li> </ul>	<u>/channel/UC_qs3c0ehDvZ</u>	- Pebble Go!
	https://www.pebblego.c	https://www.pebblego.co	kbiEbOj6Drg	https://www.pebblego.co
	<u>om/</u>	<u>m/</u>	- Storybots	<u>m/</u>
	<ul> <li>Alpha Blocks on</li> </ul>	<ul> <li>Alpha Blocks on YouTube</li> </ul>	https://www.storybots.co	<ul> <li>Alpha Blocks on YouTube</li> </ul>
	YouTube	https://www.youtube.com	<u>m</u>	https://www.youtube.com
	https://www.youtube.co	/channel/UC qs3c0ehDvZ	- Abcya	/channel/UC gs3c0ehDvZ
	m/channel/UC qs3c0eh	kbiEbOj6Drg	https://www.abcya.com	kbiEbOj6Drg
	DvZkbiEbOj6Drg	- Storybots	- Starfall	- Storybots
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		https://www.abcya.com		https://www.abcya.com

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https://www.starfall.co	Belvidere/Harmony:	<ul> <li>Think Central</li> </ul>	Belvidere/Harmony:
<u>m</u>	- eSpark	https://www-k6.thinkcent	- eSpark
	https://www.esparklearnin	ral.com/ePC/start.do	https://www.esparklearni
Belvidere/Harmony:	<u>g.com/</u>	<ul> <li><u>http://www.unitsofstudy.c</u></li> </ul>	<u>ng.com/</u>
- eSpark	<ul> <li>Think Central</li> </ul>	om (Lucy Calkins)	<ul> <li>Think Central</li> </ul>
https://www.esparklear	https://www-k6.thinkcentr		https://www-k6.thinkcent
<u>ning.com/</u>	al.com/ePC/start.do	Career Education	ral.com/ePC/start.do
<ul> <li>Think Central</li> </ul>	<ul> <li><u>http://www.unitsofstudy.c</u></li> </ul>		<ul> <li><u>http://www.unitsofstudy.c</u></li> </ul>
https://www-k6.thinkce	om (Lucy Calkins)	<ul> <li>Arts, A/V Technology &amp;</li> </ul>	om (Lucy Calkins)
<u>ntral.com/ePC/start.do</u>		Communications	
<ul> <li><u>http://www.unitsofstudy</u></li> </ul>	Career Education	<ul> <li>Education &amp; Training</li> </ul>	Career Education
<u>.co</u> m (Lucy Calkins)		<ul> <li>Information Technology</li> </ul>	
	<ul> <li>Arts, A/V Technology &amp;</li> </ul>	<ul> <li>Science, Technology,</li> </ul>	<ul> <li>Agriculture, Food &amp;</li> </ul>
Career Education	Communications	Engineering &	Natural Resources
	<ul> <li>Education &amp; Training</li> </ul>	Mathematics (STEM)	<ul> <li>Arts, A/V Technology &amp;</li> </ul>
<ul> <li>Arts, A/V Technology &amp;</li> </ul>	<ul> <li>Information Technology</li> </ul>	<ul> <li>Manufacturing</li> </ul>	Communications
Communications	<ul> <li>Science, Technology,</li> </ul>	<ul> <li>Marketing</li> </ul>	<ul> <li>Education &amp; Training</li> </ul>
<ul> <li>Education &amp; Training</li> </ul>	Engineering &	<ul> <li>Science, Technology,</li> </ul>	<ul> <li>Information Technology</li> </ul>
<ul> <li>Information Technology</li> </ul>	Mathematics (STEM)	Engineering &	<ul> <li>Science, Technology,</li> </ul>
<ul> <li>Science, Technology,</li> </ul>		Mathematics (STEM)	Engineering &
Engineering &		<ul> <li>Transportation,</li> </ul>	Mathematics (STEM)
Mathematics (STEM)		Distribution & Logistics	
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