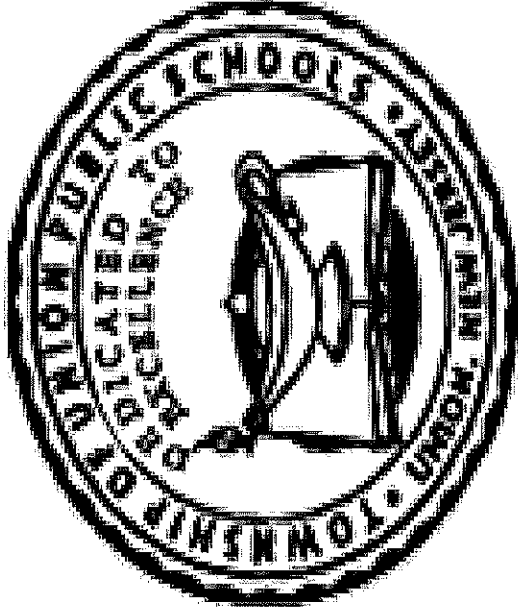


TOWNSHIP OF UNION PUBLIC SCHOOLS



ELA Grade K

Curricular Frameworks Units 1 - 4

Curriculum Guide

Updated December 18, 2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Pacing Guide

<u>Content</u>	<u>Number of Days</u>
Unit 1	45
Unit 2	45
Unit 3	45
Unit 4	45

Curricular Framework English Language Arts-Kindergarten

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	<p>Primary Focus Standards: RL.K.1 R.I.K.1 RF.K.1A,D RL.K.3 R.U.K.5 RF.K.2A RL.K.5 R.L.K.10 RF.K.4A,B RL.K.6RL. K.7 RL.K.10</p> <p>Text Type: • Literary</p>	<p>Primary Focus Standards: W.K.2 W.K.3 W.K.5</p> <p>Writing Focus: • Narrative writing • Informative/explanatory writing</p>	<p>Primary Focus Standards: SL.K.1A SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6</p> <p>Task type: • Small & whole group discussion through guided oral discussion</p>	<p>Primary Focus Standards: L.K.1B,D,E L.K.5A L.K.6</p> <p>Skill focus: • Demonstrate command of standard English grammar when writing or speaking</p>
Unit 2	<p>Primary Focus Standards: RL.K.1 R.I.K.1 RF.K.1B,C,D RL.K.3 R.L.K.3 RF.K.2A,B,C RL.K.10 R.L.K.4 RF.K.3A,C R.L.K.6 RF.K.4A,B R.L.K.7 R.L.K.10</p> <p>Text Type: • Informational</p>	<p>Primary Focus Standards: W.K.2 W.K.3 W.K.5</p> <p>Writing Focus: • Narrative writing • Informative/explanatory writing</p>	<p>Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6</p> <p>Task type: • Respond to and interact with peers in small & whole group discussion</p>	<p>Primary Focus Standards: L.K.1A,B,D,E L.K.5B L.K.6</p> <p>Skill focus: • Demonstrate command of standard English grammar when writing or speaking</p>
Unit 3	<p>Primary Focus Standards: RL.K.1 R.I.K.1 RF.K.1B,D RL.K.2 R.L.K.2 RF.K.2A,B,C,D,E RL.K.4 R.L.K.3 RF.K.3C,D RL.K.7 R.L.K.4 RF.K.4A,B RL.K.9 R.L.K.7 RL.K.10 R.L.K.9 R.L.K.10</p> <p>Text Type: • Literary • Informational</p>	<p>Primary Focus Standards: W.K.1 W.K.2 W.K.5 W.K.6 W.K.7 W.K.8</p> <p>Writing Focus: • Opinion writing • Shared research writing</p>	<p>Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6</p> <p>Task type: • Respond to and interact with peers in small & whole group discussion</p>	<p>Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6</p> <p>Skill focus: • Demonstrate command of standard English grammar and mechanics when writing or speaking</p>

Curricular Framework English Language Arts-Kindergarten

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

Curricular Framework English Language Arts-Kindergarten

Kindergarten Unit 1	
Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and Skills
<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text(e.g., who, what, where, when, why, how).</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text(e.g., who, what, where, when, why, how).</p> <p>• Ask and prompt who, what where, when, why and how regarding details of a text</p> <p>• Answer when prompted and use key details from the text</p> <p>• Ask and answer questions about key details when prompted with who, what, where, when, why and how</p> <p>• Determine what key details are in a text</p> <p>• Understand what key details are</p> <p>• Ask and answer questions about key details, with support</p> <p>• Provide a description of characters in a story using key details.</p> <p>• Provide a description of the setting of a story using key details.</p> <p>• Provide a description of the major events in a story using key details.</p>
<p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>RL.K.5: Recognize common types of texts(e.g., a story, an information book, a poem and other forms of text)</p> <p>RL.K.5:</p> <ul style="list-style-type: none"> Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc) Identify the author and illustrator of a story Explain the role of the author and illustrator in creating the text <p>• Identify key illustrations of a story</p> <p>• Make clear the relationship between the illustrations and the story or text</p> <p>• Describe how the illustrations explain the story or text, with support</p>
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.A. Recognize and produce rhyming words.</p> <p>RF.K.4. Read emergent text with one-to-one correspondence to develop</p>	<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> Participate in group reading activities Articulate the purpose of the group reading activities Model and develop engaging reading habits that lead to reading texts independently Understand basic print features <ul style="list-style-type: none"> Books have a correct position Print has specific directionality Print has meaning and is made up of letters Track text left to right, top to bottom and page by page Name all upper and lower case letters Recognize the differences in syllables, sounds and phonemes (cat, bat, fat) Identify and produce rhyming words

Curricular Framework English Language Arts-Kindergarten

<p>fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding • Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently understanding
<p align="center">Unit 1 Writing Standards</p>	
<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Unit 1 Writing Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Draw tell, write about topics that is well known • Name what is being written about • Supply additional information about the topic
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<ul style="list-style-type: none"> • Tell, draw and write a story about something that happened • Show what happens first • Put the pages in order • Tell what happens last
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<ul style="list-style-type: none"> • Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing
<p align="center">Unit 1 Speaking and Listening Standards</p>	
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Participate in a variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
<p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail

Curricular Framework English Language Arts-Kindergarten

<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas 	<p>Unit 1 Language Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Utilize formal grammar and usage of spoken and written standard English • Use frequently occurring nouns and verbs correctly • Understand and use question words (e.g., who, what, where, when, why, how) appropriately • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with)
<p>Unit 1 Language Standards</p> <p>K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).</p>	<p>Unit 1 Language Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Explore word relationships and nuances in word meaning • Categorize common objects • Sort common objects • Draw conclusions about the category representations <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p align="center">District/School Formative Assessment Plan District/School Summative Assessment Plan</p>	

Curricular Framework English Language Arts-Kindergarten

<ul style="list-style-type: none"> • Unit Tests • Quizzes • Respond to Reading • Observation Checklists • Benchmarks • Performance Tasks • iReady Growth Monitoring • iReady Profile Report 	<ul style="list-style-type: none"> • End of Unit Tests • iReady Diagnostics
<p>District/School Texts</p>	
<ul style="list-style-type: none"> • Journeys Reading Series: Big Books, Leveled Readers and Weekly Selections <p>Literary Texts (Stories, Read Aloud, Poetry, Nursery Rhymes, etc.)</p> <p>Suggested selections:</p> <ul style="list-style-type: none"> • What about Bear? • Pouch • Senses at the Seashore • The Handiest Things in the World • Shapes All Around • I Love Bugs! 	<p>District/School Supplementary Resources</p> <ul style="list-style-type: none"> • iReady • Journeys • Websites • www.starfall.com • www.abcya.com • www.funbrain.com • www.brainpop.com • www.education.com/games/kindergarten/ela/reading • www.pbskids.org • www.jumpstart.com • www.getepic.com/educators
<p>District/School Writing Tasks</p>	
<p>Primary Focus</p> <ul style="list-style-type: none"> • Narrative writing <p>Example: All About Me</p> <ul style="list-style-type: none"> • Informative/explanatory writing <p>Example: Draw a picture and write a caption</p> <p>See <i>District A Writing Guide for Kindergarten</i> for samples and suggestions</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> • Conventions • Elaboration • Guided Writing • Shared Writing <p>See <i>District A Writing Guide for Kindergarten</i> for samples and suggestions</p>
<p>Routine Writing</p> <ul style="list-style-type: none"> • Letter Formation • Names • Write about reading <p>See <i>District A Writing Guide for Kindergarten</i> for samples and suggestions</p>	<p>See <i>District A Writing Guide for Kindergarten</i> for samples and suggestions</p>

Curricular Framework English Language Arts-Kindergarten

Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/	Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/	Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/
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Instructional Best Practices and Exemplars

Students with Disabilities, English Language Learners, and Gifted and Talented Students:

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support Students with Disabilities:

***Refer to students' IEP for specific modifications and accommodations**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted and Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

***All WIDA Can Do Descriptors can be found at: <https://wida.wisc.edu/teach/can-do/descriptors>**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and*

Entrepreneurial Literacy

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

21st Century Life and Careers Standards

Career Ready Practices and Standard 9.1, 9.2, and 9.3

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.

- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

Standards 9.1, 9.2, and 9.3

- **9.1 Personal Financial Literacy**

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

- **9.2 Career Awareness, Exploration, and Preparation**

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

- **9.3 Career and Technical Education**

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

Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Curricular Framework English Language Arts-Kindergarten

Kindergarten Unit 2		
Unit 2 Reading Standards	Unit 2 Reading Critical Knowledge and Skills	
RL.K.1. With prompting and support, ask and answer questions about key details in a text(e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text(e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompting and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text • Understand what key details are • Ask and answer questions about key details, with support
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> • Provide a description of characters in a story using key details. • Provide a description of the setting of a story using key details. • Provide a description of the major events in a story using key details.
	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content • Use strategies when faced with an unknown word
	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.	<ul style="list-style-type: none"> • Identify the author and illustrator of a story • Explain the role of the author and illustrator in creating the text
	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> • Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> • Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.C. Understand that words are separated by spaces in print. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> • Recognize that print has meaning and is made up of letters in a specific order • Recognize that spaces separate the words • Recognize specific words in a sentence or text • Name all upper and lower case letters

Curricular Framework English Language Arts-Kindergarten

Kindergarten Unit 2	
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<ul style="list-style-type: none"> • Identify and produce rhyming words • Demonstrate knowledge of syllables in a word • Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. RF.K.3.C. Read high-frequency and sight words with automaticity.</p>	<ul style="list-style-type: none"> • Use specific strategies for decoding words, including letter sound correspondence • Associate a letter with a sound and apply these sounds when decoding words • Identify common high-frequency words by sight in isolation and also in a text
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding • Demonstrate the ability to use meaning, visuals, and structure to read on-level text fluently with understanding
Unit 2 Writing Standards	
<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<ul style="list-style-type: none"> • Draw tell, write about topics that is well known • Name what is being written about • Supply additional information about the topic
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<ul style="list-style-type: none"> • Tell, draw and write a story about something that happened • Show what happens first • Put the pages in order • Tell what happens last
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<ul style="list-style-type: none"> • Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing

Curricular Framework English Language Arts-Kindergarten

Kindergarten Unit 2	
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B. Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> Participate in variety of rich structured conversations about grade appropriate topics and texts Follow agreed upon rules for listening to others and taking turns speaking about topics and texts Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
<p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<ul style="list-style-type: none"> Ask and answer questions about a text read aloud or information through other media to better student understanding Practice asking questions for clarification
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> Use strategies for asking questions that are on a topic Use strategies for understanding and answering questions asked of them
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> Describe familiar people Tell about familiar places Describe memorable events Explain familiar events Report facts and details about an experience
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> Construct drawings or gather other visual media when describing Present information to others using appropriate visual displays to add detail
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> Express thoughts and feelings and ideas Speak audibly to naturally express ideas
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A. Print many upper- and lowercase letters.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<ul style="list-style-type: none"> Utilize formal grammar and usage of spoken and written standard English Distinguish between upper and lower case letters Print a variety upper- and lowercase letters Use frequently occurring nouns and verbs correctly appropriately Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<ul style="list-style-type: none"> Explore word relationships and nuances in word meanings Relate nouns and verbs to their antonyms
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking

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Kindergarten Unit 2	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> Unit Tests Quizzes Respond to Reading Observation Checklists Benchmarks Performance Tasks iReady Growth Monitoring iReady Profile Report 	<ul style="list-style-type: none"> End of Unit Tests iReady Diagnostics
District/School Texts	District/School Supplementary Resources
<p>Suggested texts: Journeys Big Books, leveled readers, and weekly selections.</p> <p>Suggested Selections:</p> <ul style="list-style-type: none"> How Do Dinosaurs Go To School? Clang! Clang! Beep! Listen To The City Please Take Me For A Walk Whose Shoes? A Shoe For Every Job* What Can You Do With A Paleta? Roadwork * My Garden A Grand Old Tree* An Orange In January* 	<ul style="list-style-type: none"> iReady Journeys Websites www.starfall.com www.abcya.com www.funbrain.com www.brainpop.com www.education.com/games/kindergarten/ela/reading www.pbskids.org www.jumpstart.com https://www.getepic.com/educators
<p>Move!</p> <ul style="list-style-type: none"> Jonathan and His Mommy What Do Wheels Do All Day? * Good Morning, Digger Mouse Shapes David's Drawings Snow* Storm is Coming!* What Do You Do With a Tail Like This? A Zebra's World Turtle Splash! A Home for a Tiger, Home for a Bear What a Beautiful Sky! How Many Stars in the Sky? What is Science? Dear Mr. Blueberry Penguins * Polar Animals * What Will the Weather Be? * Where Snowflakes Fall * 	
Primary Focus	Secondary Focus
	Routine Writing

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<ul style="list-style-type: none"> • Narrative writing Example: My Family Celebrates • Informative/explanatory writing Example: What do you do in the snow? <p>See District A <i>Writing Guide for Kindergarten</i> for samples and suggestions</p> <p>Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<ul style="list-style-type: none"> • Conventions • Elaboration • Guided Writing • Shared Writing • Proper sentence writing <p>See District A <i>Writing Guide for Kindergarten</i> for samples and suggestions</p> <p>Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<ul style="list-style-type: none"> • Letter Formation • Names • Write sight words • Write about reading • Journal writing <p>See District A <i>Writing Guide for Kindergarten</i> for samples and suggestions</p> <p>Websites: https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswillskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>
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Instructional Best Practices and Exemplars

Students with Disabilities, English Language Learners, and Gifted and Talented Students:

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support Students with Disabilities:

***Refer to students' IEP for specific modifications and accommodations**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted and Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content

- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

***All WIDA Can Do Descriptors can be found at: <https://wida.wisc.edu/teach/can-do/descriptors>**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

21st Century Life and Careers Standards

Career Ready Practices and Standard 9.1, 9.2, and 9.3

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

Standards 9.1, 9.2, and 9.3

- **9.1 Personal Financial Literacy**

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

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary

and career options, career planning, and career requirements.

• **9.3 Career and Technical Education**

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

Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Unit 3 Kindergarten		
Unit 3 Reading Standards	Unit 3 Reading Critical Knowledge and Skills	
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details when prompting with who, what, where, when, why and how • Determine what key details are in a text • Understand what key details are • Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: <ul style="list-style-type: none"> • Retell a familiar story, putting key details in a sequential order RI.K.2: <ul style="list-style-type: none"> • Identify the main topic of a text • Retell key details in a text • Name or illustrate some of the details about the topic
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> • Provide a description of characters in a story using key details. • Provide a description of the setting of a story using key details. • Provide a description of the major events in a story using key details.
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content • Use strategies when faced with an unknown word
RI.K.9. With prompting and support, identify basic	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> • Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support
RI.K.9. With prompting and support,	RI.K.9. With prompting and support, identify basic	RL.K.9:

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<p>compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> • Compare similarities and differences in character’s experiences within a story
<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>RI.K.9:</p> <ul style="list-style-type: none"> • Discuss similarities and differences between two texts on the same topic • Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> • Recognize that print has meaning and is made up of letters in a specific order • Recognize that spaces separate the words • Recognize specific words in a sentence or text • Name all upper and lower case letters
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>RF.K.2.A. Recognize and produce rhyming words. RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> • Identify and produce rhyming words • Demonstrate knowledge of syllables in a word • Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) • Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds • Name the sound for each letter in a CVC word and then blend sounds to make a word • Create new one-syllable words by adding or substituting phonemes
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.C. Read high-frequency and sight words with automaticity. RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<p>RF.K.3.C. Read high-frequency and sight words with automaticity. RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<ul style="list-style-type: none"> • Identify common high-frequency words by sight in isolation and also in a text • Compare similarly spelled words by identifying letter sounds that differ
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.</p>	<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding • Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on- level text fluently with understanding
<p align="center">Unit 3 Writing Standards</p>		
<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<p>Unit 3 Writing Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Express opinion or likes and dislikes about a topic or book • State an opinion or preference • Dictate thinking and/or illustrate ideas and write ideas • Choose 4 self-selected topics • Begin to develop ability to support opinion or preference with a reason
<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<ul style="list-style-type: none"> • Draw tell, write about topics that is well known • Name what is being written about • Supply additional information about the topic

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<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<ul style="list-style-type: none"> • Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing
<p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> • Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
<p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<ul style="list-style-type: none"> • Understand their job and how they will contribute to the project from beginning to end • Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 3 Speaking and Listening Standards	
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> • Participate in a variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
<p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
Unit 3 Language Critical Knowledge and Skills	
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.A. Print many upper- and lowercase letters. L.K.1.B. Use frequently occurring nouns and verbs. L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dogs, dogs, wishes).</p>	<ul style="list-style-type: none"> • Utilize formal grammar and usage of spoken and written standard English • Distinguish between upper and lower case letters • Print a variety upper- and lowercase letters • Use frequently occurring nouns and verbs correctly • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)

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<p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> Understand and use question words (e.g., who, what, where, when, why, how) appropriately Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) Produce and expand complete sentences in shared language activities Knows how to write a sentence Demonstrate convention in one's own writing: capitalization Demonstrate convention in one's own writing: end punctuation Demonstrate convention: produce phonemes in one's own writing Demonstrate convention: show understanding of basic phonics when writing Identify new meanings for familiar words Apply new meanings to familiar words accurately Use frequently occurring affixes as clues to define unknown words Explore word relationships and nuances in word meanings Connect words to real-life situations Explore variations of verbs Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking
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District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> Unit Tests Quizzes Respond to Reading Observation Checklists Benchmarks 	<ul style="list-style-type: none"> End of Unit Tests iReady Diagnostics

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<ul style="list-style-type: none"> • Performance Tasks • iReady Growth Monitoring • iReady Profile Report 	<p align="center">District/School Supplementary Resources</p> <ul style="list-style-type: none"> • iReady • Journeys • Websites • www.starfall.com • www.funbrain.com • www.brainpop.com • www.education.com/games/kindergarten/ela/reading • www.pbskids.org • www.jumpstart.com • https://www.getepic.com/educators
<p align="center">District/School Texts</p> <p>Suggested texts: Journeys Big books, leveled readers, and weekly selections.</p> <p>Suggested Selections:</p> <ul style="list-style-type: none"> • Mama, Is It Summer Yet? • Rain • Waiting Out the Storm • Zoo Borns! • The Birthday Pet • Bear Snores On • When Daddy's Truck Picks Me Up • Ana Goes To Washington DC • Bringing Down the Moon 	<ul style="list-style-type: none"> • From Caterpillar to Butterfly • It is the Wind • One-Dog Canoe • Atlantic • Nicky and the Rainy Day • Sheep Take a Hike • Duck & Goose • Curious George's Dinosaur Discovery • Simon and Molly Plus Hester • Zin! Zin! A Violin • A Tiger Grows Up • Leo the Late Bloomer • Oscar and the Frog • Zinnia's Flower Garden • Red Eyes or Blue Feathers • Chameleon, Chameleon • Pie in the Sky • Bread Comes to Life
<p align="center">Primary Focus</p> <ul style="list-style-type: none"> • Opinion Writing <p>Example: My Favorite Season is _____ because _____.</p> <ul style="list-style-type: none"> • Shared Research Writing <p>Example: Animal Research Report</p> <p>See District A <i>Writing Guide for Kindergarten</i> for samples and suggestions</p>	<p align="center">District/School Writing Tasks</p> <p align="center">Secondary Focus</p> <ul style="list-style-type: none"> • Conventions • Elaboration • Guided Writing • Shared Writing • Standard English Grammar and Mechanics when Writing or Speaking <p>See District A <i>Writing Guide for Kindergarten</i> for samples and suggestions</p>
	<p align="center">Routine Writing</p> <ul style="list-style-type: none"> • Letter Formation • Names (First and Last Name) • Write about reading • Journals • Sentence Writing <p>See District A <i>Writing Guide for Kindergarten</i> for samples and suggestions</p>

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<p>Websites: http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html https://www.englishworksheetsland.com/kindergarten/6shared.html https://www.englishworksheetsland.com/kindergarten/1opinion.html https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&rs=typed https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswilliskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<p>Websites: http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html https://www.englishworksheetsland.com/kindergarten/6shared.html https://www.englishworksheetsland.com/kindergarten/1opinion.html https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&rs=typed https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswilliskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>	<p>Websites: http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html https://www.englishworksheetsland.com/kindergarten/6shared.html https://www.englishworksheetsland.com/kindergarten/1opinion.html https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&rs=typed https://www.pinterest.com/explore/kindergarten-writers-workshop/ http://mrswilliskindergarten.com/writers-workshop-week-2/ http://learningattheprimarypond.com/blog/how-to-launch-your-kindergarten-writing-workshop/</p>
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Instructional Best Practices and Exemplars

Students with Disabilities, English Language Learners, and Gifted and Talented Students:

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support Students with Disabilities:

***Refer to students' IEP for specific modifications and accommodations**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
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Examples of Strategies and Practices that Support Gifted and Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
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- Interest-based content
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- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

21st Century Life and Careers Standards

Career Ready Practices and Standard 9.1, 9.2, and 9.3

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
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• **9.1 Personal Financial Literacy**

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

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Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Unit 4 Reading Standards		Unit 4 Kindergarten
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> Ask and prompt who, what where, when, why and how regarding details of a text Answer when prompted and use key details from the text Ask and answer questions about key details when prompting with who, what, where, when, why and how Determine what key details are in a text Understand what key details are Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RL.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: <ul style="list-style-type: none"> Retell a familiar story, putting key details in a sequential order
	RL.K.3. With prompting and	R.I.K.2: <ul style="list-style-type: none"> Identify the main topic of a text Retell key details in a text Name or illustrate some of the details about the topic Explain two individuals, events, ideas or information are linked together

Curricular Framework English Language Arts-Kindergarten

	support, describe the connection between two individuals, events ideas or pieces of information in a text.	<ul style="list-style-type: none"> Describe how the individuals or ideas are the same or different
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content Use strategies when faced with an unknown word
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> Identify key illustrations of a story Make clear the relationship between the illustrations and the story or text Describe how the illustrations explain the story or text, with support
	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> Develop ability to recognize the reasons an author gives to support points in the text
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>RL.K.9:</p> <ul style="list-style-type: none"> Compare similarities and differences in character's experiences within a story <p>RI.K.9:</p> <ul style="list-style-type: none"> Discuss similarities and differences between two texts on the same topic
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> Participate in group reading activities Articulate the purpose of the group reading activities Model and develop engaging reading habits that lead to reading texts independently Name all upper and lower case letters Recognize that print has meaning and is made up of letters in a specific order Recognize that spaces separate the words Recognize specific words in a sentence or text
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.	RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.	
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /t/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /t/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> Demonstrate knowledge of syllables in a word Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds Name the sound for each letter in a CVC word and then blend sounds to make a word Create new one-syllable words by adding or substituting phonemes

Curricular Framework English Language Arts-Kindergarten

<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3.C. Read high-frequency and sight words with automaticity. RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<ul style="list-style-type: none"> • Apply understanding of long and short vowels in common spelling • Identify common high-frequency words by sight in isolation and also in a text • Compare similarly spelled words by identifying letter sounds that differ
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding • Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on- level text fluently with understanding
<p align="center">Unit 4 Writing Critical Knowledge and Skills</p>	
<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<ul style="list-style-type: none"> • Express opinion or likes and dislikes about a topic or book • State an opinion or preference • Dictate thinking and/or illustrate ideas and write ideas • Choose self-selected topics • Begin to develop ability to support opinion or preference with a reason
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<ul style="list-style-type: none"> • Tell, draw and write a story about something that happened • Show what happens first • Put the pages in order • Tell what happens last
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<ul style="list-style-type: none"> • Add details to written stories • Turn and talk to reflect on writing • Use writing partners and teacher conferences to strengthen writing
<p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> • Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)

Curricular Framework English Language Arts-Kindergarten

<p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> • Understand their job and how they will contribute to the project from beginning to end • Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 4 Speaking and Listening Standards	
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B. Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> • Participate in a variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
<p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about an experience
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to add detail
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas
Unit 4 Language Critical Knowledge and Skills	
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A. Print many upper- and lowercase letters.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared</p>	<ul style="list-style-type: none"> • Utilize formal grammar and usage of spoken and written standard English • Distinguish between upper and lower case letters • Print a variety upper- and lowercase letters • Use frequently occurring nouns and verbs correctly • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) • Understand and use question words (e.g., who, what, where, when, why, how) appropriately • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) • Produce and expand complete sentences in shared language activities

Curricular Framework English Language Arts-Kindergarten

<p>language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> • Write a sentence • Demonstrate convention in one's own writing: capitalization • Demonstrate convention in one's own writing: end punctuation • Demonstrate convention: produce phonemes in one's own writing • Demonstrate convention: show understanding of basic phonics when writing
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> • Identify new meanings for familiar words • Apply new meanings to familiar words accurately • Use frequently occurring affixes as clues to define unknown words
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> • Explore word relationships and nuances in word meanings • Connect-words to real-life situations • Explore variations of verbs
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking
<p align="center">District/School Formative Assessment Plan</p>	
<ul style="list-style-type: none"> • Unit Tests • Quizzes • Respond to Reading • Observation Checklists • Benchmarks • Performance Tasks • iReady Growth Monitoring • iReady Profile Report 	<p align="center">District/School Summative Assessment Plan</p> <ul style="list-style-type: none"> • End of Unit Tests • iReady Diagnostics
<p align="center">District/School Texts</p>	
<p>Suggested texts: Journeys Big books, leveled readers, and weekly selections.</p>	<p align="center">District/School Supplementary Resources</p> <ul style="list-style-type: none"> • iReady • Journeys • Websites www.starfall.com www.abcya.com
<p>Suggested Selections:</p>	

Curricular Framework English Language Arts-Kindergarten

<ul style="list-style-type: none"> • Curious George Makes Pancakes • Kitten's Full Moon • Someone Bigger • One of Three • The Little Engine That Could • You Can Do It, Curious George! • Baby Brains • Look At Us • Pet Show! • Miss Bindergarten Celebrates the Last Day of Kindergarten 	<ul style="list-style-type: none"> • Peter's Chair • Hen Hears Gossip • Bread Comes to Life • What's the Big Idea, Molly? • All Kinds of Families! • Panda Kindergarten 	<p>www.funbrain.com</p> <p>www.brainpop.com</p> <p>www.education.com/games/kindergarten/ela/reading</p> <p>www.pbskids.org</p> <p>www.jumpstart.com</p> <p>https://www.getepic.com/educators</p>
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District/School Writing Tasks		
<p>Primary Focus</p> <ul style="list-style-type: none"> • Opinion Writing <p>Example: The best pet is a _____ because _____.</p> <ul style="list-style-type: none"> • Narrative Writing <p>Example: When I went to _____ I _____.</p> <ul style="list-style-type: none"> • Shared Research Writing <p>Example: Vacation Time Writing Activity</p> <p>See District <i>A Writing Guide for Kindergarten</i> for samples and suggestions</p> <p>Websites: https://www.biglearners.com/common-core/worksheets/kindergarten/english/writing/w.k.k.8 http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html https://www.englishworksheetsland.com/kindergarten/6shared.html https://www.englishworksheetsland.com/kindergarten/1opinion.html</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> • Conventions • Elaboration • Guided Writing • Shared Writing • Standard English Grammar and Mechanics when Writing or Speaking <p>See District <i>A Writing Guide for Kindergarten</i> for samples and suggestions</p> <p>Websites: https://www.biglearners.com/common-core/worksheets/kindergarten/english/writing/w.k.k.8 http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html https://www.englishworksheetsland.com/kindergarten/6shared.html https://www.englishworksheetsland.com/kindergarten/1opinion.html https://www.pinterest.com/search/pins/?q=shared%20research%20w</p>	<p>Routine Writing</p> <ul style="list-style-type: none"> • Letter Formation • Write about reading • Journals • Sentence Writing <p>See District <i>A Writing Guide for Kindergarten</i> for samples and suggestions</p> <p>Websites: https://www.biglearners.com/common-core/worksheets/kindergarten/english/writing/w.k.k.8 http://larremoreteachertips.blogspot.com/2014/11/shared-and-interactive-writing.html https://www.englishworksheetsland.com/kindergarten/6shared.html https://www.englishworksheetsland.com/kindergarten/1opinion.html</p>

Curricular Framework English Language Arts-Kindergarten

<https://www.pinterest.com/search/pins/?q=shared%20research%20writing%20kindergarten&rs=typed>

<https://www.pinterest.com/explore/kindergarten-writers-workshop/>

<http://mrswilliskindergarten.com/writers-workshop-week-2/>

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8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Links and Resources

<https://www.nj.gov/education/cccs/frameworks/ela/>

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

<https://www.state.nj.us/education/cccs/2014/tech/>

<https://wida.wisc.edu/teach/standards>

