

Created on:	July 14, 2015
Created by:	Mary Ann Nicosia, Eagleswood; Lisa Royer, Island Heights; Lisa Lane, Jackson; Aimee Kinsella, Lakewood; Marie Cittadino, Little Egg Harbor
Revised on:	
Revised by:	
Board Approved on:	9/14/15

**OCEAN COUNTY**  
**English Language Arts**  
**Curriculum**

Content Area: English Language Arts

Course Title: English Language Arts

Grade Level: K

<b>UNIT 1:</b> Phonics, Phonemic Awareness, Speaking & Listening, Fiction, Nonfiction (cross-curricular), Word Study/Vocabulary, Writing (Narrative, Descriptive, Informational)	<b>September, October</b>
<b>UNIT 2:</b> Phonics, Phonemic Awareness, Rhyming, Segmenting, Story Elements, High Frequency Words, Speaking & Listening, Fiction, Non-Fiction (cross-curricular), Word Study/Vocabulary, Writing (Narrative, Descriptive, Informational)	<b>November, December, January</b>
<b>UNIT 3:</b> Phonics, Phonemic Awareness, Rhyming, Segmenting, High Frequency Words, Speaking & Listening, Fiction, Non-Fiction (cross-curricular), Word Study/Vocabulary, Writing (Narrative, Descriptive, Informational), Shared Research and Writing Projects	<b>February, March</b>
<b>UNIT 4:</b> Phonics, Phonemic Awareness, Rhyming, Segmenting, High Frequency Words, Speaking & Listening, Fiction, Non-Fiction (cross-curricular), Compare/Contrast, Word Study/Vocabulary, Writing (Narrative, Descriptive, Informational), Shared Research and Writing Projects	<b>April</b>
<b>UNIT 5:</b> Phonics, Phonemic Awareness, Close Reading, Fluency, Rhyming, Segmenting, High Frequency Words, Speaking & Listening, Fiction, Non-Fiction (cross-curricular), Word Study/Vocabulary, Writing (Narrative, Descriptive, Informational), Shared Research and Writing Projects	<b>May, June</b>

## OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM Unit 1 Overview

**Content Area:** English Language Arts

**Unit Title:** Unit 1

**Target Course / Grade Level:** Integrated English Language Arts / Kindergarten

**Unit 1 Summary:** Pre-reading skills and the development of phonological and phonemic awareness will be the focus of this unit. Listening and conversation skills will be developed. Using writing as a means of communication through drawings, sight words and initial sounds will be the writing focus.

### **College and Career Readiness:**

Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade- level standards and then infused throughout the grade- level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/ELA-Literacy/>

### **Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6- 12 and Science and Technical Subjects can be accessed through the following links:

[Next Generation Science Standards](#)  
[NJCCCS Social Studies standards](#)

### **21st Century Life and Careers:**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**
- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a Career and Technical Program of Study.

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

## Unit 1 Learning Targets

### Content Standards:

<b>RL</b>	<b>(Reading Literature)</b>	K.1 K.2 K.3 K.4 K.5 K.6 K.7 K.10
<b>RI</b>	<b>(Reading Informational Texts)</b>	K.1 K.2 K.3 K.4 K.5 K.7 K.10
<b>RF</b>	<b>(Reading Foundational)</b>	K.1 K.2 K.3
<b>W</b>	<b>(Writing)</b>	K.1 K.2
<b>SL</b>	<b>(Speaking and Listening)</b>	K.1 K.2 K.3 K.4 K.6
<b>L</b>	<b>(Language)</b>	K.1 K.2 K.5 K.6

### Content Statements / Unit Objectives:

#### Reading:

- Students will learn to use and appreciate books through shared and independent reading activities.
- Students will be introduced to the parts of a book and various concepts of print (spacing, words, letters, directionality, cover, back cover, title, title page, author, illustrator)
- Students will practice pre-reading strategies (picture walk, predictions, etc.) and will respond to fiction and nonfiction texts by retelling and discussing story elements.
- Students will begin to develop phonological and phonemic awareness by becoming good listeners by discerning and blending sounds and syllables.
- Students will engage in rhyming activities.
- Students will be introduced to letter sounds.
- Students will learn the difference between pictures and words, words and letters, etc.
- Students will practice identifying lowercase and uppercase letters.
- Students will practice identifying high-frequency vocabulary and names.

#### Writing:

- Students will begin to use writing as a means for communication by creating drawings and by using sight words and initial letters to label pictures.
- Students will practice forming words by creating letter strings and by using invented spelling.
- Students will develop fine motor control as they use correct pencil grip to form lines, shapes and letters.
- Students will learn how to write their names.

#### Speaking and Listening:

- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will practice using appropriate school language and dialogue to communicate personal needs, feelings and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading

activities.

- Students will practice conversational skills and good manners (raising hand, waiting to respond, speaking one at a time, responding to classmates, asking permission)

**Language:**

- Students will develop oral vocabulary through games, songs, conversation, and shared reading activities.
- Students will develop an understanding of word relationships by sorting and categorizing words and pictures.
- Students will capitalize the first letter of names.

Standard #	Common Core Standard for Mastery
<b>READING STANDARDS: LITERATURE</b>	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.10	Actively engage in group reading activities with purpose and understanding.
<b>READING STANDARDS: INFORMATIONAL TEXT</b>	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
RI.K.10	Actively engage in group reading activities with purpose and understanding.
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>(Beginning Unit 2)</li> <li>(Beginning Unit 2)</li> <li>(Beginning Unit 2)</li> </ol>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>(Beginning Unit 2)</li> </ol>
	<b>WRITING STANDARDS</b>
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book

	is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed- upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
	<b>LANGUAGE STANDARDS</b>
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d. Understand and use question words (interrogatives) (e.g., who, what, when, where, why, how).</li> <li>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. (Beginning Unit 2)</li> <li>c. (Beginning Unit 2)</li> </ul>

	d. (Beginning Unit 2)		
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>Form Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>(Beginning Unit 2)</li> </ol>		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
<table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Unit 1 Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do we use our knowledge of letters and sounds to read words?</li> <li>Does my writing and my speaking make sense?</li> <li>How are words built?</li> <li>How can I become a better listener and speaker?</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Unit 1 Enduring Understandings:</b></p> <p>Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.</p> <p>Using a writing process helps us communicate our ideas, describe an experience, and inform an audience.</p> <p>Asking questions help us become better thinkers. Listening and responding to what we hear develops our understanding and knowledge.</p> </td> </tr> </table>		<p><b>Unit 1 Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do we use our knowledge of letters and sounds to read words?</li> <li>Does my writing and my speaking make sense?</li> <li>How are words built?</li> <li>How can I become a better listener and speaker?</li> </ul>	<p><b>Unit 1 Enduring Understandings:</b></p> <p>Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.</p> <p>Using a writing process helps us communicate our ideas, describe an experience, and inform an audience.</p> <p>Asking questions help us become better thinkers. Listening and responding to what we hear develops our understanding and knowledge.</p>
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### Ocean County English Language Arts Curriculum Evidence of Learning

#### Formative Assessments

- |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Direct Observation</li> <li>Questioning/Conversation</li> <li>Running records</li> <li>Anecdotal notes</li> <li>Checking for understanding</li> <li>Learning/Response Logs</li> <li>Reviewing student work</li> <li>Peer/Self Assessments</li> </ul> | <ul style="list-style-type: none"> <li>Presentations/Reenactments/Dramatizations</li> <li>Visual representations</li> <li>Kinesthetic Assessments</li> <li>Pre-assessments</li> <li>Student/Teacher Conferencing</li> <li>Working portfolio</li> <li>NJ Holistic Scoring Rubric</li> <li>Rubrics</li> <li>Checklists</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Summative Assessments

- |                                                                                                        |                                                                                                                           |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Writer's workshop/conferencing</li> <li>Final drafts</li> </ul> | <ul style="list-style-type: none"> <li>District screeners and benchmarks</li> <li>End-of-unit or chapter tests</li> </ul> |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|

- Showcase portfolio
- DRA-2
- Reading assessment/running records
- Presentations/Reenactments/Dramatizations
- Reflective journals
- Rubrics

### **Modifications (ELL, Enrichment, Intervention)**

#### **English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy
- **Teacher Resources for ESL/SIOP/ELLs:**
  - ***NJDOE: Bureau of Bilingual ESL Education*** - The State of New Jersey offers ELLresources under various drop down menus.  
<http://www.state.nj.us/education/bilingual/resources/>
  - ***NJ Kindergarten Implementation Guidelines*** - Kindergarten specific information related to ELLs is provided on pages 24-29.  
<http://www.nj.gov/education/ece/guide/KindergartenGuidelines.pdf>
  - ***ELL CAN DO Booklet: Pre-K /K*** - Review the WIDA progression of English language proficiency levels for young learners.  
[https://www.wida.us/standards/CAN\\_DOs/Booklet\\_PreK-K.pdf](https://www.wida.us/standards/CAN_DOs/Booklet_PreK-K.pdf)
  - ***Supporting English Language Learners in Kindergarten*** - A comprehensive resource that discusses ELL kindergarten populations, teaching strategies and family connections.  
<https://www.edu.gov.on.ca/eng/document/kindergarten/kindergartenELL.pdf>
  - ***Colorín Colorado*** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families.  
<http://www.colorincolorado.org/index.php?langswitch=en>

- **SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources.  
[http://www.everythingsesl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsesl.net/in-services/using_siop_model_08621.php.php)
- **TESOL (Teaching English to Speakers of Other Languages)** - Professional organizations for ESL teachers. <http://www.tesol.org/>
- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs.  
<http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources.  
<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Common Core en Español** - A great resource for bilingual teachers, the Common Core State Standards have been translated into Spanish and modified to address language standards that are Spanish-specific. <https://commoncore-espanol.sdcoe.net/CCSS-en-Espa%C3%B1ol/SLA-Literacy>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio.  
<http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee  
<http://www.kizschool.com/index.html>

#### Enrichment:

- ask higher order thinking questions using a Q chart  
<http://nelearn.myelearning.org/mod/page/view.php?id=388>
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/>
- Discovery learning instead of explicit learning
- use centers and group students according to ability or interest  
<http://www.thecurriculumcorner.com/thekindercorner/?s=centers>
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Scribe for students who cannot write

#### **Intervention:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

#### **Resources:**

##### **Reading**

[http://www.hubbardscupboard.org/guided\\_reading.html](http://www.hubbardscupboard.org/guided_reading.html)

<http://www.starfall.com/>

[www.liketoread.com](http://www.liketoread.com)<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.songsforteaching.com/kidzup/vowels.htm> [http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/>

<http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

<http://www.brainpopjr.com>

<http://www.starfall.com> [http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>

<http://www.readinga-z.com>

<http://thereadingladyonne.com/blog/> <http://www.rif.org> <http://www.fcrr.org>

<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

[www.alphabet-soup.net/alphabite.html](http://www.alphabet-soup.net/alphabite.html)

<http://www.canteach.ca/elementary/songspoems.html> <http://www.kellyskindergarten.com/>

<http://www.drjean.org/>

<http://www.thecurriculumcorner.com/thekindercorner/?s=centers>

<http://www.thevirtualvine.com/Literacy.html>

<http://www.teachingheart.net/>  
<http://www.hubbardscupboard.org/literacy.html>  
<http://mrsjonesroom.com/teachers/worksheets.html#langarts>  
<http://www.thekcrew.net/literacycenters.html>  
<http://www.k12reader.com/>  
<http://www.tlsbooks.com/kindergartenworksheets.htm>  
<http://www.readwritethink.org/>  
<http://www.IDEportal.com>  
<http://www.successatthecore.com>  
<http://www.drjean.org/>  
[www.alphabet-soup.net/alphabite.html](http://www.alphabet-soup.net/alphabite.html)

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey - Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus - Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

### **Writing**

<http://www.nellieedge.com/photoessays/writingtoread/writingtoread.htm>

[http://www.kindergarten-lessons.com/kindergarten\\_writing.html](http://www.kindergarten-lessons.com/kindergarten_writing.html)

<http://www.schools.utah.gov/curr/langart>

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*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey -[Bridges to Strategic Reading](#)

## OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM Unit 2 Overview

**Content Area:** English Language Arts

**Unit Title:** Unit 2

**Target Course / Grade Level:** Integrated English Language Arts / Kindergarten

**Unit 2 Summary:** Phonemic and phonological awareness will continue to be developed in this unit. Focus will be on rhyming, segmenting, and identifying letters and corresponding sounds. Comprehension such as main idea and details will be emphasized. Conventions of writing will be focused with an emphasis on invented spelling and the use of high frequency words.

**Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6- 12 and Science and Technical Subjects can be accessed through the following links:

[Next Generation Science Standards](#)

[NJCCCS Social Studies Standards](#)

**College and Career Readiness:**

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These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

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- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**

- This standard outlines what students should know and be able to do upon completion of a Career and Technical Program of Study.

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

## Unit 2 Learning Targets

### Content Standards:

<b>RL</b>	<b>(Reading Literature)</b>	K.1 K.2 K.3 K.4 K.5 K.6 K.7 K.9 K.10
<b>RI</b>	<b>(Reading Informational Texts)</b>	K.1 K.2 K.3 K.4 K.5 K.6 K.7 K.8 K.9 K.10
<b>RF</b>	<b>(Reading Foundational)</b>	K.1 K.2 K.3 K.4
<b>W</b>	<b>(Writing)</b>	K.1 K.2 K.3 K.5 K.6 K.7 K.8
<b>SL</b>	<b>(Speaking and Listening)</b>	K.1 K.2 K.3 K.4 K.5 K.6
<b>L</b>	<b>(Language)</b>	K.1 K.2 K.4 K.5 K.6

### Content Statements / Unit Objectives:

#### Reading:

- Students will use and appreciate books through shared, independent, and guided reading activities.
- Students will practice identifying the parts of a book and various concepts of print (spacing, capital letters, punctuation, words, letters, directionality, cover, back cover, title, title page, author, illustrator, captions)
- Students will utilize pre-reading, during-reading, and after-reading strategies.
- Students will begin to describe story structure (beginning, middle, end, patterns, repetition) and identify story elements (setting, characters, problem, resolution).
- Students will begin to identify the main idea and some supporting details of different texts.
- Students will compare and contrast stories and texts by the same author.
- Students will compare and contrast stories and texts that are based on a similar theme.
- Students will continue to develop phonemic and phonological awareness by:
  - identifying, substituting, and deleting phonemes to form new words;
  - counting words in sentences, letters in words, syllables in words
  - decoding and blending
- Students will identify and attempt to form rhymes.
- Students will identify letter names and letter sounds.
- Students will continue to practice identifying lowercase and uppercase letters.
- Students will practice identifying high-frequency vocabulary.
- Students will develop fluency through choral reading and independent reading of leveled texts.

**Writing:**

- Students will use a combination of drawing, writing, and dictation as a means for communication. Opportunities for writing are embedded in multiple content areas and activities.
- Students will begin to use writing for different purposes (opinion writing, narrative writing, sequential writing).
- Students will practice forming words by stretching the sounds and writing the letters that represent the sounds they hear. Students will demonstrate invented spelling and traits of emergent writers.
- Students will practice writing legibly and will use conventions of writing (spacing, capital letters, punctuation).
- Students will use invented spelling and high-frequency words to write original and pattern sentences.

**Speaking and Listening:**

- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will practice using appropriate school language and dialogue to communicate personal needs, feelings, and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading activities.
- Students will practice conversational skills and good manners (raising hand, waiting to respond, speaking one at a time, responding to classmates, asking permission)

**Language:**

- Students will continue to develop oral vocabulary through games, song, conversation, and shared reading activities.
- Students will develop an understanding of word relationships by sorting and categorizing words and pictures.
- Students will develop a deeper understanding of word nuance by using synonyms and opposites to express ideas.

Standard #	Common Core Standard for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.

RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>

RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol>
RF.K.4	<p>Read emergent-reader texts with purpose and understanding.</p>
<b>WRITING STANDARDS</b>	
W.K.1	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>
W.K.2	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>

W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed- upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
	<b>LANGUAGE STANDARDS</b>
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d. Understand and use question words (interrogatives) (e.g.,</li> </ul>

	<p>who, what, when, where, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>		
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>		
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. (Beginning Unit 3)</p>		
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Form Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>		
L.K.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
<table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Essential Questions Unit 2</b></p> <ul style="list-style-type: none"> <li>● What are the important elements of fictional literature?</li> <li>● How do authors present their points of view in literature?</li> <li>● How is literature like life?</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Enduring Understandings Unit 2</b></p> <p>Making predictions while reading is part of an active reading strategy to assist in comprehension.</p> <p>Understanding an author’s purpose enhances student understanding of varied texts.</p> </td> </tr> </table>		<p><b>Essential Questions Unit 2</b></p> <ul style="list-style-type: none"> <li>● What are the important elements of fictional literature?</li> <li>● How do authors present their points of view in literature?</li> <li>● How is literature like life?</li> </ul>	<p><b>Enduring Understandings Unit 2</b></p> <p>Making predictions while reading is part of an active reading strategy to assist in comprehension.</p> <p>Understanding an author’s purpose enhances student understanding of varied texts.</p>
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- What are the elements of a well-developed character?
- How can I communicate my ideas, experiences, and show what I have learned?

Writing is a recursive process, and writers draw on real-life experiences for inspiration. Author's style has many components that unify to create voice. Writers use knowledge of language and its convention when writing, speaking, reading, and listening.

## Ocean County English Language Arts Curriculum Evidence of Learning

### Formative Assessments

- Direct Observation
- Questioning/Conversation
- Running records
- Anecdotal notes
- Checking for understanding
- Learning/Response Logs
- Reviewing student work
- Peer/Self Assessments
- Presentations/Reenactments/Dramatizations
- Visual representations
- Kinesthetic Assessments
- Pre-assessments
- Student/Teacher Conferencing
- Working portfolio
- NJ Holistic Scoring Rubric
- Rubrics
- Checklist

### Summative Assessments

- Writer's workshop/conferencing
- Final drafts
- Showcase portfolio
- DRA-2
- Reading assessment/running records
- District screeners and benchmarks
- End-of-unit or chapter tests
- Presentations/Reenactments/Dramatizations
- Reflective journals
- Rubrics

### Modifications (ELL, Enrichment, Intervention)

**English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
  
- **Strategies may include:**
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy
  
- **Teacher Resources for ESL/SIOP/ELLs:**
  - **NJDOE: Bureau of Bilingual ESL Education** - The State of New Jersey offers ELLresources under various drop down menus.  
<http://www.state.nj.us/education/bilingual/resources/>
  - **NJ Kindergarten Implementation Guidelines** - Kindergarten specific information related to ELLs is provided on pages 24-29.  
<http://www.nj.gov/education/ece/guide/KindergartenGuidelines.pdf>
  - **ELL CAN DO Booklet: Pre-K /K** - Review the WIDA progression of English language proficiency levels for young learners.  
[https://www.wida.us/standards/CAN\\_DOs/Booklet\\_PreK-K.pdf](https://www.wida.us/standards/CAN_DOs/Booklet_PreK-K.pdf)
  - **Supporting English Language Learners in Kindergarten** - A comprehensive resource that discusses ELL kindergarten populations, teaching strategies and family connections.  
<https://www.edu.gov.on.ca/eng/document/kindergarten/kindergartenELL.pdf>
  - **Colorín Colorado** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families.  
<http://www.colorincolorado.org/index.php?langswitch=en>
  - **SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources.  
[http://www.everythingsesl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsesl.net/in-services/using_siop_model_08621.php.php)
  - **TESOL (Teaching English to Speakers of Other Languages)** - Professional organizations for ESL teachers. <http://www.tesol.org/>

- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs.  
<http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources.  
<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Common Core en Español** - A great resource for bilingual teachers, the Common Core State Standards have been translated into Spanish and modified to address language standards that are Spanish-specific. <https://commoncore-espanol.sdcoe.net/CCSS-en-Espa%C3%B1ol/SLA-Literacy>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio.  
<http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee  
<http://www.kizschool.com/index.html>

#### Enrichment:

- ask higher order thinking questions using a Q chart  
<http://nelearn.myelearning.org/mod/page/view.php?id=388>
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/>
- Discovery learning instead of explicit learning
- use centers and group students according to ability or interest  
<http://www.thecurriculumcorner.com/thekindercorner/?s=centers>
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

- Debrief students
- Propose interest-based extension activities
- Scribe for students who cannot write

#### **Intervention:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

#### **Resources:**

##### **Reading**

[http://www.hubbardscupboard.org/guided\\_reading.html](http://www.hubbardscupboard.org/guided_reading.html)

<http://www.starfall.com/>

[www.liketoread.com](http://www.liketoread.com)<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.songsforteaching.com/kidzup/vowels.htm> [http://www.math-](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

[and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

[http://www.teachers.net/lessonplans/subjects/liter](http://www.teachers.net/lessonplans/subjects/literature/)

[ature/ http://www.poetryteachers.com/](http://www.poetryteachers.com/)

<http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_ga](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

[mes.jsp http://www.brainpopjr.com](http://www.brainpopjr.com)

<http://www.starfall.com> [http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>

<http://www.readinga-z.com>

<http://thereadingladyonne.com/blog/> <http://www.rif.org> <http://www.fcrr.org>

<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

[www.alphabet-soup.net/alphabite.html](http://www.alphabet-soup.net/alphabite.html)

<http://www.canteach.ca/elementary/songspoems.html> <http://www.kellyskindergarten.com/>

<http://www.drjean.org/>

<http://www.thecurriculumcorner.com/thekindercorner/?s=centers>

<http://www.thevirtualvine.com/Literacy.html>

<http://www.teachingheart.net/>

<http://www.hubbardscupboard.org/literacy.html>

<http://mrsjonesroom.com/teachers/worksheets.html#langarts>

<http://www.thekcrew.net/literacycenters.html>

<http://www.k12reader.com/>

<http://www.tlsbooks.com/kindergartenworksheets.htm>

<http://www.readwritethink.org/>

<http://www.IDEportal.com>

<http://www.successatthecore.com>

<http://www.drjean.org/>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey -Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus -Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

### **Writing**

<http://www.nellieedge.com/photoessays/writingtoread/writingtoread.htm>

[http://www.kindergarten-lessons.com/kindergarten\\_writing.html](http://www.kindergarten-lessons.com/kindergarten_writing.html)

<http://www.schools.utah.gov/curr/langart>

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OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM Unit 3 Overview
<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 3
<b>Target Course / Grade Level:</b> Integrated English Language Arts / Kindergarten
<p><b>Unit 3 Summary:</b> The focus on this unit will be developing fluency through independent and choral reading of leveled texts. Comprehension skills such as story elements and compare and contrast will be addressed. Writing for different purposes in multiple content areas will be a focus.</p> <p><b>Primary interdisciplinary connections:</b> Literacy Standards for History/Social Studies 6- 12 and Science and Technical Subjects can be accessed through the following links: <a href="#">Next Generation Science Standards</a> <a href="#">NJCCCS Social Studies standards</a></p> <p><b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade- level standards and then infused throughout the grade- level standards. For specific College and Career Readiness Anchor Standards, see <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p> <p><b>21st Century Life and Careers:</b> These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</p> <ul style="list-style-type: none"> <li>● <b>9.1 Personal Financial Literacy</b></li> <li>● This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</li> <li>● <b>9.2 Career Awareness, Exploration, and Preparation</b></li> </ul>

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a Career and Technical Program of Study.

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

### Unit 3 Learning Targets

#### Content Standards:

<b>RL</b>	<b>(Reading Literature)</b>	K.1 K.2 K.3 K.4 K.5 K.6 K.7 K.9 K.10
<b>RI</b>	<b>(Reading Informational Texts)</b>	K.1 K.2 K.3 K.4 K.5 K.6 K.7 K.8 K.9 K.10
<b>RF</b>	<b>(Reading Foundational)</b>	K.1 K.2 K.3 K.4
<b>W</b>	<b>(Writing)</b>	K.1 K.2 K.3 K.5 K.6 K.7 K.8
<b>SL</b>	<b>(Speaking and Listening)</b>	K.1 K.2 K.3 K.4 K.5 K.6
<b>L</b>	<b>(Language)</b>	K.1 K.2 K.4 K.5 K.6

#### Content Statements:

##### Reading:

- Students will use and appreciate books through shared, independent, and guided reading activities.
- Students will develop fluency through choral reading and independent reading of leveled texts.
- Students will be able to identify and describe the parts of a book and various concepts of print.
- Students will be able to describe story structure (beginning, middle, end, patterns, repetition) and identify story elements (setting, characters, problem, resolution).
- Students will compare and contrast stories and texts by the same author.
- Students will compare and contrast stories and texts that are based on a similar theme.
- Students will utilize pre-reading, during-reading, and after-reading strategies.
- Students will continue to develop phonemic and phonological awareness by:
  - identifying, substituting, and deleting phonemes to form new words;
  - decoding and blending
- Students will identify and attempt to form rhymes.
- Students will identify letter names and letter sounds.
- Students will identify lowercase and uppercase letters.
- Students will read high-frequency vocabulary.

**Writing:**

- Students will use a combination of drawing, writing, and dictation as a means for communication. Opportunities for writing are embedded in multiple content areas and activities.
- Students will use writing for different purposes (opinion writing, narrative writing, sequential writing).
- Students will use invented spelling and high-frequency words to write original and pattern sentences.
- Students will practice writing legibly and will use conventions of writing (spacing, capital letters, punctuation).
- Students will revise and edit writing with guidance and support

**Speaking and Listening:**

- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will use appropriate school language and dialogue to communicate personal needs, feelings, and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading activities.
- Students will practice conversational skills and good manners (raising hand, waiting to respond, speaking one at a time, responding to classmates, asking permission).
- Students will use complete sentences during conversation.

**Language:**

- Students will continue to develop oral vocabulary through games, song, conversation, and shared reading activities.
- Students will develop an understanding of word relationships by sorting and categorizing words and pictures.
- Students will develop a deeper understanding of word nuance by using synonyms and opposites to express ideas.
- Students will incorporate more detailed language when describing during conversation and writing.

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	<b>READING STANDARDS: LITERATURE</b>
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RL.K.3	With prompting and support, identify characters, settings, and major events in a story.

RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>

RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol>
RF.K.4	<p>Read emergent-reader texts with purpose and understanding.</p>
<b>WRITING STANDARDS</b>	
W.K.1	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>
W.K.2	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>

W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>SPEAKING AND LISTENING STANDARDS</b>	
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>LANGUAGE STANDARDS</b>	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d. Understand and use question words (interrogatives) (e.g., who, what, when, where, why, how).</li> </ul>

	<ul style="list-style-type: none"> <li>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul>
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul>
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Form Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul>
L.K.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p><b>Essential Questions Unit 3</b></p> <ul style="list-style-type: none"> <li>● What strategies can I use to help me understand what I hear and read?</li> <li>● How can I best communicate when writing or conversing?</li> </ul>	<p><b>Enduring Understand Unit 3</b></p> <p>Making predictions while reading is part of an active reading strategy to assist in comprehension.</p> <p>Understanding an author’s purpose enhances student understanding of varied texts.</p>

<ul style="list-style-type: none"> <li>● How can my writing be the best it can be?</li> </ul>	<p>Writing is a recursive process, and writers draw on real-life experiences for inspiration. Author's style has many components that unify to create voice.</p> <p>Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.</p>
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## Ocean County English Language Arts Curriculum Evidence of Learning

### Formative Assessments

- Direct Observation
- Questioning/Conversation
- Running records
- Anecdotal notes
- Checking for understanding
- Learning/Response Logs
- Reviewing student work
- Peer/Self Assessments
- Presentations/Reenactments/Dramatizations
- Visual representations
- Kinesthetic Assessments
- Pre-assessments
- Student/Teacher Conferencing
- Working portfolio
- NJ Holistic Scoring Rubric

### Summative Assessments

- Writer's workshop/conferencing
- Final drafts
- Showcase portfolio
- DRA-2
- Reading assessment/running records
- District screeners and benchmarks
- End-of-unit or chapter tests
- Presentations/Reenactments/Dramatizations
- Reflective journals

### Modifications

#### English Language Learners (ELLs):

- Increase comprehensible input via:
  - visuals
  - gesturing

- miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**
    - personal word walls / word rings
    - introducing key vocabulary before lesson
    - *total physical response* (TPR) activities
    - *cloze* activities
    - teacher modeling
    - pattern sentences (speaking and/or writing)
    - choral chanting
    - small group instruction / cooperative learning
    - allowing for additional wait time for student responses during conversations
    - scaffolding questions and instructional language
    - allowing students to show or use gestures if not yet able to produce oral language
    - modeled and shared writing activities
    - providing a student buddy
- **Teacher Resources for ESL/SIOP/ELLs:**
    - ***NJDOE: Bureau of Bilingual ESL Education*** - The State of New Jersey offers ELLresources under various drop down menus.  
<http://www.state.nj.us/education/bilingual/resources/>
    - ***NJ Kindergarten Implementation Guidelines*** - Kindergarten specific information related to ELLs is provided on pages 24-29.  
<http://www.nj.gov/education/ece/guide/KindergartenGuidelines.pdf>
    - ***ELL CAN DO Booklet: Pre-K /K*** - Review the WIDA progression of English language proficiency levels for young learners.  
[https://www.wida.us/standards/CAN\\_DOs/Booklet\\_PreK-K.pdf](https://www.wida.us/standards/CAN_DOs/Booklet_PreK-K.pdf)
    - ***Supporting English Language Learners in Kindergarten*** - A comprehensive resource that discusses ELL kindergarten populations, teaching strategies and family connections.  
<https://www.edu.gov.on.ca/eng/document/kindergarten/kindergartenELL.pdf>
    - ***Colorín Colorado*** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families.  
<http://www.colorincolorado.org/index.php?langswitch=en>
    - ***SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net*** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources.  
[http://www.everythingsl.net/inservices/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/inservices/using_siop_model_08621.php.php)
    - ***TESOL (Teaching English to Speakers of Other Languages)*** - Professional organizations for ESL teachers. <http://www.tesol.org/>
    - ***NJDOE: ELA/ESL Curriculum Exemplar*** - Sample curriculum and lessons with differentiation for ELLs.  
<http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>

- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources.  
<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Common Core en Español** - A great resource for bilingual teachers, the Common Core State Standards have been translated into Spanish and modified to address language standards that are Spanish-specific. <https://commoncore-espanol.sdcoe.net/CCSS-en-Espa%C3%B1ol/SLA-Literacy>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio.  
<http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee  
<http://www.kizschool.com/index.html>

#### Enrichment:

- ask higher order thinking questions using a Q chart  
<http://nelearn.mylearning.org/mod/page/view.php?id=388>
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/>
- Discovery learning instead of explicit learning
- use centers and group students according to ability or interest  
<http://www.thecurriculumcorner.com/thekindercorner/?s=centers>
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Scribe for students who cannot write

**Intervention:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

**Resources:****Reading**

[http://www.hubbardscupboard.org/guided\\_reading.html](http://www.hubbardscupboard.org/guided_reading.html)

<http://www.starfall.com/>

[www.liketoread.com](http://www.liketoread.com)<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.songsforteaching.com/kidzup/vowels.htm> [http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/>

<http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

<http://www.brainpopjr.com>

<http://www.starfall.com> [http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>

<http://www.readinga-z.com>

<http://thereadingladyonne.com/blog/> <http://www.rif.org> <http://www.fcrr.org>

<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

[www.alphabet-soup.net/alphabite.html](http://www.alphabet-soup.net/alphabite.html)

<http://www.canteach.ca/elementary/songspoems.html> <http://www.kellyskindergarten.com/>

<http://www.drjean.org/>

<http://www.thecurriculumcorner.com/thekindercorner/?s=centers>

<http://www.thevirtualvine.com/Literacy.html>

<http://www.teachingheart.net/>

<http://www.hubbardscupboard.org/literacy.html>

<http://mrsjonesroom.com/teachers/worksheets.html#langarts>

<http://www.thekcrew.net/literacycenters.html>

<http://www.k12reader.com/>

<http://www.tlsbooks.com/kindergartenworksheets.htm>

<http://www.readwritethink.org/>

<http://www.IDEportal.com>

<http://www.successatthecore.com>

<http://www.drjean.org/>

[www.alphabet-soup.net/alphabite.html](http://www.alphabet-soup.net/alphabite.html)

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey -[Bridges to Strategic Reading](#)

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - [Comprehension for Understanding and Engagement](#)

*Reciprocal Teaching at Work* by Lori D. Oczkus -[Strategies for Improving Reading Comprehension](#)

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - [Power of Comprehension Strategy Instruction](#)

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

### **Writing**

<http://www.nellieedge.com/photoessays/writingtoread/writingtoread.htm>

[http://www.kindergarten-lessons.com/kindergarten\\_writing.html](http://www.kindergarten-lessons.com/kindergarten_writing.html)

<http://www.schools.utah.gov/curr/langart>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

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**OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  
**Unit 4 Overview**

**Content Area:** English Language Arts

**Unit Title:** Unit 4

**Target Course / Grade Level:** Integrated English Language Arts / Kindergarten

**Unit 4 Summary:** Continued development of phonics, phonemic awareness and sight words will be the focus of this unit as students work to increase fluency through choral and independent reading. Comprehension skills will continue through story structure, elements and main idea. Attention will be given to the development of writing multiple sentences for different purposes.

**Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6- 12 and Science and Technical Subjects can be accessed through the following links:

[Next Generation Science Standards](#)

[NJCCCS Social Studies standards](#)

**College and Career Readiness:**

Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade- level standards and then infused throughout the grade- level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/ELA-Literacy/>

**21st Century Life and Careers:**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**
- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation**

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a Career and Technical Program of Study.

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

### Unit 4 Learning Targets

#### Content Standards:

<b>RL</b>	<b>(Reading Literature)</b>	K.1 K.2 K.3 K.4 K.5 K.6 K.7 K.9 K.10
<b>RI</b>	<b>(Reading Informational Texts)</b>	K.1 K.2 K.3 K.4 K.5 K.6 K.7 K.8 K.9 K.10
<b>RF</b>	<b>(Reading Foundational)</b>	K.1 K.2 K.3 K.4
<b>W</b>	<b>(Writing)</b>	K.1 K.2 K.3 K.5 K.6 K.7 K.8
<b>SL</b>	<b>(Speaking and Listening)</b>	K.1 K.2 K.3 K.4 K.5 K.6
<b>L</b>	<b>(Language)</b>	K.1 K.2 K.4 K.5 K.6

#### Reading:

- Students will use and appreciate books through shared, independent, and guided reading activities.
- Students will develop fluency through choral reading and independent reading of leveled texts.
- Students will be able to identify and describe the parts of a book and various concepts of print.
- Students will be able to describe story structure (beginning, middle, end, patterns, repetition) and identify story elements (setting, characters, problem, resolution).
- Students will compare and contrast stories and texts by the same author.
- Students will compare and contrast stories and texts that are based on a similar theme.
- Students will utilize pre-reading, during-reading, and after-reading strategies.
- Students will continue to develop phonemic and phonological awareness by:
  - identifying, substituting, and deleting phonemes to form new words;
  - decoding and blending
- Students will identify and attempt to form rhymes.
- Students will identify letter names and letter sounds, and differentiate between lowercase and uppercase letters.
- Students will read high-frequency vocabulary.

#### Writing:

- Students will use a combination of drawing, writing, and dictation as a means for

communication. Opportunities for writing are embedded in multiple content areas and activities.

- Students will use writing for different purposes (opinion writing, narrative writing, sequential writing).
- Students will use invented spelling and high-frequency words to write multiple sentences.
- Students will practice writing legibly and will use conventions of writing (spacing, capital letters, punctuation).
- Students will revise and edit writing with guidance and support

#### **Speaking and Listening:**

- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will use appropriate school language and dialogue to communicate personal needs, feelings, and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading activities.
- Students will practice conversational skills and good manners (raising hand, waiting to respond, speaking one at a time, responding to classmates, asking permission).
- Students will use complete sentences during conversation.

#### **Language:**

- Students will continue to develop oral vocabulary through games, song, conversation, and shared reading activities.
- Students will develop an understanding of word relationships by sorting and categorizing words and pictures.
- Students will develop a deeper understanding of word nuance by using synonyms and opposites to express ideas.
- Students will incorporate more detailed language when describing during conversation and writing.

Standard #	Common Core Standard for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.

RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> </ol>

	<ul style="list-style-type: none"> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
RF.K.4	Read emergent-reader texts with purpose and understanding.
	<b>WRITING STANDARDS</b>
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
	<b>LANGUAGE STANDARDS</b>
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d. Understand and use question words (interrogatives) (e.g., who, what, when, where, why, how).</li> <li>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul>

L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> <li>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ol>
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>Form Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ol>
L.K.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p><b>Unit 5 Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Am I building strong reading muscles and writing longer?</li> <li>How can I work with others to help me better understand what I read?</li> <li>What should I look for when editing and revising my writing?</li> </ul>	<p><b>Unit 5 Enduring Understandings:</b></p> <p>Making predictions while reading is part of an active reading strategy to assist in comprehension.</p> <p>Understanding an author’s purpose enhances student understanding of varied texts.</p> <p>Writing is a recursive process, and writers draw on real-life experiences for inspiration.</p>

<ul style="list-style-type: none"> <li>● Am I checking for: capitalization and punctuation?</li> <li>● How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what learned and had an opinion about?</li> </ul>	<p>Author's style has many components that unify to create voice.</p> <p>Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.</p>
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## Ocean County English Language Arts Curriculum Evidence of Learning

### Formative Assessments

- Direct Observation
- Questioning/Conversation
- Running records
- Anecdotal notes
- Checking for understanding
- Learning/Response Logs
- Reviewing student work
- Peer/Self Assessments
- Presentations/Reenactments/Dramatizations
- Visual representations
- Kinesthetic Assessments
- Pre-assessments
- Student/Teacher Conferencing
- Working portfolio
- NJ Holistic Scoring Rubric

### Summative Assessments

- Writer's workshop/conferencing
- Final drafts
- Showcase portfolio
- DRA-2
- Reading assessment/running records
- District screeners and benchmarks
- End-of-unit or chapter tests
- Presentations/Reenactments/Dramatizations
- Reflective journals

### Modifications (ELL, Enrichment, Intervention)

#### English Language Learners (ELLs):

- Increase comprehensible input via:
  - visuals

- gesturing
- miming and roleplay
- use of realia and manipulatives
- simplified language / teacher talk / thinking aloud

- **Strategies may include:**

- personal word walls / word rings
- introducing key vocabulary before lesson
- *total physical response* (TPR) activities
- *cloze* activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- choral chanting
- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

- **Teacher Resources for ESL/SIOP/ELLs:**

- ***NJDOE: Bureau of Bilingual ESL Education*** - The State of New Jersey offers ELLresources under various drop down menus.  
<http://www.state.nj.us/education/bilingual/resources/>
- ***NJ Kindergarten Implementation Guidelines*** - Kindergarten specific information related to ELLs is provided on pages 24-29.  
<http://www.nj.gov/education/ece/guide/KindergartenGuidelines.pdf>
- ***ELL CAN DO Booklet: Pre-K /K*** - Review the WIDA progression of English language proficiency levels for young learners.  
[https://www.wida.us/standards/CAN\\_DOs/Booklet\\_PreK-K.pdf](https://www.wida.us/standards/CAN_DOs/Booklet_PreK-K.pdf)
- ***Supporting English Language Learners in Kindergarten*** - A comprehensive resource that discusses ELL kindergarten populations, teaching strategies and family connections.  
<https://www.edu.gov.on.ca/eng/document/kindergarten/kindergartenELL.pdf>
- ***Colorín Colorado*** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families.  
<http://www.colorincolorado.org/index.php?langswitch=en>
- ***SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net*** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources.  
[http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)
- ***TESOL (Teaching English to Speakers of Other Languages)*** - Professional organizations for ESL teachers. <http://www.tesol.org/>

- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs.  
<http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources.  
<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Common Core en Español** - A great resource for bilingual teachers, the Common Core State Standards have been translated into Spanish and modified to address language standards that are Spanish-specific. <https://commoncore-espanol.sdcoe.net/CCSS-en-Espa%C3%B1ol/SLA-Literacy>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio.  
<http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee  
<http://www.kizschool.com/index.html>

#### Enrichment:

- ask higher order thinking questions using a Q chart  
<http://nelearn.myelearning.org/mod/page/view.php?id=388>
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)  
<http://edorigami.wikispaces.com/>
- Discovery learning instead of explicit learning
- use centers and group students according to ability or interest  
<http://www.thecurriculumcorner.com/thekindercorner/?s=centers>
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

- Debrief students
- Propose interest-based extension activities
- Scribe for students who cannot write

#### **Intervention:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

#### **RESOURCES**

##### **Reading**

[http://www.hubbardscupboard.org/guided\\_reading.html](http://www.hubbardscupboard.org/guided_reading.html)

<http://www.starfall.com/>

[www.liketoread.com](http://www.liketoread.com)<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.songsforteaching.com/kidzup/vowels.htm> [http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/>

<http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

<http://www.brainpopjr.com>

<http://www.starfall.com> [http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>

<http://www.readinga-z.com>

<http://thereadingladyonne.com/blog/> <http://www.rif.org> <http://www.fcrr.org>

<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

[www.alphabet-soup.net/alphabite.html](http://www.alphabet-soup.net/alphabite.html)

<http://www.canteach.ca/elementary/songspoems.html> <http://www.kellyskindergarten.com/>

<http://www.drjean.org/>

<http://www.thecurriculumcorner.com/thekindercorner/?s=centers>

<http://www.thevirtualvine.com/Literacy.html>

<http://www.teachingheart.net/>

<http://www.hubbardscupboard.org/literacy.html>

<http://mrsjonesroom.com/teachers/worksheets.html#langarts>

<http://www.thekcrew.net/literacycenters.html>

<http://www.k12reader.com/>

<http://www.tlsbooks.com/kindergartenworksheets.htm>

<http://www.readwritethink.org/>

<http://www.IDEportal.com>

<http://www.successatthecore.com>

<http://www.drjean.org/>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey -Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus -Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

### **Writing**

<http://www.nellieedge.com/photoessays/writingtoread/writingtoread.htm>

[http://www.kindergarten-lessons.com/kindergarten\\_writing.html](http://www.kindergarten-lessons.com/kindergarten_writing.html)

<http://www.schools.utah.gov/curr/langart>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

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**OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  
**Unit 5 Overview**

**Content Area:** English Language Arts

**Unit Title:** Unit 5

**Target Course / Grade Level:** Integrated English Language Arts / Kindergarten

**Unit 5 Summary:** Choral, guided and independent reading will be used to emphasize fluency and comprehension in level appropriate books for proficiency. Opportunities for writing across content with correct conventions and organization will be the writing focus. Speaking skills through diverse conversations with adults and peers will be developed in this unit.

**Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6- 12 and Science and Technical Subjects can be accessed through the following links:

[Next Generation Science Standards](#)

[NJCCCS Social Studies standards](#)

**College and Career Readiness:**

Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade- level standards and then infused throughout the grade- level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/ELA-Literacy/>

**21st Century Life and Careers:**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a Career and Technical Program of Study.

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

### Unit 5 Learning Targets

#### Content Standards:

<b>RL</b>	<b>(Reading Literature)</b>	K.1 K.2 K.3 K.4 K.5 K.6 K.7 K.9 K.10
<b>RI</b>	<b>(Reading Informational Texts)</b>	K.1 K.2 K.3 K.4 K.5 K.6 K.7 K.8 K.9 K.10
<b>RF</b>	<b>(Reading Foundational)</b>	K.1 K.2 K.3 K.4
<b>W</b>	<b>(Writing)</b>	K.1 K.2 K.3 K.5 K.6 K.7 K.8
<b>SL</b>	<b>(Speaking and Listening)</b>	K.1 K.2 K.3 K.4 K.5 K.6
<b>L</b>	<b>(Language)</b>	K.1 K.2 K.4 K.5 K.6

#### Content Statements / Unit Objectives:

##### Reading:

- Students will use and appreciate books through shared, independent, and guided reading activities.
- Students will develop fluency through choral reading and independent reading of leveled texts.
- Students will be able to identify and describe the parts of a book and various concepts of print.
- Students will be able to describe story structure (beginning, middle, end, patterns, repetition) and identify story elements (setting, characters, problem, resolution).
- Students will identify the main idea and supporting details in a text.
- Students will compare and contrast stories and texts by the same author.
- Students will compare and contrast stories and texts that are based on a similar theme.
- Students will utilize pre-reading, during-reading, and after-reading strategies.
- Students will continue to develop phonemic and phonological awareness by:
  - identifying, substituting, and deleting phonemes to form new words;
  - decoding and blending
- Students will identify and attempt to form rhymes.
- Students will identify letter names and letter sounds, and differentiate between lowercase

and uppercase letters.

- Students will read high-frequency vocabulary.

**Writing:**

- Students will use a combination of drawing, writing, and dictation as a means for communication. Opportunities for writing are embedded in multiple content areas and activities.
- Students will use writing for different purposes (opinion writing, narrative writing, sequential writing).
- Students will use invented spelling and high-frequency words to write multiple sentences.
- Students will practice writing legibly and will use conventions of writing (spacing, capital letters, punctuation).
- Students will revise and edit writing with guidance and support

**Speaking and Listening:**

- Students will continue to develop speaking skills through diverse conversations and activities with adults and peers.
- Students will use appropriate school language and dialogue to communicate personal needs, feelings, and thoughts.
- Students will develop active listening skills through games, conversations, and shared reading activities.
- Students will practice conversational skills and good manners (raising hand, waiting to respond, speaking one at a time, responding to classmates, asking permission).
- Students will use complete sentences during conversation.

**Language:**

- Students will continue to develop oral vocabulary through games, song, conversation, and shared reading activities.
- Students will develop an understanding of word relationships by sorting and categorizing words and pictures.
- Students will develop a deeper understanding of word nuance by using synonyms and opposites to express ideas.
- Students will incorporate more detailed language when describing during conversation and writing.

Standard #	Common Core Standard for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.

RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.

	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol>
RF.K.4	Read emergent-reader texts with purpose and understanding.
	<b>WRITING STANDARDS</b>
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).

W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed- upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
	<b>LANGUAGE STANDARDS</b>
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> </ul>

	<ul style="list-style-type: none"> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d. Understand and use question words (interrogatives) (e.g., who, what, when, where, why, how).</li> <li>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul>		
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>		
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul>		
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Form Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul>		
L.K.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Unit 5 Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Am I building strong reading muscles and writing longer?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Unit 5 Enduring Understandings:</b></p> <p>Making predictions while reading is part of an active reading strategy to assist in comprehension.</p> </td> </tr> </table>		<p><b>Unit 5 Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Am I building strong reading muscles and writing longer?</li> </ul>	<p><b>Unit 5 Enduring Understandings:</b></p> <p>Making predictions while reading is part of an active reading strategy to assist in comprehension.</p>
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- How can I work with others to help me better understand what I read?
- What should I look for when editing and revising my writing?
- Am I checking for: capitalization and punctuation?
- How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I learned and had an opinion about?

Understanding an author's purpose enhances student understanding of varied texts.

Writing is a recursive process, and writers draw on real-life experiences for inspiration.

Author's style has many components that unify to create voice.

Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.

### Ocean County English Language Arts Curriculum Evidence of Learning

#### Formative Assessments

- Direct Observation
- Questioning/Conversation
- Running records
- Anecdotal notes
- Checking for understanding
- Learning/Response Logs
- Reviewing student work
- Peer/Self Assessments
- Presentations/Reenactments/Dramatizations
- Visual representations
- Kinesthetic Assessments
- Pre-assessments
- Student/Teacher Conferencing
- Working portfolio
- NJ Holistic Scoring Rubric
- Rubrics
- Checklists

#### Summative Assessments

- Writer's workshop/conferencing
- Final drafts
- Showcase portfolio
- DRA-2
- Reading assessment/running records
- District screeners and benchmarks
- End-of-unit or chapter tests
- Presentations/Reenactments/Dramatizations
- Reflective journals

## **Modifications (ELL, Enrichment, Intervention)**

### **English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
  
- **Strategies may include:**
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy
  
- **Teacher Resources for ESL/SIOP/ELLs:**
  - ***NJDOE: Bureau of Bilingual ESL Education*** - The State of New Jersey offers ELLresources under various drop down menus.  
<http://www.state.nj.us/education/bilingual/resources/>
  - ***NJ Kindergarten Implementation Guidelines*** - Kindergarten specific information related to ELLs is provided on pages 24-29.  
<http://www.nj.gov/education/ece/guide/KindergartenGuidelines.pdf>
  - ***ELL CAN DO Booklet: Pre-K /K*** - Review the WIDA progression of English language proficiency levels for young learners.  
[https://www.wida.us/standards/CAN\\_DOs/Booklet\\_PreK-K.pdf](https://www.wida.us/standards/CAN_DOs/Booklet_PreK-K.pdf)
  - ***Supporting English Language Learners in Kindergarten*** - A comprehensive resource that discusses ELL kindergarten populations, teaching strategies and family connections.  
<https://www.edu.gov.on.ca/eng/document/kindergarten/kindergartenELL.pdf>
  - ***Colorín Colorado*** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families.  
<http://www.colorincolorado.org/index.php?langswitch=en>

- **SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources.  
[http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)
- **TESOL (Teaching English to Speakers of Other Languages)** - Professional organizations for ESL teachers. <http://www.tesol.org/>
- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs.  
<http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources.  
<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Common Core en Español** - A great resource for bilingual teachers, the Common Core State Standards have been translated into Spanish and modified to address language standards that are Spanish-specific. <https://commoncore-espanol.sdcoe.net/CCSS-en-Espa%C3%B1ol/SLA-Literacy>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio.  
<http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee  
<http://www.kizschool.com/index.html>

### Enrichment:

- ask higher order thinking questions using a Q chart  
<http://nelearn.myelearning.org/mod/page/view.php?id=388>
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)  
<http://edorigami.wikispaces.com/>
- Discovery learning instead of explicit learning
- use centers and group students according to ability or interest  
<http://www.thecurriculumcorner.com/thekindercorner/?s=centers>
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Scribe for students who cannot write

#### **Intervention:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

#### **RESOURCES**

##### **Reading**

[http://www.hubbardscupboard.org/guided\\_reading.html](http://www.hubbardscupboard.org/guided_reading.html)

<http://www.starfall.com/>

[www.liketoread.com](http://www.liketoread.com)<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.songsforteaching.com/kidzup/vowels.htm> [http://www.math-](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

[and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

[http://www.teachers.net/lessonplans/subjects/liter](http://www.teachers.net/lessonplans/subjects/literature/)

[ature/ http://www.poetryteachers.com/](http://www.poetryteachers.com/)

<http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_ga](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

[mes.jsp http://www.brainpopjr.com](http://www.brainpopjr.com)

<http://www.starfall.com> [http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>

<http://www.readinga-z.com>

<http://thereadingladyonne.com/blog/> <http://www.rif.org> <http://www.fcrr.org>

<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

[www.alphabet-soup.net/alphabite.html](http://www.alphabet-soup.net/alphabite.html)

[http://www.canteach.ca/elementary/songspoems.h](http://www.canteach.ca/elementary/songspoems.html)

[tml http://www.kellyskindergarten.com/](http://www.kellyskindergarten.com/)

<http://www.drjean.org/>

[http://www.thecurriculumcorner.com/thekindcor](http://www.thecurriculumcorner.com/thekindcorner/?s=centers)

[ner/?s=centers](http://www.thecurriculumcorner.com/thekindcorner/?s=centers)

<http://www.thevirtualvine.com/Literacy.html>  
<http://www.teachingheart.net/>  
<http://www.hubbardscupboard.org/literacy.html>  
<http://mrsjonesroom.com/teachers/worksheets.html#langarts>  
<http://www.thekrew.net/literacycenters.html>  
<http://www.k12reader.com/>  
<http://www.tlsbooks.com/kindergartenworksheets.htm>  
<http://www.readwritethink.org/>  
<http://www.IDEportal.com>  
<http://www.successatthecore.com>  
<http://www.drjean.org/>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey - Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus - Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

### **Writing**

<http://www.nellieedge.com/photoessays/writingtoread/writingtoread.htm>

[http://www.kindergarten-lessons.com/kindergarten\\_writing.html](http://www.kindergarten-lessons.com/kindergarten_writing.html)

<http://www.schools.utah.gov/curr/langart>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

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