



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

English Language Arts- Kindergarten

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

BCSE Curricular Framework English Language Arts – Kindergarten

Grade: Kindergarten		Content: English Language Arts
Unit: 1		Time Frame: 43-45 days
New Jersey Student Learning Standards: READING LITERATURE	Skills	I Can Statements
<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>Essential Questions:</p> <ul style="list-style-type: none"> How can asking and answering questions help me understand the text? 	<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 <p>Ask and answer questions about key details, with support</p>	<ul style="list-style-type: none"> I can answer questions about key details in a text. I can ask questions about key details in a text. I can share important information about a text
<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do readers identify story elements? 	<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. 	<ul style="list-style-type: none"> I can name the characters in a story. I can name the settings in a story. I can name the important parts in a story. I can name the characters, settings, and important parts in a story.
<p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How do readers identify the characteristics of a text? Why is it important to know what type of text you are reading? 	<ul style="list-style-type: none"> Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text) 	<ul style="list-style-type: none"> I can tell when words are a poem. I can tell when words are a story. I can tell when words are a fairy tale. I can tell when words are a nursery rhyme.

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<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>Essential Questions:</p> <ul style="list-style-type: none"> • How do authors and illustrators present information? • What role do authors and illustrators have? 	<ul style="list-style-type: none"> • Identify the author and illustrator of a story 	<ul style="list-style-type: none"> • I can name the author and what he or she does in the story. • I can name the illustrator and he or she does in a story.
<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>Essential Question:</p>	<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 	<ul style="list-style-type: none"> • I can predict what the story will be about by looking at the pictures on the front cover. • I can identify the illustrations. • I can describe/ explain how the illustrations help me understand the story.
<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does reading with others help me understand the story? 	<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 	<ul style="list-style-type: none"> • I can talk about what happened the story. • I can listen to a story for a specific reason.
<p align="center">New Jersey Learning Standards READING INFORMATIONAL TEXT</p>	<p align="center">Skills</p>	<p align="center">I can Statements</p>
<p>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).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does reading with others help me understand the story? 	<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 	<ul style="list-style-type: none"> • I can answer questions about key details in a text. • I can ask questions about key details in a text. • I can share important information about a text
<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>	<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 	<ul style="list-style-type: none"> • I can tell how two people are alike/connected. • I can tell how two events are

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<p>Essential Questions:</p> <ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. 	<p>details.</p> <ul style="list-style-type: none"> • Provide a description of the major events in a story using key details. 	<p>alike/connected.</p> <ul style="list-style-type: none"> • I can tell how two ideas are alike/connected. • I can tell how two facts are alike/connected.
<p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do the components of a book help a reader? • Why is it important to know the parts of a book? 	<ul style="list-style-type: none"> • Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc) 	<ul style="list-style-type: none"> • I can find/point to the front cover of the book. • I can find/point to the back cover of the book. • I can find/point to the title page
<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does reading with others help me understand the story? • How can I participate in group reading? 	<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 	<ul style="list-style-type: none"> • I can listen to a text and tell what happened. • I can listen to a text for a particular reason.
<p>New Jersey Learning Standards READING FOUNDATIONS</p>	<p>Skills</p>	<p>I Can Statements</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>Essential Questions:</p> <ul style="list-style-type: none"> • How do letters help me read? • Why is the alphabet important? • How do letters help me read? • Why is the alphabet important? 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can follow words left to right in a book • I can show spaces between words in a book. • I can show and name all letters of the alphabet in a book. • I can follow words top to bottom and know when to turn the page in a book. • I can show words I say in a book.

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<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are words made up of sounds? 	<ul style="list-style-type: none"> • Recognize the differences in syllables, sounds and phonemes (cat, bat, fat) • Identify and produce rhyming words 	<ul style="list-style-type: none"> • I can hear and say rhyming words. • I can take words apart and blend them together in many ways. • I can add sounds to make new words. • I can change sounds to make new words. • I can count sounds in a word.
<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>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to read with purpose? • How do I read for understanding? 	<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 	<ul style="list-style-type: none"> • I can think about what I read. • I can tell why I read different kinds of books. • I can understand what I read.
<p>New Jersey Learning Standards WRITING</p>	<p>Skills</p>	<p>I can Statements</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>Essential Questions:</p> <ul style="list-style-type: none"> • How do writers name the topic they write about? • How can I draw, dictate or write information I know about? 	<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 	<ul style="list-style-type: none"> • I can draw a picture about the information book I read or heard. • I can write about the information my teacher says (dictation).
<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</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 	<ul style="list-style-type: none"> • I can draw pictures to show the order things happened in the book I read or heard.

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<p>occurred, and provide a reaction to what happened.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I draw, dictate, or write about an event? • How do writers tell about an event and share their reaction with the reader? 	<ul style="list-style-type: none"> • Tell what happens last 	<p>I can write about the order of things that happened in a book I read or heard.</p> <ul style="list-style-type: none"> • I can write about what my teacher says in the order it was said (dictation). • I can write how I feel about an event I experienced. • I can write how I feel about an event I experienced.
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can answering questions from others help improve my writing? 	<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 	<ul style="list-style-type: none"> • I can write how I feel about an event I experienced.
<p>New Jersey Learning Standards SPEAKING AND LISTENING</p>	<p>Skills</p>	<p>I Can Statements</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.</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>Essential Questions:</p> <ul style="list-style-type: none"> • When is an appropriate time to ask or answer questions? • How can I add to a conversation? 	<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 	<ul style="list-style-type: none"> • I can take turns speaking. • I can take turns listening.
<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 <p>Practice asking questions for clarification</p>	<ul style="list-style-type: none"> • I can ask questions about what I see. • I can ask questions about what I hear. • I can answer questions about what I read. • I can answer questions about what I hear.

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<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can asking and answering questions support understanding?? 		
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What kinds of questions should I ask during a presentation to increase my understanding? 	<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 	<ul style="list-style-type: none"> • I can ask questions. • I can answer questions.
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to describe people, places, things, and events with details? 	<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 	<ul style="list-style-type: none"> • I can tell about something I know. • I can add details about something I know.
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can visuals enhance a presentation? 	<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 	<ul style="list-style-type: none"> • I can make my pictures match what I say.
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I express my ideas clearly? 	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas 	<ul style="list-style-type: none"> • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly.
<p>New Jersey Learning Standards LANGUAGE</p>	<p>Skills</p>	<p>I Can Statements</p>

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<p>L.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, of, by, with)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is grammar important when speaking or writing? 	<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 <p>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"> • I can write all my upper-case letters. • I can write all my lower-case letters. • I can tell about people in my writing and speaking. • I can tell about places in my writing or speaking. • I can tell about things in my writing and speaking. • I can use action words in my writing or speaking. • I can add /s/ or /es/ to show more than one when writing. • I can add /s/ to show more than one when speaking. • I can use questions words when I write and speak. • I can add words to a sentence to make it clearer
<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>Essential Questions:</p> <ul style="list-style-type: none"> • How do I recognize word patterns? 	<p>Explore word relationships and nuances in word meaning</p> <p>Categorize common objects</p> <p>Sort common objects</p> <p>Draw conclusions about the category representations</p>	<ul style="list-style-type: none"> • I can sort objects into categories. • I can say an action word and the opposite.
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies will I use to learn and use words? • How do I use new words I learn in my language? 	<ul style="list-style-type: none"> • Listen, share and read a variety of texts • Highlight • Use new words and phrases when writing, reading and responding to texts 	<ul style="list-style-type: none"> • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly.

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Resources	
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>www.pearsonrealize.com My View Literacy Cold Read Reads Weekly Test/ Fluency Check Decodable Readers Leveled Readers</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p>www.mobymax.com www.kidsa-z.com www.iready.com www.turtlediary.com www.k12reader.com www.abcya.com www.studyisland.com www.readwritethink.org www.spellingcity.com</p>
<p>Differentiated Instruction <i>(content, process, product and learning environment)</i></p>	
At Risk Students	English Language Learners
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p>

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<p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p>Special Education</p>	<p>Gifted and Talented</p>
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a</p>

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<p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p>higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>
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BCSE Curricular Framework English Language Arts – Kindergarten

Grade: Kindergarten		Content: English Language Arts
Unit: 2		Time Frame: 43-45 days
New Jersey Student Learning Standards: READING LITERATURE	Skills	I Can Statements
<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>Essential Questions:</p> <ul style="list-style-type: none"> How can asking and answering questions help me understand the text? 	<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 <p>Ask and answer questions about key details, with support</p>	<ul style="list-style-type: none"> I can answer questions about key details in a text. I can ask questions about key details in a text. I can share important information about a text.
<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How do readers identify story elements? 	<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. 	<ul style="list-style-type: none"> I can name the characters in a story. I can name the settings in a story. I can name the important parts in a story. I can name the characters, settings, and important parts in a story
<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I can listen to a story for a particular reason. I can talk about what happened in the story.
New Jersey Learning Standards READING INFORMATION	Skills	I Can Statements
<p>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).</p> <p>Essential Questions:</p>	<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 	<ul style="list-style-type: none"> I can answer questions about key details in a text. I can ask questions about key details in a text.

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<ul style="list-style-type: none"> How can we use questions to help learn more about a topic? 	<ul style="list-style-type: none"> Determine what key details are in a text Understand what key details are Ask and answer questions about key details, with support 	<ul style="list-style-type: none"> I can share important information about a text
<p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can making connections help understand informational 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. <p>Provide a description of the major events in a story using key details.</p>	<ul style="list-style-type: none"> I can tell how two people are alike/connected. I can tell how two events are alike/connected. I can tell how two ideas are alike/connected. I can tell how two facts are alike/connected
<p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? 	<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 	<ul style="list-style-type: none"> I can ask questions about words I don't know. I can use picture clues to help with words I don't know. I can answer questions y teacher asks me about words I don't know
<p>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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> What is the role of the author and illustrator? 	<ul style="list-style-type: none"> Identify the author and illustrator of a story <p>Explain the role of the author and illustrator in creating the text</p>	<ul style="list-style-type: none"> I can name the author and what he/she does in the book/text. I can name the illustrator and what he/she does in the book/text.
<p>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).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can illustrations help me understand information? 	<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 	<ul style="list-style-type: none"> I can point to the illustrations in the text. I can describe how the illustrations help me understand the text. I can predict what the story will be about by looking at the pictures.
<p>RI.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 	<ul style="list-style-type: none"> I can listen to a text and tell what happened.

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<p>Essential Question:</p> <ul style="list-style-type: none"> • How can I participate in group reading? 	<ul style="list-style-type: none"> • Model and develop engaging reading habits that lead to reading texts independently 	<ul style="list-style-type: none"> • I can listen to a text for a particular reason
<p>New Jersey Learning Standards READING FOUNDATIONS</p>	<p>Skills</p>	<p>I Can Statements</p>
<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.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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do letters help me read? • Why is the alphabet important? 	<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 	<ul style="list-style-type: none"> • I can follow words left to right in a book. • I can show spaces between words in a book. • I can show and name all letters of the alphabet in a book. • I can follow words top to bottom and know when to turn the page in a book. • I can show words I say in a book
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are words made up of sounds? 	<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) 	<ul style="list-style-type: none"> • I can hear and say rhyming words. • I can take words apart and blend them together in many ways. • I can add sounds to make new words. • I can change sounds to make new words. • I can count sounds in a word.
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</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 	<ul style="list-style-type: none"> • I can say the sounds in words. • I can say the long and short sounds for the five vowels.

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<p>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.</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? 	<p>decoding words</p> <ul style="list-style-type: none"> • Identify common high-frequency words by sight in isolation and also in a text 	<ul style="list-style-type: none"> • I can read high-frequency words. • I can look at words and see how they are the same or different.
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Why is it important to read with purpose? • How do I read for understanding? 	<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 	<ul style="list-style-type: none"> • I can think about what I read. • I can tell why I read different kinds of books. • I can understand what I read.
<p style="text-align: center;">New Jersey Learning Standards WRITING</p>	<p style="text-align: center;">Skills</p>	<p style="text-align: center;">I Can Statements</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>Essential Questions:</p> <ul style="list-style-type: none"> • How do writers name the topic they write about? • How can I draw, dictate or write information I know about? 	<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 	<ul style="list-style-type: none"> • I can draw a picture about the book I read or heard. • I can write about the book I read or heard. • I can write what my teacher says (dictation)

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<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I draw, dictate, or write about an event? • How do writers tell about an event and share their reaction with the reader? 	<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 	<ul style="list-style-type: none"> • I can draw a picture about the information book I read or heard • I can write about the information my teacher says (dictation).
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can answering questions from others help improve my writing? 	<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 	<ul style="list-style-type: none"> • I can add details to my writing with help from my teacher and classmates.
<p>New Jersey Learning Standards SPEAKING AND LISTENING</p>	<p>Skills</p>	<p>I Can Statements</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>SL.K.1.B. Continue a conversation through multiple exchanges.</p> <p>Essential Questions:</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) 	<ul style="list-style-type: none"> • I can take turns speaking. • I can take turns listening.

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<ul style="list-style-type: none"> • When is an appropriate time to ask or answer questions? • How can I add to a conversation? 		
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can asking and answering questions support understanding? 	<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 	<ul style="list-style-type: none"> • I can take turns speaking. • I can ask questions about what I see. • I can ask questions about what I hear. I can answer questions about what I read. • I can answer questions about what I hear I can take turns listening
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What kinds of questions should I ask during a presentation to increase my understanding? 	<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 	<ul style="list-style-type: none"> • I can ask questions. • I can answer questions.
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to describe people, places, things, and events with details? 	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events <p>Report facts and details about an experience</p>	<ul style="list-style-type: none"> • I can tell about something I know. • I can add details about something I know.
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can visuals enhance a presentation? 	<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 	<ul style="list-style-type: none"> • I can make my pictures match what I say.
<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 	<ul style="list-style-type: none"> • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly.

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<p>Essential Questions:</p> <ul style="list-style-type: none"> How can I express my ideas clearly? 		<ul style="list-style-type: none"> I can tell my ideas clearly.
<p>New Jersey Learning Standards LANGUAGE</p>	<p>Skills</p>	<p>I Can Statements</p>
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why is grammar important when speaking or writing? 	<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, of, by, with) 	<ul style="list-style-type: none"> I can write all my upper-case letters. I can write all my lower-case letters. I can tell about people in my writing and speaking. I can tell about places in my writing or speaking. I can tell about things in my writing and speaking. I can use action words in my writing or speaking. I can add /s/ or /es/ to show more than one when writing. I can add /s/ to show more than one when speaking. I can add words to a sentence to make it clearer.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> How do I recognize word patterns? 	<ul style="list-style-type: none"> Explore word relationships and nuances in word meanings Relate nouns and verbs to their antonyms 	<ul style="list-style-type: none"> I can sort objects into categories. I can say an action word and the opposite. I can say a describing word and the opposite. I can identify differences between words that mean almost the same thing.
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> What strategies will I use to learn and use words? How do I use new words I learn in my 	<ul style="list-style-type: none"> Listen, share and read a variety of texts Highlight Use new words and phrases when writing, reading and responding to texts 	<ul style="list-style-type: none"> I can speak so others hear me. I can tell my thoughts clearly. I can tell my feelings clearly. I can tell my ideas clearly.

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language?		
Resources		
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>www.pearsonrealize.com</p> <p>My View Literacy Cold Read Reads Weekly Test/ Fluency Check Decodable Readers Leveled Readers</p>		<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p>www.mobymax.com www.kidsa-z.com www.iready.com www.turtlediary.com www.k12reader.com www.abcy.com www.studyisland.com www.readwritethink.org www.spellingcity.com</p>
Differentiated Instruction <i>(content, process, product and learning environment)</i>		
At Risk Students	English Language Learners	
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p>	

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<p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p>Special Education</p>	<p>Gifted and Talented</p>
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p> <p>Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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<p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	
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Grade: Kindergarten		Content: English Language Arts
Unit: 3		Time Frame: 43-45 days
New Jersey Learning Standards READING LITERATURE	Skills	I Can Statements
<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>Essential Questions:</p> <ul style="list-style-type: none"> How can asking and answering questions help me understand the text? 	<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 	<ul style="list-style-type: none"> I can answer questions about key details in a text. I can ask questions about key details in a text. I can share important information about a text
<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can retelling a story help a reader remember and understand the text? Why is using key details from the story important in retelling the story? 	<ul style="list-style-type: none"> Retell a familiar story, putting key details in a sequential order 	<ul style="list-style-type: none"> I can retell the beginning of the story. I can retell the middle of the story. I can retell the end of the story. I can retell the beginning, middle, and end of the story.
<p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why is it important for readers to identify words they do not know? 	<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 	<ul style="list-style-type: none"> I can ask questions about words I don't know in a story. I can answer questions about words I don't know in a story.
<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>Essential Questions:</p> <ul style="list-style-type: none"> How do the pictures help tell the story? 	<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 	<ul style="list-style-type: none"> I can predict what the story will be about by looking at the pictures on the front cover I can identify the illustrations. I can describe how the illustrations help me understand the story.

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<p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How is the information presented in texts the same and/or different? 	<ul style="list-style-type: none"> • Compare similarities and differences in character’s experiences within a story 	<ul style="list-style-type: none"> • I can identify characters in the story. • I can tell how characters are different • I can tell how characters are the same.
<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Essential Questions:</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 	<ul style="list-style-type: none"> • I can listen to a story for a particular reason. • I can talk about what happened in the story.
<p>New Jersey Learning Standards READING INFORMATIONAL TEXT</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>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).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we use questions to help learn more about a topic? 	<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 	<ul style="list-style-type: none"> • I can answer questions about key details in a text. • I can ask questions about key details in a text. • I can share important information about a text.
<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to identify the main topic? • How do readers show they understand or remember a story? 	<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 	<ul style="list-style-type: none"> • I can tell what the text is about. • I can tell what I learned from the text.
<p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>Essential Questions:</p>	<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 	<ul style="list-style-type: none"> • I can tell how two people are alike/connected. • I can tell how two events are alike/connected. • I can tell how two ideas are alike/connected. • I can tell how two facts are alike/connected.

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<ul style="list-style-type: none"> • How can making connections help understand informational text? 	<p>details.</p>	
<p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do the components of a book help a reader? • Why is it important to know the parts of a book? 	<ul style="list-style-type: none"> • Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc) 	<ul style="list-style-type: none"> • I can find/point to the front cover of the book. • I can find/point to the back cover of the book. • I can find/point to the title page
<p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important for readers to identify words they do not know? • What strategies do readers use to determine unknown words? 	<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 	<ul style="list-style-type: none"> • I can ask questions about words I don't know. • I can use picture clues to help with words I don't know. • I can answer questions y teacher asks me about words I don't know
<p>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).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can illustrations help me understand information? 	<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 	<ul style="list-style-type: none"> • I can predict what the story will be about by looking at the pictures.
<p>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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do authors provide reasons in their text? • How can I compare two texts on the same topic? • Why is it important to use more than one text on a topic? 	<ul style="list-style-type: none"> • Discuss similarities and differences between two texts on the same topic 	<ul style="list-style-type: none"> • I can compare texts and say why they are the same. • I can compare texts and say why they are different.

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<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I participate in group reading? 	<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 	<ul style="list-style-type: none"> • I can listen to a text and tell what happened. • I can listen to a text for a particular reason.
<p>New Jersey Learning Standards READING FOUNDATIONS</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do letters help me read? • Why is the alphabet important? 	<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 	<ul style="list-style-type: none"> • I can follow words left to right in a book. • I can show spaces between words in a book. • I can show and name all letters of the alphabet in a book. • I can follow words top to bottom and know when to turn the page in a book. • I can show words I say in a book.
<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.2.B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are words made up of sounds? 	<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 	<ul style="list-style-type: none"> • I can hear and say rhyming words. • I can take words apart and blend them together in many different ways. • I can add sounds to make new words. • I can change sounds to make new words. • I can count sounds in a word.

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<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>Essential Questions:</p> <ul style="list-style-type: none"> • How can sounds help me understand a word? • How can recognizing grade level words help me be a better reader? 	<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 	<ul style="list-style-type: none"> • I can say the sounds in words. • I can say the long and short sounds for the five vowels.
<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>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to read with purpose? • How do I read for understanding? 	<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 	<ul style="list-style-type: none"> • I can think about what I read. • I can tell why I read different kinds of books. • I can understand what I read.
<p>New Jersey Learning Standards WRITING</p>	<p>Skills</p>	<p>I Can Statements</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>Essential Questions:</p> <ul style="list-style-type: none"> • How do writers express an opinion? • How can I use reasons to support my opinion? 	<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 <p>Begin to develop ability to support opinion or preference with a reason</p>	<ul style="list-style-type: none"> • I can draw a picture about the book I read or heard. • I can write about the book I read or heard. • I can write what my teacher says (dictation)

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<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>Essential Questions:</p> <ul style="list-style-type: none"> • How do writers express an opinion? • How can I use reasons to support my opinion? 	<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 	<ul style="list-style-type: none"> • I can draw a picture about the information book I read or heard. • I can write about the information my teacher says (dictation)
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can answering questions from others help improve my writing? 	<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 	<ul style="list-style-type: none"> • I can add details to my writing with help from my teacher and classmates.
<p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can technology be used as a tool to write,publish, and/or collaborate? 	<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) 	<ul style="list-style-type: none"> • I can use digital tools to help to write a story.
<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>Essential Questions:</p> <ul style="list-style-type: none"> • How can I contribute to a shared research project? 	<ul style="list-style-type: none"> • Understand their job and how they will contribute to the project from beginning to end 	<ul style="list-style-type: none"> • I can use digital tools to help to write a story.
<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> <p>Essential Questions:</p>	<ul style="list-style-type: none"> • Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support 	<ul style="list-style-type: none"> • I can answer questions in my writing. • I can find answers to my questions in many different ways

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<ul style="list-style-type: none"> How can I gather information to answer a question? 		
<p>New Jersey Learning Standards SPEAKING AND LISTENING</p>	<p>Skills</p>	<p>I Can Statements</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.</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> <p>Essential Questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> When is an appropriate time to ask or answer questions? How can I add to a conversation? 	<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) 	<ul style="list-style-type: none"> I can take turns speaking. I can take turns listening.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can asking and answering questions support understanding? 	<ul style="list-style-type: none"> Ask and answer questions about a text read aloud or information through other media to better student understanding <p>Practice asking questions for clarification</p>	<ul style="list-style-type: none"> I can ask questions about what I see. I can ask questions about what I hear. I can answer questions about what I read. I can answer questions about what I hear
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> What kinds of questions should I ask during a presentation to increase my understanding? 	<ul style="list-style-type: none"> Use strategies for asking questions that are on a topic <p>Use strategies for understanding and answering questions asked of them</p>	<ul style="list-style-type: none"> I can ask questions. I can answer questions.
<p>SL.K.4. Describe familiar people, places, things, and</p>	<ul style="list-style-type: none"> Describe familiar people 	<ul style="list-style-type: none"> I can tell about something I know.

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<p>events and, with prompting and support, provide additional detail.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why is it important to describe people, places, things, and events with details? 	<ul style="list-style-type: none"> Tell about familiar places Describe memorable events Explain familiar events <p>Report facts and details about an experience</p>	<ul style="list-style-type: none"> I can add details about something I know.
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can visuals enhance a presentation? 	<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 	<ul style="list-style-type: none"> I can make my pictures match what I say
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I express my ideas clearly? 	<ul style="list-style-type: none"> Express thoughts and feelings and ideas Speak audibly to naturally express ideas 	<ul style="list-style-type: none"> I can speak so others hear me. I can tell my thoughts clearly. I can tell my feelings clearly. I can tell my ideas clearly.
<p>New Jersey Learning Standards LANGUAGE</p>	<p>Skills</p>	<p>I Can Statements</p>
<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 language activities.</p> <p>Essential Questions:</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 	<ul style="list-style-type: none"> I can write all my upper-case letters. I can write all my lower-case letters. I can tell about people in my writing and speaking. I can tell about places in my writing or speaking. I can tell about things in my writing and speaking. I can use action words in my writing or speaking. I can add /s/ or /es/ to show more than one when writing. I can add /s/ to show more than one when speaking. I can add words to a sentence to make it clearer

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<ul style="list-style-type: none"> • Why is grammar important when speaking or writing? 		
<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>Essential Questions:</p> <ul style="list-style-type: none"> • Why are conventions important when writing? • How does using appropriate capitalization, punctuation, and spelling help my writing? 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can ask questions about what I see. • I can ask questions about what I hear. • I can answer questions about what I read. • I can answer questions about what I hear.
<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>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies can help me determine the meaning of unknown words? 	<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 	<ul style="list-style-type: none"> • I can tell more than one meaning for a word. • I can figure out what words mean.
<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,</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 	<ul style="list-style-type: none"> • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing.

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<p>strut, prance) by acting out the meanings.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I recognize word patterns? 		
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies will I use to learn and use words? • How do I use new words I learn in my language? 	<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 	<ul style="list-style-type: none"> • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly.
Resources		
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>www.pearsonrealize.com My View Literacy Cold Read Reads Weekly Test/ Fluency Check Decodable Readers Leveled Readers</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p>www.mobymax.com www.kidsa-z.com www.iready.com www.turtlediary.com www.k12reader.com www.abcya.com www.studyisland.com www.readwritethink.org www.spellingcity.com</p>	
Differentiated Instruction <i>(content, process, product and learning environment)</i>		
At Risk Students	English Language Learners	
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p>	

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<p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p>Special Education</p>	<p>Gifted and Talented</p>
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p>

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<p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>
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Grade: Kindergarten		Content: English Language Arts
Unit: 4		Time Frame: 43-45 days
New Jersey Learning Standards READING LITERATURE	Skills	I Can Statements
<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>Essential Questions:</p> <ul style="list-style-type: none"> How can asking and answering questions help me understand the text? 	<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 	<ul style="list-style-type: none"> I can answer questions about key details in a text. I can ask questions about key details in a text. I can share important information about a text.
<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can retelling a story help a reader remember and understand the text? Why is using key details from the story important in retelling the story? 	<p>RL.K.2:</p> <p>Retell a familiar story, putting key details in a sequential order</p>	<ul style="list-style-type: none"> I can retell the beginning of the story. I can retell the middle of the story. I can retell the end of the story. I can retell the beginning, middle, and end of the story
<p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why is it important for readers to identify words they do not know? 	<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 	<ul style="list-style-type: none"> I can ask questions about words I do not know in a story. I can answer questions about words I do not know in a story.
<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>Essential Questions:</p>	<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 	<ul style="list-style-type: none"> I can predict what the story will be about by looking at the pictures on the front cover I can identify the illustrations. I can describe how the illustrations help

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<ul style="list-style-type: none"> How do the pictures help tell the story? 		<p>me understand the story.</p>
<p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I compare and contrast two texts with similar experiences? 	<ul style="list-style-type: none"> Compare similarities and differences in character’s experiences within a story 	<ul style="list-style-type: none"> I can identify characters in the story. I can tell how characters are different. I can tell how characters are the same.
<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I participate in group reading? 	<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 	<ul style="list-style-type: none"> I can listen to a story for a particular reason. I can talk about what happened in the story.
<p>New Jersey Learning Standards READING INFORMATIONAL TEXT</p>	<p>Skills</p>	<p>I can Statements</p>
<p>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).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How does asking and answering questions about a story help you show understanding? 	<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 	<ul style="list-style-type: none"> I can answer questions about key details in a text. I can ask questions about key details in a text. I can share important information about a text.
<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> With prompting and support, identify the main topic and retell key details of a text. Identify the main topic and retell key details of a text. 	<p>RI.K.2:</p> <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 	<ul style="list-style-type: none"> I can tell what the text is about. I can tell what I learned from the text.
<p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can making connections help understand 	<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. 	<ul style="list-style-type: none"> I can tell how two people are alike/connected. I can tell how two events are alike/connected. I can tell how two ideas are alike/connected.

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<p>informational text?</p> <ul style="list-style-type: none"> • How do you describe the connection between two events? 		<ul style="list-style-type: none"> • I can tell how two facts are alike/connected.
<p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important for readers to identify words they do not know? (same as K.RL.4) • What strategies do readers use to determine unknown words? 	<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 	<ul style="list-style-type: none"> • I can ask questions about words I do not know. • I can use picture clues to help with words I do not know. • I can answer questions y teacher asks me about words I do not know.
<p>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).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can illustrations help me understand information? 	<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 	<ul style="list-style-type: none"> • I can point to the illustrations in the text. • I can describe how the illustrations help me understand the text. • I can predict what the story will be about by looking at the pictures.
<p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does an author support what he says in the text? 	<ul style="list-style-type: none"> • Develop ability to recognize the reasons an author gives to support points in the text • 	<ul style="list-style-type: none"> • I can tell what the author wants me to know. • I can tell how the words the author used helped me understand.
<p>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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do authors provide reasons in their text? • How can I compare two texts on the same topic? • Why is it important to use more than one text on a topic? 	<ul style="list-style-type: none"> • Discuss similarities and differences between two texts on the same topic 	<ul style="list-style-type: none"> • I can compare texts and say why they are the same. • I can compare texts and say why they are different.
<p>RI.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 	<ul style="list-style-type: none"> • I can listen to a text and tell what happened.

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<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I participate in group reading? 	<ul style="list-style-type: none"> • Model and develop engaging reading habits that lead to reading texts independently 	<ul style="list-style-type: none"> • I can listen to a text for a particular reason..
<p>New Jersey Learning Standards READING FOUNDATIONS</p>	<p>Skills</p>	<p>I Can Statements</p>
<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>Essential Questions:</p> <ul style="list-style-type: none"> • How do letters help me read? • Why is the alphabet important? 	<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 	<ul style="list-style-type: none"> • I can follow words left to right in a book. • I can show spaces between words in a book. • I can show and name all letters of the alphabet in a book. • I can follow words top to bottom and know when to turn the page in a book. • I can show words I say in a book.
<p>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. (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>Essential Questions:</p> <ul style="list-style-type: none"> • How are words made up of sounds? 	<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 	<ul style="list-style-type: none"> • I can hear and say rhyming words. • I can take words apart and blend them together in many different ways. • I can add sounds to make new words. • I can change sounds to make new words. • I can count sounds in a word
<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</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 	<ul style="list-style-type: none"> • I can say the sounds in words. • I can say the long and short sounds for the five vowels.

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<p>with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p> <p>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>Essential Questions:</p> <ul style="list-style-type: none"> • How are words made up of sounds? 	<p>and also in a text</p> <ul style="list-style-type: none"> • Compare similarly spelled words by identifying letter sounds that differ 	<ul style="list-style-type: none"> • I can read high-frequency words. • I can look at words and see how they are the same or different.
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to read with purpose? • How do I read for understanding? 	<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 	<ul style="list-style-type: none"> • I can think about what I read. • I can tell why I read different kinds of books. • I can understand what I read.
<p style="text-align: center;">Writing Nj Learning Standards</p>	<p style="text-align: center;">Skills</p>	<p style="text-align: center;">I can Statements</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>Essential Questions:</p> <ul style="list-style-type: none"> • How do writers express an opinion? • How can I use reasons to support my opinion? 	<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 	<ul style="list-style-type: none"> • I can draw a picture about the book I read or heard. • I can write about the book I read or heard. • I can write what my teacher says (dictation).

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<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> <p>Essential Questions How can I draw, dictate, or write about an event? How do writers tell about an event and share their reaction with the reader?</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 	<ul style="list-style-type: none"> • I can draw pictures to show the order things happened in the book I read or heard. • I can write about the order of things that happened in a book I read or heard. • I can write about what my teacher says in the order it was said (dictation). • I can write how I feel about an event I experienced
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>Essential Questions How can answering questions from others help improve my writing?</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 	<ul style="list-style-type: none"> • I can add details to my writing with help from my teacher and classmates.
<p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Essential Questions: How can technology be used as a tool to write, publish, and/or collaborate?</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) 	<ul style="list-style-type: none"> • I can use digital tools to help to write a story
<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>Essential Questions: How can I contribute to a shared research project?</p>	<ul style="list-style-type: none"> • Understand their job and how they will contribute to the project from beginning to end 	<ul style="list-style-type: none"> • I can investigate things I am interested in, with others. • I can write about things I learn.
<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> <p>Essential Questions: How can I gather information to answer a question?</p>	<ul style="list-style-type: none"> • Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support 	<ul style="list-style-type: none"> • I can answer questions in my writing. • I can find answers to my questions in many different ways.

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<p>New Jersey Learning Standards SPEAKING AND LISTENING</p>	<p>Skills</p>	<p>• I can Statements</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>SL.K.1.B. Continue a conversation through multiple exchanges.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • When is an appropriate time to ask or answer questions? • How can I add to a conversation? 	<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) 	<ul style="list-style-type: none"> • I can take turns speaking. • I can take turns listening.
<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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can asking and answering questions support understanding? 	<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 	<ul style="list-style-type: none"> • I can ask questions about what I see. • I can ask questions about what I hear. • I can answer questions about what I read. • I can answer questions about what I hear.
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What kinds of questions should I ask during a presentation to increase my understanding? 	<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 	<ul style="list-style-type: none"> • I can ask questions. • I can answer questions.
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to describe people, places, things, and events with details? 	<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 	<ul style="list-style-type: none"> • I can tell about something I know. • I can add details about something I know.
<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 	<ul style="list-style-type: none"> • I can make my pictures match what I say.

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<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can visuals enhance a presentation? 	<ul style="list-style-type: none"> • 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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I express my ideas clearly? 	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas • Speak audibly to naturally express ideas 	<ul style="list-style-type: none"> • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly.
<p>Language NJ Learning Standards</p>	<p>Skills</p>	<p>I Can Statements</p>
<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 language activities.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is grammar important when speaking or writing? 	<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 	<ul style="list-style-type: none"> • I can write all my upper-case letters. • I can write all my lower-case letters. • I can tell about people in my writing and speaking. • I can tell about places in my writing or speaking. • I can tell about things in my writing and speaking. • I can use action words in my writing or speaking. • I can add /s/ or /es/ to show more than one when writing. • I can add /s/ to show more than one when speaking. • I can add words to a sentence to make it clearer
<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>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can ask questions about what I see. • I can ask questions about what I hear. • I can answer questions about what I read. • I can answer questions about what I hear

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<p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why are conventions important when writing? • How does using appropriate capitalization, punctuation, and spelling help my 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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies can help me determine the meaning of unknown words? 	<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 	<ul style="list-style-type: none"> • I can tell more than one meaning for a word. • I can figure out what words mean
<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>Essential Questions:</p> <ul style="list-style-type: none"> • How do I recognize word patterns? 	<ul style="list-style-type: none"> • Explore word relationships and nuances in word meanings • Connect words to real-life situations • Explore variations of verbs 	<ul style="list-style-type: none"> • I can sort objects into categories. • I can say an action word and the opposite
<p>Resources</p>		

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<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>www.pearsonrealize.com My View Literacy Cold Read Reads Weekly Test/ Fluency Check Decodable Readers Leveled Readers</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p>www.mobymax.com www.kidsa-z.com www.iready.com www.turlediary.com www.k12reader.com www.abcya.com www.studyisland.com www.readwritethink.org www.spellingcity.com</p>
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Differentiated Instruction
(content, process, product and learning environment)

At Risk Students	English Language Learners
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p>

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<p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Utilize partners and partner talk</p>
<p style="text-align: center;">Special Education</p>	<p style="text-align: center;">Gifted and Talented</p>
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p> <p>Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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<p>and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	
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