

NEPTUNE CITY SCHOOL DISTRICT

Wonders ELA Curriculum Kindergarten



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

(Date of curriculum)

Document *

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

Suggested Pacing Guide

Unit	Number of weeks	Total Days
0	3	15
1	3	15
2	4	20
3	3	15
4	4	20
5	3	15
6	4	20
7	2	10
8	3	15
9	3	15
10	4	20

NEPTUNE CITY SCHOOL DISTRICT

WONDERS ELA

CURRICULUM

KINDERGARTEN

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INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Unit 0
Suggested Time Frame	3 weeks

Overview / Rationale

In this unit, students will learn how people are special, who is in their family, and what they are capable of. They will focus on exploring self-identity and their sense of belonging, managing one's own actions, behaviors, and words, and maintaining focus and building attention.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - L.RF.K.1.A. Follow words from left to right, top to bottom, and page by page.
 - L.RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - L.RF.K.1.C. Understand that words are separated by spaces in print.
- L.WF.K.1. Demonstrate command of the conventions of writing.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - L.RF.K.2A. Recognize and produce rhyming words.
 - L.RF.K.2B. Count, pronounce, blend, and segment syllables in spoken words.
 - L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RI.MF.K.6. 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.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups..

SL.PE.K.1.A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44

Amistad Mandates - N.J.S.A. 18A:35-4.43

Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and literature big books represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Titles include Look at Me! And Family Fun!

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

<p>Unit 0 Week 1:</p> <ul style="list-style-type: none"> • Weekly Focus: We are Special • Essential Question: How is everyone special? <p>Unit 0 Week 2</p> <ul style="list-style-type: none"> • Weekly Focus: My Family and Me • Essential Question: Who is in your family? <p>Unit 0 Week 3:</p> <ul style="list-style-type: none"> • Weekly Focus: I Can! • Essential Question: What can you do? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • Working and talking with partners helps us to learn. • Stories provide opportunities for listening and remembering. • There are different rules for each activity that should be followed.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • How people are special • Who is in their family • What they are capable of 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Recognize common types of texts • Compare and contrast adventures of familiar characters • Participate in collaborative conversations

Student Resources	
Rich selection of diverse books Reading/Writing Companion Leveled Readers Online access Skills-Based Online Games	
Teacher Resources	
Wonders Teacher's Edition Literature Big Books Leveled Readers and Center Activity Cards Decodable Readers Take-Home Story Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards Digital Tools	

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Stage 2 – Assessment Evidence	
Pre-Assessments: <ul style="list-style-type: none"> • Placement and Diagnostic Assessment Formative Assessments: <ul style="list-style-type: none"> • Self Assessments • Conference notes • Small group work notes • Running Records 	Summative Assessments: <ul style="list-style-type: none"> • Benchmark Assessments

Stage 3 – Learning Plan
<p><u>Week 1</u></p> <p><u>Day 1</u></p> <p><u>Social-Emotional Learning</u> What I am <u>Develop a Love of Reading and Writing</u> Reading/Writing Companion-We are all Readers Reading/Writing Companion-We are all Writers <u>Introduce the Concept</u> Reading/Writing Companion-Talk About It <u>Listening Comprehension</u> Literature Big Book <u>Word Work</u> Phonological Awareness Phonics High Frequency Words Write about the text</p> <p><u>Day 2</u></p> <p><u>Build the Concept</u> Reading/Writing Companion-Oral Language <u>Listening Comprehension</u> Reading/Writing Companion-Read the Interactive Read Aloud <u>Word Work</u> Literature Big Book-Phonological Awareness Phonics High Frequency Words <u>Shared Read</u> Reading/Writing Workshop-"I Am Special"</p>

Reading/Writing Workshop-Write about the text

Day 3

Build the Concept

Oral Language

Listening Comprehension

Reading/Writing Companion-Read the Interactive Read Aloud

Word Work

Literature Big Book-Phonological Awareness

Phonics

High Frequency Words

Write about the text

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Reading/Writing Companion-"The Three Sisters"

Integrate Ideas

Reading/Writing Companion-Weekly Project:I Am Special

Word Work

Phonological Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion- "Look at Me!"

Write about the text

Day 5

Word Work

Phonological Awareness

Phonics

High Frequency Words

Write about the text

Integrate Ideas

Reading/Writing Companion-Text Connections

Week 2

Day 1

Reading

Social-Emotional Learning

Quiet or Loud?

Introduce the Concept

Reading/Writing Companion-Talk About It

Listening Comprehension

Literature Big Book

Word Work

Phonological Awareness

Phonics

High Frequency Words

Write about the text

Day 2

Reading

Build the Concept

Reading/Writing Companion-Oral Language

Listening Comprehension

Reading/Writing Companion-Read the Interactive Read Aloud

Word Work

Literature Big Book-Phonological Awareness

Phonics

High Frequency Words

Literature Big Book-Write about the text

Shared Read

Reading/Writing Companion-"Family Fun!"

Write about the text

Day 3

Build the Concept

Reading/Writing Companion-Oral Language

Listening Comprehension

Reading/Writing Companion-Read the Interactive Read Aloud

Word Work

Phonological Awareness

Phonics

High Frequency Words

Write about the text

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Reading/Writing Companion-"Teddy's Week"

Integrate Ideas

Reading/Writing Companion-Weekly Project: My Family and Me

Word Work

Phonological Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion- “Fun Together!”

Write about the text

Day 5

Word Work

Phonological Awareness

Phonics

High Frequency Words

Write about the text

Integrate Ideas

Oral Language

Reading/Writing Companion-Text Connections

Week 3

Day 1

Social-Emotional Learning-

It’s Focus Time!

Introduce the Concept

Reading/Writing Companion-Talk About It

Listening Comprehension

Literature Big Book

Word Work

Phonological Awareness

Phonics

High Frequency Words

Write about the text

Day 2

Build the Concept

Reading/Writing Companion-Oral Language

Listening Comprehension

Reading/Writing Companion-Read the Interactive Read Aloud

Word Work

Literature Big Book-Phonological Awareness

Literature Big Book-Phonics

Literature Big Book-High Frequency Words

Shared Read

Reading/Writing Workshop-”At School”

Reading/Writing Workshop-Write about the text

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonological Awareness

Phonics

High Frequency Words

Complete a sentence

Day 4**Extend the Concept**

Oral Language

Listening Comprehension

Reading/Writing Companion-”We Can Help”

Integrate Ideas

Reading/Writing Companion-Weekly Project: I Can!

Word Work

Phonological Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion- “What Can I Do?”

Write about the text

Day 5**Word Work**

Phonological Awareness

Phonics

High Frequency Words

Write about the text

Integrate Ideas

Oral Language

Reading/Writing Companion-Text Connections

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions

- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual

Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.

- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 1
Suggested Time Frame	3 weeks

Overview / Rationale
In this unit, students will learn how we can get along with new friends, how baby animals move, and how your senses can help you learn. They will practice writing a sentence and learn about naming words (nouns). Students will be able to tell what makes a story fiction and they will identify characters. They will begin to understand the writing process and work on their handwriting skills.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.WF.K.1. Demonstrate command of the conventions of writing.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.VI.K.3.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.VI.K.3.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.A. Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C. Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.2. A. Recognize and produce rhyming words.
- L.RF.K.2. B. Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.2. C. Blend and segment onsets and rimes of single-syllable spoken words.
- L.RF.K.2. D. Orally repeat multi-syllable words and pronounce the separate syllables.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RI.MF.K.6. 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).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.PE.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.PE.K.1.B. Continue a conversation through multiple exchanges.

SL.II.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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a
 Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44
 Amistad Mandates - N.J.S.A. 18A:35-4.43
 Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Titles include How to Be a Friend, A Splendid Friend, Indeed

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</p> <p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</p>	
<p>Unit 1 Week 1:</p> <ul style="list-style-type: none"> ● Weekly Focus: Make New Friends ● Genre:Fantasy ● Essential Question: How can we get along with new friends? <p>Unit 1 Week 2</p> <ul style="list-style-type: none"> ● Weekly Focus: Get Up and Go! ● Genre:Fantasy ● Essential Question: How do baby animals move? <p>Unit 1 Week 3:</p> <ul style="list-style-type: none"> ● Weekly Focus: Use Your Senses ● Genre:Nonfiction ● Essential Question: How can your senses help you learn? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> ● Fantasy stories have events and characters that could not happen in real life. ● Nonfiction stories tell about something real and include real facts. ● What can be learned when new things are tried. ● How to be a good friend.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> ● How we can get along with new friends ● How baby animals move ● How your senses can help you learn 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Read and understand texts. ● Write about the texts read. ● Know how to get along with new friends. ● Understand feeling words.

Student Resources	
<p>Rich selection of diverse books</p> <p>Reading/Writing Companion</p> <p>Leveled Readers</p> <p>Online access</p> <p>Skills-Based Online Games</p>	
Teacher Resources	

Wonders Teacher's Edition
 Literature Big Books
 Leveled Readers and Center Activity Cards
 Decodable Readers
 Take-Home Story
 Content Area BLM
 ELL Small group guide
 Newcomer cards
 Newcomer Teacher's Guide
 Center Activity Cards
 Digital Tools

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan

Week 1

Day 1

Introduce the Unit

The Big Idea: What can we learn when we try new things?

Social-Emotional Learning

Come and Play

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonological Awareness

Phonics

High Frequency Words

Handwriting: Write Mm

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Build the Concept

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Read-"I Can"

Writing

Literature Big Book-Modeled Writing

Literature Big Book-Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion-"I Can"

Writing

Reading/Writing Companion-Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"How to be a Friend"

Word Work

Phonemic Awareness

Phonics

Shared Read

Reading/Writing Companion- "Can I?"

Research and Inquiry-Friendship

Writing

Independent Writing
Grammar

Day 5

Word Work

Phonemic Awareness
Phonics
High Frequency Words

Shared Read

Reading/Writing Companion- "Can I?"

Integrate Ideas

Reading/Writing Companion-Make Connections
Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing
Grammar

Week 2

Day 1

Reading

Social-Emotional Learning

What a Feeling!

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness
Phonics
High Frequency Words
Handwriting: Write Aa

Writing

Literature Big Book-Modeled Writing
Grammar

Day 2

Reading

Build the Concept

Reading/Writing Companion-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-"We Can!"

Writing

Literature Big Book-Interactive Writing
Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Reading/Writing Companion-Read the Interactive Read Aloud

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion-"We Can!"

Writing

Reading/Writing Companion-Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"Baby Animals on the Move"

Word Work

Phonemic Awareness

Phonics

Shared Read

Reading/Writing Companion- "I Can, We Can!"

Research and Inquiry-Animals

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion- "I Can, We Can!"

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 3

Day 1

Social-Emotional Learning

Raise it Up

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting:Ss

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Build the Concept

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-Read “Sam Can See”

Writing

Literature Big Book-Interactive Writing

Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion-Read “Sam Can See”

Writing

Reading/Writing Companion-Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"I Smell Springtime", "Taste of Purple", "Rain"

Word Work

Phonemic Awareness

Phonics

Shared Read

Reading/Writing Companion- "I Can See"

Research and Inquiry-Senses

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion- "I Can See"

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Literature Big Book-The Big Idea-"What can we learn when we try new things?"

Writing

Self-Selected Writing

Grammar

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary

- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

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- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
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- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
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- Repetition and additional practice

- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
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- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
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- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
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- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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Unit Plan Title	Unit 2
Suggested Time Frame	4 weeks

Overview / Rationale
In this unit, students will learn how tools help us to explore, what shapes they see around, and what kind of bugs they know about. They will practice writing a sentence and learn about action words (verbs).

Students will be able to identify key details in a text and describe relationships between illustrations and the text. They will begin to understand the writing process and work on their handwriting skills.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.WF.K.1. Demonstrate command of the conventions of writing.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1. A. Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1. B. Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1. C. Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.MF.K.6. 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).
- RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in

a text.

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.II.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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book)

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44

Amistad Mandates - N.J.S.A. 18A:35-4.43

Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Titles include We Like Tam!

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Unit 2 Week 1:

- Weekly Focus: Tools We Use
- Genre: Nonfiction
- Essential Question: How do tools help us to explore?

Unit 2 Week 2

- Weekly Focus: Shapes All Around
- Genre: Nonfiction
- Essential Question: What shapes do you see around you?

Unit 2 Week 3:

- Weekly Focus: World of Bugs
- Genre: Poetry
- Essential Question: What kind of bugs do you know about

Enduring Understandings:

Students will be able to understand:

- Nonfiction stories tell about something real and include real facts.
- Nonfiction stories are about real people, animals, people, places, and events.
- What tools can help us explore.
- Poems often appeal to feelings and senses.
- Poems tell a story.

Knowledge:

Students will know:

- How tools help us explore
- What shapes you see around
- Kinds of bugs

Skills:

Students will be able to...

- Read and understand texts.
- Write about the texts I read.
- Know how tools help us explore.
- Compare texts.

Student Resources

Rich selection of diverse books

Reading/Writing Companion
Leveled Readers
Online access
Skills-Based Online Games

Teacher Resources

Wonders Teacher's Edition
Literature Big Books
Leveled Readers and Center Activity Cards
Decodable Readers
Take-Home Story
Content Area BLM
ELL Small group guide
Newcomer cards
Newcomer Teacher's Guide
Center Activity Cards
Digital Tools

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan

Week 1

Day 1

Introduce the Unit

The Big Idea: What can you find out when you explore?

Social-Emotional Learning

Waiting Games

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Pp

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2**Build the Concept**

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Read-"Pam Can See"

Writing

Literature Big Book-Interactive Writing

Literature Big Book-Grammar

Day 3**Build the Concept**

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion-"Pam Can See"

Writing

Reading/Writing Companion-Independent Writing

Day 4**Extend the Concept**

Oral Language

Listening Comprehension

Literature Big Book-"Discover with Tools"

Word Work

Phonemic Awareness

Phonics

Shared Read

Reading/Writing Companion- "We Can See!"

Research and Inquiry-Research a Tool

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion- "We Can See!"

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 2

Day 1

Reading

Social-Emotional Learning

Relax

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Tt

Writing

Literature Big Book-Modeled Writing

Grammar

Literature Big Book-Expert Model

Expository Text-Lesson Bank-Focus on a Topic

Expository Text-Lesson Bank-Facts About a Topic

Expository Text-Lesson Bank-Supporting Details

Expository Text-Lesson Bank-Eliminate Irrelevant Facts and Details

Day 2

Reading

Build the Concept

Reading/Writing Companion-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-"We Like Tam!"

Writing

Literature Big Book-Interactive Writing

Grammar

Reading/Writing Companion-Plan:Choose Your Topic

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion-"We Like Tam!!"

Writing

Reading/Writing Companion-Independent Writing

Draft

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"Find the Shapes"

Word Work

Phonemic Awareness

Phonics

Shared Read

Reading/Writing Companion- "I Like Sam"

Research and Inquiry-Shapes

Writing

Independent Writing

Grammar

Nonfiction Text:Revise and Edit

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion- "I Like Sam"

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Reading/Writing Companion-Publish, Present, and Evaluate

Week 3

Day 1

Social-Emotional Learning

Count Me In!

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Sentences with Mm, Aa, Ss, Pp, Tt

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Build the Concept

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-Read "Sam Can See"

Writing

Literature Big Book-Interactive Writing

Grammar

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Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

Phonics

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Shared Read

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Writing

Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"Bugs All Around"

Word Work

Phonemic Awareness

Phonics

Shared Read

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Research and Inquiry-Bugs

Writing

Independent Writing

Grammar

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Phonics

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Reading/Writing Companion-Show Your Knowledge

Literature Big Book-The Big Idea-"What can we learn when we try new things?"

Writing

Self-Selected Writing

Grammar

Week 4

Day 1

Reading/Writing Companion-Read Aloud-"Look and Learn"

Extend Your Learning

Reading/Writing Companion-Choose Your Own Book

Literature Big Book

The Big Idea: What can you find out when you explore?

Day 2

Reading/Writing Workshop

Observe With Tools

Day 3

Reading/Writing Companion

What Did You Learn?

Reading/Writing Companion

Review Activities

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- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses

- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 3
Suggested Time Frame	3 weeks

Overview / Rationale
In this unit, students will learn what rules we follow in different places, what different sounds we hear, and places we go to during the week. They will learn about different kinds of sentences.. Students will be

able to identify and describe characters in a story and retell familiar stories. They will begin to understand the writing process and work on their handwriting skills.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.WF.K.1. Demonstrate command of the conventions of writing.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1. A. Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1. B. Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1. C. Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.MF.K.6. 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).
- RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in

a text.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.II.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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44

Amistad Mandates - N.J.S.A. 18A:35-4.43

Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Read Aloud suggestion: *Our Class is a Family* by Shannon Olsen (2020)

[Our Class is a Family Read Aloud](#)

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Unit 3 Week 1:

- Weekly Focus: Rules to Go By
- Genre: Fantasy
- Essential Question: What rules do we follow in different places?

Unit 3 Week 2

- Weekly Focus: Sounds Around Us
- Genre: Realistic Fiction
- Essential Question: What are the different sounds we hear?

Unit 3 Week 3:

- Weekly Focus: The Places We Go
- Genre: Fantasy
- Essential Question: What places do you go to during the week?

Enduring Understandings:

Students will be able to understand:

- Fantasy stories have events and characters that could not happen in real life.
- Realistic fiction stories have characters, settings, and events that could really happen in real life.
- Realistic fiction stories are made up.

Knowledge:

Skills:

<i>Students will know:</i> <ul style="list-style-type: none"> • What rules to go by. • What sounds we hear. • What places we go during the week. 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Read and understand texts. • Write about the texts I read. • Identify and describe characters in a story. •
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Student Resources	
Rich selection of diverse books Reading/Writing Companion Leveled Readers Online access Skills-Based Online Games	
Teacher Resources	
Wonders Teacher's Edition Literature Big Books Leveled Readers and Center Activity Cards Decodable Readers Take-Home Story Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards Digital Tools	

Stage 2 – Assessment Evidence	
Pre-Assessments: <ul style="list-style-type: none"> • Placement and Diagnostic Assessment Formative Assessments: <ul style="list-style-type: none"> • Selection Tests • Conference notes • Small group work notes • Running Records 	Summative Assessments: <ul style="list-style-type: none"> • Benchmark Assessments

Stage 3 – Learning Plan

Week 1

Day 1

Introduce the Unit

The Big Idea: What can you learn by going to different places?

Social-Emotional Learning

Two different Worlds

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Ii

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Build the Concept

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Read-"Can I Pat It?"

Writing

Literature Big Book-Interactive Writing

Literature Big Book-Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Can I Pat It?"

Writing

Reading/Writing Companion-Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Reading/Writing Companion-"Be Safe!"

Word Work

Phonemic Awareness

Phonics

Shared Read

Reading/Writing Companion- "Tim Can Tip It"

Research and Inquiry-Rules For Safety

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion- "Tim Can Tip It"

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 2

Day 1

Reading

Social-Emotional Learning

The Power of Yet!

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Nn

Writing

Literature Big Book-Modeled Writing
Grammar

Day 2

Reading

Build the Concept

Reading/Writing Companion-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-"We Like Tam!"

Writing

Literature Big Book-Interactive Writing

Literature Big Book-Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Nat and Tip!"

Writing

Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"Sounds are Everywhere"

Word Work

Phonemic Awareness

Phonics

Shared Read

Reading/Writing Companion- "Tim and Nan"

Research and Inquiry-Sounds

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion- “Tim and Nan”

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 3

Day 1

Social-Emotional Learning

Belly Breathe

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Cc

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Build the Concept

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-Read “We Go to See Nan”

Writing

Literature Big Book-Interactive Writing

Grammar

Day 3**Build the Concept**

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-Read "We Go to See Nan"

Writing

Independent Writing

Day 4**Extend the Concept**

Oral Language

Listening Comprehension

Literature Big Book-"A Neighborhood"

Word Work

Phonemic Awareness

Phonics

Shared Read

Reading/Writing Companion- "Can We Go?"

Research and Inquiry-School

Writing

Independent Writing

Grammar

Day 5**Word Work**

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion- "Can We Go?"

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Literature Big Book-The Big Idea-"What can we learn by going to different places?"

Reading/Writing Companion-What Did You Learn?

Writing

Self-Selected Writing

Grammar

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time

- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
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- Set individual goals
- Conduct research and provide presentation of appropriate topics
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Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

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- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 4
Suggested Time Frame	4 weeks

Overview / Rationale

In this unit, students will learn what people use to do their jobs, who their neighbors are, and how people can make their community better. They will recognize describing words (adjectives). Students will be able to identify the main topic and key details in a text. They will begin to understand the writing process and work on their handwriting skills.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.WF.K.1. Demonstrate command of the conventions of writing.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
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- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1. A. Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1. B. Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1. C. Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
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- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
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- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.II.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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something

that is not understood.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).

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W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44

Amistad Mandates - N.J.S.A. 18A:35-4.43

Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Read Aloud suggestion: *Yaffa and Fatima: Shalom and Salaam* by Fawzia Gilani-Williams
<https://youtu.be/WnNskezHflk?si=1areo2z58PP9EIKD>

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Unit 4 Week 1:

- Weekly Focus: Time for Work
- Genre: Nonfiction
- Essential Question: What do people use to do their jobs?

Unit 4 Week 2

- Weekly Focus: Meet Your Neighbors
- Genre: Realistic Fiction
- Essential Question: Who are your neighbors?

Unit 4 Week 3:

- Weekly Focus: Pitch In
- Genre: Nonfiction
- Essential Question: How can people help to make your community better?

Enduring Understandings:

Students will be able to understand:

- Nonfiction stories tell about something real and include real facts.
- Nonfiction stories are about real people, animals, people, places, and events.
- Realistic fiction stories have characters, settings, and events that could really happen in real life.
- Realistic fiction stories are made up.

Knowledge:

Students will know:

- What people use to do their jobs.
- Who their neighbors are.
- How people can make their community better.

Skills:

Students will be able to...

- Read and understand texts.
- Write about the texts I read.
- Identify and describe characters in a story.

Student Resources	
Rich selection of diverse books Reading/Writing Companion Leveled Readers Online access Skills-Based Online Games	
Teacher Resources	
Wonders Teacher's Edition Literature Big Books Leveled Readers and Center Activity Cards Decodable Readers Take-Home Story Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards Digital Tools	

Stage 2 – Assessment Evidence	
Pre-Assessments: <ul style="list-style-type: none"> Placement and Diagnostic Assessment Formative Assessments: <ul style="list-style-type: none"> Selection Tests Conference notes Small group work notes Running Records 	Summative Assessments: <ul style="list-style-type: none"> Benchmark Assessments

Stage 3 – Learning Plan
<u>Week 1</u> <u>Day 1</u> <u>Introduce the Unit</u> The Big Idea: What do you know about the people and places in your neighborhood? <u>Social-Emotional Learning</u> Social Navigators <u>Introduce the Concept</u>

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Oo

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Build the Concept

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Read-"Tom on Top"

Writing

Literature Big Book-Interactive Writing

Literature Big Book-Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Tom on Top"

Writing

Reading/Writing Companion-Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Reading/Writing Companion-"Workers and Their Tools"

Word Work

Phonemic Awareness

Phonics

Shared Read

Research and Inquiry-Workers and Their Tools

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion- "Tim Can Tip It"

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 2

Day 1

Reading

Social-Emotional Learning

Belonging

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Dd

Writing

Literature Big Book-Shared Writing

Grammar

Personal Narrative-Expert Model

Personal Narrative-Lesson Bank-Focus on a Topic

Personal Narrative-Lesson Bank-Events Told in Time Order

Personal Narrative-Lesson Bank-Time Order Words

Personal Narrative-Lesson Bank-Descriptive Details

Day 2

Reading

Build the Concept

Reading/Writing Companion-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-"Sid"

Writing

Literature Big Book-Interactive Writing

Literature Big Book-Grammar

Personal Narrative-Reading/Writing Workshop-Plan:Choose Your Topic

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Sid"

Writing

Independent Writing

Personal Narrative-Draft

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"My Great Neighborhood"

Word Work

Phonemic Awareness

Phonics

Research and Inquiry-"What Neighbors Do"

Writing

Independent Writing

Grammar

Personal Narrative-Reading/Writing Companion-Revise and Edit

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections
Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Personal Narrative-Reading/Writing Companion-Publish, Present, and Evaluate

Week 3

Day 1

Social-Emotional Learning

Volunteer

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Sentences with c,d,i,n

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Build the Concept

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-Read "I Can, You Can"

Writing

Literature Big Book-Interactive Writing

Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-Read "I Can, You Can"

Writing

Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"A Community Garden"

Word Work

Phonemic Awareness

Phonics

Shared Read

Research and Inquiry-Making Our School Better

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 4

Day 1

Reading/Writing Companion-Read Aloud-"Firefighters Help Out!"

Extend Your Learning

Reading/Writing Companion-Choose Your Own Book

Literature Big Book

The Big Idea: What do you know about the people and places in your neighborhood?

Day 2

Reading/Writing Workshop

Make a Job Poster

Day 3

Reading/Writing Companion

What Did You Learn?

Reading/Writing Companion

Review Activities

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

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All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

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- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication

- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

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- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in

- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.

- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 5
Suggested Time Frame	3 weeks

Overview / Rationale

In this unit, students will learn what living things need to grow, how living things change as they grow, and what kinds of things grow on a farm. They will recognize subjective pronouns. Students will be able to identify and describe characters, settings, and events in a story. They will begin to understand the writing process and work on their handwriting skills.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.WF.K.1. Demonstrate command of the conventions of writing.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1. A.Follow words from left to right, top to bottom, and page by page.

L.RF.K.1. B. Recognize that spoken words are represented in written language by specific sequences of letters.

L.RF.K.1. C. Understand that words are separated by spaces in print.

Recognize and name all upper- and lowercase letters of the alphabet.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.MF.K.6. 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).

RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.II.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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

W.WP.K.4. With prompts and support, recognize that writing carries a message and should make

sense to others.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book)

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44

Amistad Mandates - N.J.S.A. 18A:35-4.43

Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Read Aloud suggestion: ***The Judgemental Flower* by Julia Cook**

<https://youtu.be/A4cjvAjlAXo?si=h9ty7i2eRbsvYTUW>

Interdisciplinary Connections

New Jersey Student Learning Standards for Science

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

<p>Unit 5 Week 1:</p> <ul style="list-style-type: none"> ● Weekly Focus: How Does Your Garden Grow? ● Genre: Realistic Fiction ● Essential Question: What do living things need to grow? <p>Unit 5 Week 2</p> <ul style="list-style-type: none"> ● Weekly Focus: Trees ● Genre: Nonfiction ● Essential Question: How do living things change as they grow? <p>Unit 5 Week 3:</p> <ul style="list-style-type: none"> ● Weekly Focus: Fresh from the Farm ● Genre: Nonfiction ● Essential Question: What kinds of things grow on a farm? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> ● Realistic fiction stories have characters, settings, and events that could really happen in real life. ● Realistic fiction stories are made up. ● Nonfiction stories tell about something real and include real facts. ● Nonfiction stories are about real people, animals, people, places, and events.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> ● What living things need to grow. ● How living things change as they grow. ● What kinds of things grow on a farm. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Read and understand texts. ● Write about the texts I read. ● Identify and describe characters, settings, and events in a story.

Student Resources	
Rich selection of diverse books Reading/Writing Companion Leveled Readers Online access Skills-Based Online Games	
Teacher Resources	

Wonders Teacher's Edition
 Literature Big Books
 Leveled Readers and Center Activity Cards
 Decodable Readers
 Take-Home Story
 Content Area BLM
 ELL Small group guide
 Newcomer cards
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 Digital Tools

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

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- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan

Week 1

Day 1

Introduce the Unit

The Big Idea: What kinds of things can you find in nature?

Social-Emotional Learning

Asking questions

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Hh

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2**Build the Concept**

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Read-"Hop Can Hop"

Writing

Literature Big Book-Interactive Writing

Literature Big Book-Grammar

Day 3**Build the Concept**

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Hop Can Hop"

Writing

Reading/Writing Companion-Independent Writing

Day 4**Extend the Concept**

Oral Language

Listening Comprehension

Reading/Writing Companion-"The Seed"

Word Work

Phonemic Awareness

Phonics

Shared Read

Research and Inquiry-Parts of a Plant

Writing

Independent Writing

Grammar

Day 5**Word Work**

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 2

Day 1

Reading

Social-Emotional Learning

Remembering Time!

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book-A Grand Old Tree

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Ee

Writing

Literature Big Book-Shared Writing

Grammar

Day 2

Reading

Build the Concept

Reading/Writing Companion-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-"Ed and Ned"

Writing

Literature Big Book-Interactive Writing

Literature Big Book-Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Ed and Ned"

Writing

Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"From a Seed to a Tree"

Word Work

Phonemic Awareness

Phonics

Research and Inquiry-How a Tree Grows

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 3

Day 1

Social-Emotional Learning

Confidence!

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Ff and Rr

Writing

Literature Big Book-Modeled Writing
Grammar

Day 2

Build the Concept

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-Read “Ron with Red”

Writing

Literature Big Book-Interactive Writing

Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-Read “Ron with Red”

Writing

Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-”Farmer’s Market”

Word Work

Phonemic Awareness

Phonics

Shared Read

Research and Inquiry-Plants

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Literature Big Book

The Big Idea-WHAT kinds of things can you find growing in nature?

Reading/Writing Companion-What Did You Learn?

Writing

Self-Selected Writing

Grammar

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- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>.

- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater

- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 6
Suggested Time Frame	4 weeks

Overview / Rationale

In this unit, students will learn How the seasons are different, What the weather is., and how to stay safe in bad weather. They will recognize singular and plural nouns. Students will be able to identify and describe events in a story and identify rhyme in a poem. They will begin to understand the writing process and work on their handwriting skills.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.WF.K.1. Demonstrate command of the conventions of writing.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1. A.Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1. B.Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1. C.Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.MF.K.6. 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).

RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.II.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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a
 Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44
 Amistad Mandates - N.J.S.A. 18A:35-4.43
 Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Read Aloud suggestion: Snow Angel Sand Angel by Lois-Ann Yamanaka

https://youtu.be/B0yG98Bm6q8?si=D1cL_NG-5poudD9M

Interdisciplinary Connections

New Jersey Student Learning Standards for Science

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

<p>Unit 6 Week 1:</p> <ul style="list-style-type: none"> • Weekly Focus: The Four Seasons • Genre: Realistic Fiction • Essential Question: How are the seasons different? <p>Unit 6 Week 2</p> <ul style="list-style-type: none"> • Weekly Focus: What's the Weather? • Genre: Fantasy • Essential Question: How do living things change as they grow? <p>Unit 6 Week 3:</p> <ul style="list-style-type: none"> • Weekly Focus: Stormy Weather • Genre: Realistic Fiction • Essential Question: How can you stay safe in bad weather? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • Realistic fiction stories have characters, settings, and events that could really happen in real life. • Realistic fiction stories are made up. • Fantasy stories have events and characters that could not happen in real life.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • How the seasons are different. • What the weather is. • How to stay safe in bad weather. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read and understand texts. • Write about the texts I read. • Identify and describe events in a story.

Student Resources	
Rich selection of diverse books Reading/Writing Companion Leveled Readers Online access Skills-Based Online Games	
Teacher Resources	
Wonders Teacher's Edition Literature Big Books Leveled Readers and Center Activity Cards Decodable Readers Take-Home Story Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards Digital Tools	

Stage 2 – Assessment Evidence	
Pre-Assessments: <ul style="list-style-type: none"> • Placement and Diagnostic Assessment Formative Assessments: <ul style="list-style-type: none"> • Selection Tests • Conference notes • Small group work notes • Running Records 	Summative Assessments: <ul style="list-style-type: none"> • Benchmark Assessments

Stage 3 – Learning Plan
<p><u>Week 1</u></p> <p><u>Day 1</u></p> <p><u>Introduce the Concept</u> Reading/Writing Companion-Build Knowledge</p> <p><u>Listening Comprehension</u> Literature Big Book</p> <p><u>Word Work</u> Phonemic Awareness Phonics High Frequency Words Handwriting: Write Bb, Ll</p> <p><u>Writing</u> Literature Big Book-Modeled Writing Grammar</p> <p><u>Day 2</u></p> <p><u>Build the Concept</u> Literature Big Book-Oral Language</p> <p><u>Listening Comprehension</u> Literature Big Book</p> <p><u>Word Work</u> Phonics</p> <p><u>Shared Read</u> Read-”Is it Hot?”</p> <p><u>Writing</u> Literature Big Book-Interactive Writing Literature Big Book-Grammar</p> <p><u>Day 3</u></p> <p><u>Build the Concept</u> Oral Language</p>

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Is it Hot?"

Writing

Independent Writing

Day 4**Extend the Concept**

Oral Language

Listening Comprehension

Literature Big Book-"New Snow", "Rain Song", "Covers", "Honey, I Love"

Word Work

Phonemic Awareness

Phonics

Research and Inquiry-A Season

Writing

Independent Writing

Grammar

Week 2**Day 1****Reading****Social-Emotional Learning**

Feelings Detectives

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Kk

Writing

Literature Big Book-Modeled Writing

Grammar

Literature Big Book-Expert Model

Day 2**Reading****Build the Concept**

Reading/Writing Companion-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-"Kim and Nan"

Writing

Literature Big Book-Interactive Writing

Grammar

Day 3**Build the Concept**

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Kim and Nan"

Writing

Independent Writing

Day 4**Extend the Concept**

Oral Language

Listening Comprehension

Literature Big Book-"Cloud Watch"

Word Work

Phonemic Awareness

Phonics

Shared Read

Research and Inquiry-Different Kinds of Weather

Writing

Independent Writing

Grammar

Day 5**Word Work**

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 3**Day 1****Social-Emotional Learning**

Different Ideas

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book-Waiting Out the Storm

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Sentences with h,e,f,r,b,l,k,ck

Writing

Literature Big Book-Modeled Writing

Grammar

Realistic Fiction Story-Expert Model

Realistic Fiction Story-Lesson Bank-Focus on an Idea

Realistic Fiction Story-Lesson Bank-Descriptive details

Realistic Fiction Story-Lesson Bank-Events Told in Time Order

Realistic Fiction Story-Lesson Bank-Realistic Characters, setting, and events

Day 2**Build the Concept**

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-Read "Mack and Ben"

Writing

Literature Big Book-Interactive Writing

Grammar

Personal Narrative-Reading/Writing Workshop-Plan: Choose Your Topic

Day 3**Build the Concept**

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion-Read "Mack and Ben"

Writing

Independent Writing

Realistic Fiction Story-Draft

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"Be Safe in Bad Weather"

Word Work

Phonemic Awareness

Phonics

Research and Inquiry-Stormy Weather

Writing

Independent Writing

Grammar

Realistic Fiction Story-Reading/Writing Companion-Revise and Edit

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Realistic Fiction Story-Reading/Writing Companion-Publish, Present, and Evaluate

Week 4

Day 1

Reading Digitally

Changes in the Wind

Reading/Writing Companion-Read Aloud-"A Farm Year"

Extend Your Learning

Reading/Writing Companion-Choose Your Own Book

Literature Big Book

The Big Idea: How do weather and seasons affect us?

Day 2

Reading/Writing Workshop

Make a Seasons Poster

Day 3

Reading/Writing Companion

What Did You Learn?

Reading/Writing Companion

Review Activities

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy

- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
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Students at Risk of Failure:

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- Ask students to restate information and/or directions
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- Extended time
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- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
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High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
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- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

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- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 7
Suggested Time Frame	2 weeks

Overview / Rationale
In this unit, students will learn How some animals are alike and different, and how to take care of different kinds of pets. They will recognize verbs (present tense). Students will be able to explain the difference between facts and opinions about a topic.They will begin to understand the writing process and work on their handwriting skills.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>New Jersey Student Learning Standards - English Language Arts</p> <p>L.WF.K.1. Demonstrate command of the conventions of writing.</p> <p>L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</p> <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>L.RF.K.1. A.Follow words from left to right, top to bottom, and page by page.</p> <p>L.RF.K.1. B.Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>L.RF.K.1. C.Understand that words are separated by spaces in print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <p>L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>

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W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

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Amistad Mandates - N.J.S.A. 18A:35-4.43
Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Read Aloud suggestion: *Thinker: My Puppy Poet and Me* Written by Eloise Greenfield

<https://youtu.be/WTa644jgPpw>

Interdisciplinary Connections

New Jersey Student Learning Standards for Science

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

<p>Unit 7 Week 1:</p> <ul style="list-style-type: none"> ● Weekly Focus: Baby Animals ● Genre: Nonfiction ● Essential Question: How are some animals alike and how are they different? <p>Unit 7 Week 2</p> <ul style="list-style-type: none"> ● Weekly Focus: Pet Pals ● Genre: Realistic Fiction ● Essential Question: How do you take care of different kinds of pets? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> ● Nonfiction stories tell about something real and include real facts. ● Nonfiction stories are about real people, animals, people, places, and events. ● Realistic fiction stories have characters, settings, and events that could really happen in real life. ● Realistic fiction stories are made up.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> ● How some animals are alike and different. ● How to take care of different kinds of pets. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Read and understand texts. ● Write about the texts read. ● Explain the difference between facts and opinions about a topic.

Student Resources	
Rich selection of diverse books Reading/Writing Companion Leveled Readers Online access Skills-Based Online Games	
Teacher Resources	
Wonders Teacher's Edition Literature Big Books Leveled Readers and Center Activity Cards Decodable Readers Take-Home Story Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards Digital Tools	

Stage 2 – Assessment Evidence

<p>Pre-Assessments:</p> <ul style="list-style-type: none"> ● Placement and Diagnostic Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Selection Tests ● Conference notes ● Small group work notes ● Running Records 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Benchmark Assessments
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Stage 3 – Learning Plan
<p><u>Week 1</u></p> <p><u>Day 1</u></p> <p><u>Introduce the Unit</u> The Big Idea: What are different kinds of animals?</p> <p><u>Social-Emotional Learning</u> Investigate</p> <p><u>Introduce the Concept</u> Reading/Writing Companion-Build Knowledge</p> <p><u>Listening Comprehension</u> Literature Big Book- ZooBorns!</p> <p><u>Word Work</u> Phonemic Awareness Phonics High Frequency Words Handwriting: Write Uu</p> <p><u>Writing</u> Literature Big Book-Modeled Writing Grammar</p> <p><u>Day 2</u></p> <p><u>Build the Concept</u> Literature Big Book-Oral Language</p> <p><u>Listening Comprehension</u> Literature Big Book</p> <p><u>Word Work</u> Phonics</p> <p><u>Shared Read</u> Read-"A Pup and a Cub"</p> <p><u>Writing</u> Literature Big Book-Interactive Writing Literature Big Book-Grammar</p> <p><u>Day 3</u></p>

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"A Pup and a Cub"

Writing

Reading/Writing Companion-Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Reading/Writing Companion-"Mischievous Goat", "Over in the Meadow", "Kitty Caught a Caterpillar"

Word Work

Phonemic Awareness

Phonics

Shared Read

Research and Inquiry-Animal Features

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 2

Day 1

Reading

Social-Emotional Learning

Kindness

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Gg and Ww

Writing

Literature Big Book-Shared Writing

Grammar

Day 2**Reading****Build the Concept**

Reading/Writing Companion-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-"I Hug Gus!"

Writing

Literature Big Book-Interactive Writing

Grammar

Day 3**Build the Concept**

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"I Hug Gus!"

Writing

Independent Writing

Day 4**Extend the Concept**

Oral Language

Listening Comprehension

Literature Big Book-"Lola and Bella"

Word Work

Phonemic Awareness

Phonics

Research and Inquiry-Caring for a Pet

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

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All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating

- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
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- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

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English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

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- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring

- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 8
Suggested Time Frame	3 weeks

Overview / Rationale
In this unit, students will learn what helps you go from here to there, about our country, and what you see in the sky. They will write sentences with prepositions. Students will be able to identify and describe characters, settings, and events in a story. They will begin to understand the writing process and work on their handwriting skills.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>New Jersey Student Learning Standards - English Language Arts</p> <p>L.WF.K.1. Demonstrate command of the conventions of writing.</p> <p>L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</p> <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>L.RF.K.1. A.Follow words from left to right, top to bottom, and page by page.</p> <p>L.RF.K.1. B.Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>L.RF.K.1. C.Understand that words are separated by spaces in print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <p>L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.MF.K.6. 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).

RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.II.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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a
Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44
Amistad Mandates - N.J.S.A. 18A:35-4.43
Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Read Aloud suggestion: Eyes that Speak to the Stars by Joanna Ho

https://youtu.be/bfJh2T-qnUw?si=1euUVaPsn1PDeFh_

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

<p>Unit 8 Week 1:</p> <ul style="list-style-type: none"> ● Weekly Focus: On the Move ● Genre: Realistic Fiction ● Essential Question: What can help you go from here to there? <p>Unit 8 Week 2</p> <ul style="list-style-type: none"> ● Weekly Focus: My USA ● Genre: Nonfiction ● Essential Question: What do you know about our country? <p>Unit 8 Week 3:</p> <ul style="list-style-type: none"> ● Weekly Focus: Look to the Sky ● Genre: Fantasy ● Essential Question: What do you see in the sky? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> ● Realistic fiction stories have characters, settings, and events that could really happen in real life. ● Realistic fiction stories are made up. ● Nonfiction stories tell about something real and include real facts. ● Nonfiction stories are about real people, animals, people, places, and events. ● Fantasy stories have events and characters that could not happen in real life.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> ● What helps you go from here to there. ● About our country. ● What you see in the sky 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Read and understand texts. ● Write about the texts I read. ● Identify and describe characters, settings, and events in a story.

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Teacher Resources	
Wonders Teacher's Edition Literature Big Books Leveled Readers and Center Activity Cards Decodable Readers Take-Home Story Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards	

Digital Tools

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan

Week 1**Day 1****Introduce the Unit**

The Big Idea: Where can you go that is near and far?

Social-Emotional Learning

Outside the Box

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Jj, Qq

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2**Build the Concept**

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Read-”Dad Got a Job”

Writing

Literature Big Book-Interactive Writing
Literature Big Book-Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Dad Got a Job"

Writing

Reading/Writing Companion-Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Reading/Writing Companion-"From Here to There"

Word Work

Phonemic Awareness

Phonics

Shared Read

Research and Inquiry-Kinds of vehicle

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 2

Day 1

Reading

Social-Emotional Learning

Compromise

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Yy, Zz

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Reading

Build the Concept

Reading/Writing Companion-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-"Pack a Bag"

Writing

Literature Big Book-Interactive Writing

Literature Big Book-Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Pack a Bag"

Writing

Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"See Our Country"

Word Work

Phonemic Awareness

Phonics

Research and Inquiry-An Important American

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 3

Day 1

Social-Emotional Learning

We're Focused!

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write u,g,w,x,v,j,qu,z

Writing

Literature Big Book-Modeled Writing

Grammar

Fantasy-Lesson Bank-Focus on an Idea

Fantasy-Lesson Bank-Vary sentence length

Fantasy-Lesson Bank-Descriptive verbs

Fantasy-Lesson Bank-Events told in time order

Day 2

Build the Concept

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-Read “Up! Up! Up!”

Writing

Literature Big Book-Interactive Writing

Grammar

Reading/Writing Workshop-Plab:Choose Your Character

Day 3**Build the Concept**

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-Read “Up! Up! Up!”

Writing

Independent Writing

Draft

Day 4**Extend the Concept**

Oral Language

Listening Comprehension

Literature Big Book-”Day and night Sky”

Word Work

Phonemic Awareness

Phonics

Shared Read

Research and Inquiry-Research the Sky

Writing

Independent Writing

Grammar

Reading/Writing Companion-Fantasy:Revise and Edit

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- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills

- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts

- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 9
Suggested Time Frame	3 weeks

Overview / Rationale

In this unit, students will learn how to help out at home, how to be a good citizen, and how things in Nature can be used to make new things. They will recognize adjectives.. Students will be able to identify and describe events in a story. They will begin to understand the writing process and work on their handwriting skills.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.WF.K.1. Demonstrate command of the conventions of writing.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1. A.Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1. B.Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1. C.Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the

meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.MF.K.6. 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).

RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.II.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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a
 Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44
 Amistad Mandates - N.J.S.A. 18A:35-4.43
 Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Title Includes: Peter's Chair

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

New Jersey Student Learning Standards for Science

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live

ESS3.A: Natural Resources Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

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<p>Unit 9 Week 1:</p> <ul style="list-style-type: none"> ● Weekly Focus: Growing Up ● Genre: Realistic Fiction ● Essential Question: How can you help out at home? <p>Unit 9 Week 2</p> <ul style="list-style-type: none"> ● Weekly Focus: Good Citizens ● Genre: Fantasy ● Essential Question: How can you be a good citizen? <p>Unit 9 Week 3:</p> <ul style="list-style-type: none"> ● Weekly Focus: Our Natural Resources ● Genre: Nonfiction ● Essential Question: How can things in Nature be used to make new things? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> ● Realistic fiction stories have characters, settings, and events that could really happen in real life. ● Realistic fiction stories are made up. ● Fantasy stories have events and characters that could not happen in real life. ● Nonfiction stories tell about something real and include real facts. ● Nonfiction stories are about real people, animals, people, places, and events.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> ● How you can help out at home. ● How to be a good citizen. ● How things in Nature can be used to make new things. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Read and understand texts. ● Write about the texts I read. ● Identify and describe events in a story.

Student Resources	
Rich selection of diverse books Reading/Writing Companion Leveled Readers Online access Skills-Based Online Games	
Teacher Resources	
Wonders Teacher's Edition Literature Big Books Leveled Readers and Center Activity Cards Decodable Readers Take-Home Story Content Area BLM ELL Small group guide	

Newcomer cards
 Newcomer Teacher's Guide
 Center Activity Cards
 Digital Tools

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan

Week 1

Day 1

Introduce the Unit

The Big Idea-How do things change?

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Sentences with a_e words

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Build the Concept

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Read-"Jake and Dale Help!"

Writing

Literature Big Book-Interactive Writing

Literature Big Book-Grammar

Day 3**Build the Concept**

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Jake and Dale Help!"

Writing

Independent Writing

Day 4**Extend the Concept**

Oral Language

Listening Comprehension

Literature Big Book-"Mom's Helpers"

Word Work

Phonemic Awareness

Phonics

Research and Inquiry-How to help out at home

Writing

Independent Writing

Grammar

Day 5**Word Work**

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 2**Day 1****Reading****Introduce the Concept**

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book-Hen Hears Gossip

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write sentences with i_e words

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Reading

Build the Concept

Reading/Writing Companion-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-"We Can Play"

Writing

Literature Big Book-Interactive Writing

Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"We Can Play"

Writing

Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"Team Up to Clean Up"

Word Work

Phonemic Awareness

Phonics

Shared Read

Research and Inquiry-How to be a good citizen

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 3

Day 1

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book-Waiting Out the Storm

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Sentences with o_e words

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Build the Concept

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-Read "Look! A Home!"

Writing

Literature Big Book-Interactive Writing
Grammar

Day 3**Build the Concept**

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Shared Read

Reading/Writing Companion-Read "Look! A Home!"

Writing

Independent Writing

Day 4**Extend the Concept**

Oral Language

Listening Comprehension

Literature Big Book-"Nature Artists"

Word Work

Phonemic Awareness

Phonics

Research and Inquiry-Products from Trees

Writing

Independent Writing

Grammar

Day 5**Word Work**

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Literature Big Book

The Big Idea-How do things change?

Reading/Writing Companion-What Did You Learn?

Writing

Self-Selected Writing

Grammar

Week 4

Day 1

Reading Digitally

Changes in the Wind

Reading/Writing Companion-Read Aloud-"A Farm Year"

Extend Your Learning

Reading/Writing Companion-Choose Your Own Book

Literature Big Book

The Big Idea: How do weather and seasons affect us?

Day 2

Reading/Writing Workshop

Make a Seasons Poster

Day 3

Reading/Writing Companion

What Did You Learn?

Reading/Writing Companion

Review Activities

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations

- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers

- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
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- Pair visual prompts with verbal presentations
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- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
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- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching

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- Conduct research and provide presentation of appropriate topics
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Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

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- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 10
Suggested Time Frame	4 weeks

Overview / Rationale

In this unit, students will learn what can happen when we work together, how things are alike and different, and ideas to protect the environment. They will recognize pronouns (subjective). Students will be able to identify and describe events in a story. They will begin to understand the writing process and work on their handwriting skills.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

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- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
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- RI.CI.K.2. With prompting and support, identify the main topic and key details of an

informational text (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.MF.K.6. 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).

RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

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SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

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W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).

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W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44

Amistad Mandates - N.J.S.A. 18A:35-4.43

Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Read aloud suggestion: *The Name Jar* by Yangsook Choi

https://youtu.be/192ytnVUCUO?si=I1kE_ku4F92rp6vi

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

New Jersey Student Learning Standards for Science

K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

ESS3.C: Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3)

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

<p>Unit 10 Week 1:</p> <ul style="list-style-type: none"> ● Weekly Focus: Problem Solvers ● Genre: Fantasy ● Essential Question: What can happen when we work together? <p>Unit 10 Week 2</p> <ul style="list-style-type: none"> ● Weekly Focus: Sort it Out ● Genre: Poetry ● Essential Question: In what ways are things alike? How are they different? <p>Unit 10 Week 3:</p> <ul style="list-style-type: none"> ● Weekly Focus: Protect Our Earth ● Genre: Nonfiction ● Essential Question: What ideas can you suggest to protect the environment? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> ● Fantasy stories have events and characters that could not happen in real life. ● Nonfiction stories tell about something real and include real facts. ● Nonfiction stories are about real people, animals, people, places, and events. ● Poems often appeal to feelings and senses. ● Poems tell a story.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> ● What can happen when we work together. ● How things are alike and different. ● Ideas to protect the environment. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Read and understand texts. ● Write about the texts I read. ● Identify and describe events in a story.

Student Resources	
Rich selection of diverse books Reading/Writing Companion Leveled Readers Online access Skills-Based Online Games	
Teacher Resources	
Wonders Teacher's Edition Literature Big Books Leveled Readers and Center Activity Cards Decodable Readers Take-Home Story Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide	

Center Activity Cards
Digital Tools

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan

Week 1**Day 1****Introduce the Unit**

The Big Idea-How can new ideas help us?

Introduce the Concept

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write u_e words

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2**Build the Concept**

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book-What's the Big Idea, Molly?

Word Work

Phonics

Shared Read

Read-"A Good Time for Luke!"

Writing

Literature Big Book-Interactive Writing

Literature Big Book-Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"A Good Time for Luke!"

Writing

Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"Better Together!"

Word Work

Phonemic Awareness

Phonics

Research and Inquiry-What Can We Do Together?

Writing

Independent Writing

Grammar

Day 5

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 2

Day 1

Reading

Introduce the Concept

Reading/Writing Workshop-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write words with e, ee, e_e

Writing

Literature Big Book-Modeled Writing

Grammar

Day 2

Reading

Build the Concept

Reading/Writing Companion-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Reading/Writing Companion-"We Come on Time!"

Writing

Literature Big Book-Interactive Writing

Grammar

Day 3

Build the Concept

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"We Come on Time!"

Writing

Independent Writing

Day 4

Extend the Concept

Oral Language

Listening Comprehension

Literature Big Book-"Good For You"

Word Work

Phonemic Awareness

Phonics

Shared Read

Research and Inquiry-Name Sort

Writing

Independent Writing

Grammar

Day 5**Word Work**

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Week 3**Day 1****Introduce the Concept**

Reading/Writing Companion-Build Knowledge

Listening Comprehension

Literature Big Book

Word Work

Phonemic Awareness

Phonics

High Frequency Words

Handwriting: Write Sentences with long a,i,o,u,e

Writing

Literature Big Book-Modeled Writing

Grammar

Opinion Writing-Lesson Bank-Choose a book

Opinion Writing-Lesson Bank-Opinion words

Opinion Writing-Lesson Bank-Supporting Reasons

Opinion Writing-Lesson Bank-Descriptive Words

Day 2**Build the Concept**

Literature Big Book-Oral Language

Listening Comprehension

Literature Big Book

Word Work

Phonics

Shared Read

Read-"Who Can Help?"

Writing

Literature Big Book-Interactive Writing

Literature Big Book-Grammar

Opinion Writing-Reading/Writing Workshop-Plan:Choose Your Character

Day 3**Build the Concept**

Oral Language

Listening Comprehension

Read the Interactive Read Aloud

Word Work

Phonemic Awareness

High Frequency Words

Shared Read

Reading/Writing Companion-"Who Can Help?"

Writing

Independent Writing

Opinion Writing-Draft

Day 4**Extend the Concept**

Oral Language

Listening Comprehension

Literature Big Book-"Save Big Blue!"

Word Work

Phonemic Awareness

Phonics

Research and Inquiry-Protecting Our Planet

Writing

Independent Writing

Grammar

Opinion Writing-Reading/Writing Companion-Revise and Edit

Day 5**Word Work**

Phonemic Awareness

Phonics

High Frequency Words

Integrate Ideas

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Show Your Knowledge

Writing

Self-Selected Writing

Grammar

Opinion Writing-Reading/Writing Companion-Publish, Present, and Evaluate

Week 4

Day 1

Reading Digitally

What's Next?

Reading/Writing Companion-Read Aloud-"Buttons" and "Little and Big"

Extend Your Learning

Reading/Writing Companion-Choose Your Own Book

Literature Big Book

The Big Idea: How can new ideas help us?

Day 2

Reading/Writing Workshop

Observe and Sort

Day 3

Reading/Writing Companion

What Did You Learn?

Reading/Writing Companion

Review Activities

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary

- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice

- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

