



Bradley Beach Elementary School
English Language Arts - Reading
Grade Kindergarten

TABLE OF CONTENTS

CURRICULUM REVISIONS

[Reading Unit 1: We Are Readers - Launching Reader's Workshop](#)

[Reading Unit 2: Emergent Reading: Looking Closely at Familiar Texts \(If/Then unit\)](#)

[Reading Unit 3: Super Powers: Reading With Print Strategies and Sight Word Power](#)

[Reading Unit 4: Bigger Books, Bigger Reading Muscles](#)

[Reading Unit 5: Growing Expertise in Little Books: Reading for Information](#)

[Reading Unit 6: Becoming Avid Readers](#)

CURRICULUM REVISIONS

Curriculum Writer	Reviewed by	Notes	Board of Education Approval Date
Kristin Goldsworthy	Morgan Maclearie-Gonzalez	• Addition of Apendices • Revision of Pacing	September 19, 2023
Isabel Segoviano Lisa D'Amore	Morgan Maclearie-Gonzalez	• Addition of interdisciplinary connections • Revision of assessments and resources	December 19, 2023
Isabel Segoviano	Morgan Maclearie-Gonzalez	• Update standards to 2023 NJSLS	September 17, 2024

Pacing

The following information is approximate and is used as an estimation.

	DAYS	WEEKS	COMPLETED BY
Unit 1	18	4	
Unit 2	20	5	
Unit 3	16	4	
Unit 4	19	4	
Unit 5	10	2	
Unit 6	19	4	

[illegible]

Reading Unit 1: We Are Readers - Launching Reader's Workshop

Course & Grade Level: Reading
Kindergarten

Pacing: 4 weeks (18 sessions)

Essential Questions:

What do readers look like during reading time?

How do readers share, care, and talk about books?

What can books teach us?

How can I read books "as best as I can" both by myself and with friends?

Enduring Understandings and Practices

Readers will handle books properly and know reading routines.

Readers will use pictures and words to learn about the world.

Readers will identify basic features of print.

Readers will understand it is important to participate in conversations about books.

Readers can demonstrate the habits of a good reader.

Standards

- **L.RF.K.1** Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4** Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text.
- **RL.CI.K.2** With prompting and support, identify the central message and retell familiar literary texts, including key details.
- **RL.IT.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **SL.PE.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts.
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.

Teaching Points

Bend 1: Launching with Learn-About-The-World Books

Session 1: Today I want to teach you that readers walk through the world in a special way. They don't just see things. They *read* things. They read names and signs, directions and songs, too.

Session 2: Today I want to teach you that you don't have to walk up and down the halls to read and learn about the world. You can sit anywhere, open up a book, and presto! You start to learn cool things about the world.

Session 3: Today I want to teach you something that every reader in the whole wide world knows. Every reader, from here to China, knows that it is fun to read all by yourself, privately, and quietly. And it is also fun to read with a friend.

Session 4: Today I want to teach you that when readers read books, they read the cover first, then they read the first page, the next, and the next--all the way to the end.

Session 5: Today I want to teach you that readers don't just whip through a book, then toss it to the side and say, "I'm done! No way!" Readers (like writers) have a saying, "When you are done, you've just begun!"

Session 6: Today I want to teach you that readers reread books again and again. When you reread a book, you begin to understand some new things about it.

Session 7: Today I want to teach you that when you read a book again and again, you also have a chance to think more and talk more and learn more. Readers who reread know that rereading means *rethinking*.

Session 8: Today I want to teach you that as you read books again and again, you really do see new things each time you reread. You also start to notice the *words* more and more.

Session 9: Today I want to teach you that when you read a learn-about-the-world book again and again, you can read so you sound like a teacher.

Bend II: Reading Old Favorite Storybooks

Session 10: Today I want to teach you that when you have heard a story a zillion times, you can practically read it all by yourself.

Session 11: Today I want to teach you that you have to make *your* words match the *book's* pictures and words. So, you need to study the page *carefully*.

Session 12: Today I want to teach you how to make *new* old favorite storybooks.

Session 13: Today I want to teach you that when you are reading your old favorite storybooks, you can make the story

Session 14: Today I want to teach you that when you *reread* a storybook, you remember *more* of the story, and that means you can say more on each page. And if there are a lot of words on the page, then there's a lot of story to tell.

Session 15: Today I want to teach you that one way to make your reading of old favorite storybooks sound more grown-up is to read the words that make the pages go together.

Session 16: Today I want to teach you that when you read a book over and over again you try to use some of the exact

Session 17: Today I want to teach you that when you read a book really well, you remember some of the exact words.

Session 18: Today I want to teach you that powerful partners work as a team to try to wow their listeners. You can use the anchor charts from the unit as you word to make your old favorite storybook reading the best that it can be.

Formative Assessments:

- Observations of Students
- Teachers College Letter/Sound Identification Assessment
- Teachers College Concepts of Print Assessment
- Kindergarten Words Their Way Assessment
- Exit Tickets
- Think- Pair-Share
- Teachers College Running Records, As Needed
- Teachers College Sight Word Assessment, As Needed
- Records of Conferences, Small Groups
- TCRWP Learning Progressions and Writing Rubrics

Resources

Units of Study & TC Resources

- *Units of Study for Teaching Reading* by Lucy Calkins
- *We Are Readers* Unit 1
- TC Units of Study Resources
- www.heinemann.com (use registration code and select My Online resources for grade level.
- *A Guide to the Reading Workshop, Primary Grades* by Lucy Calkins Professional Resources
- *Reading Strategies* by Jennifer Serravallo

Suggested Mentor Texts & Read Alouds

- *The Carrot Seed* by Ruth Krauss
- *The Three Billy Goats Gruff* by Paul Galdone
- *The Beetle Alphabet Book* by Jerry Pallotta
- *Mrs. Wishy Washy* by Joy Cowley
- *Brown Bear, Brown Bear* by Bill Martin Jr.
- *In the Garden* by Annette Smith, Jenny Giles, Beverley Randell
- *So Much* by Trish Cook
- *Can You See the Eggs?* by Jenny Giles
- *Wake up, Dad!* by Beverley Randell
- *Dragonflies* by Margaret Hall

Supplemental Resources/Use of Technology:

- Excite (Learning Ally)
- Scholastic
- Raz Kids
- Reading A-Z

Assessments	
Formative	Summative
- Teacher Anecdotal Notes from Conferencing - Checkpoints - Exit Tickets - Sight Word Assessments - Reading Fluency Checks - Spelling Assessments	- Unit Quizzes - Unit Tests - Projects - Written Works
Benchmark	Alternative
- Pre and post assessments - Sight word benchmarks - Running Records/Writing Records - DRA/F&P Reading Assessment - iReady	- Oral presentation of material - Portfolio assessment - Scribe for written assessments

Accommodations/Modifications	
Students with 504s and IEPs	Students at Risk of Failure
- Provide additional time for completing assignments and tests. - Allow breaks during tests if needed. - Ensure a distraction-free environment for exams. - Allow flexible seating arrangements. - Provide copies of lecture notes or access to class notes. - Allow the use of assistive technology for note-taking. - Adjust the length or complexity of assignments. - Provide alternative assignments or projects.	- Offer one-on-one tutoring or small group instruction. - Provide additional resources or materials based on individual needs. - Schedule regular meetings to discuss progress and challenges. - Implement a system for ongoing communication with parents/guardians. - Modify lesson plans to accommodate different learning styles. - Provide a variety of learning materials to address diverse needs.
Gifted and Talented Students	Multilingual Learners
- Offer enrichment activities or projects beyond the standard curriculum. - Provide access to advanced reading materials or resources. - Provide opportunities for independent research. - Connect gifted students with mentors in their field of interest. - Facilitate participation in extracurricular activities related to their talents. - Use of higher level texts	- Provide bilingual dictionaries or translation tools. - Offer additional time for assignments and assessments. - Allow the use of translation apps or language support software. - Use visuals, graphics, and multimedia to supplement verbal instruction. - Provide charts, graphs, and diagrams to enhance understanding. - Encourage peer tutoring or buddy systems. - Allow collaboration on group projects to facilitate language acquisition. - Offer alternative assessments such as oral presentations or projects.

	• Consider assessing content knowledge separately from language proficiency. • Personal glossary (Vocabulary) • Text-to-speech • Extended time • Simplified / verbal instructions • Graphic Organizers/Thinking Maps • Support in L1 (If Applicable)
--	--

Interdisciplinary Connections	
<u>Math:</u> • K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. • K.G.1 : Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. <u>Science:</u> • 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. • 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. <u>Social Studies:</u> • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. • 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	
<u>Computer Science and Design Thinking</u>	<u>Career Readiness, Life Literacies, and Key Skills</u>
8.2.2.ED.1: Communicate the function of a product or device 8.1.2.DA.1: Collect and present data, including text, images, and numbers, in a variety of formats 8.1.2.DA.2: Store, copy, search, retrieve, and delete data on a device. 8.1.2.DA.3: Identify and describe patterns in data visualizations.	9.4.2.TL.5: Describe the difference between real and virtual experiences. 9.4.2.TL.6: Illustrate and communicate ideas and stories using digital tools.

Reading Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If/Then unit)

Course & Grade Level: Reading Kindergarten

Pacing: 5 weeks (20 sessions)

Essential Questions:

How do we read emergent stories?

How can we make it sound like a story?

What kind of talk can we have with our partners about emergent story books?

How might a reader 'read' a storybook like a storyteller? (work on fluency and expression)

Enduring Understandings and Practices

We read emergent storybooks with purpose and understanding.

Readers can retell their books while making it sound like a story.

Readers can talk with their partners about the connections that they have between their books.

We can read and story tell our texts in many different fun ways like a storyteller.

Standards

- **L.RF.K.1** Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4** Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text.
- **RL.CI.K.2** With prompting and support, identify the central message and retell familiar literary texts.
- **RI.CI.K.2** With prompting and support, identify the main topic and key details of an informational text.
- **SL.II.K.2** Confirm understanding of a text read aloud by asking and answering questions about key details.
- **SL.ES.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **L.VI.K.3** With guidance and support from adults, explore word relationships and nuances in word meanings.

Teaching Points

Bend I: Readers Reread And Look Closely At Books They Know Well To Make Their Reading Sound Like a Story

Session 1: Today I want to teach you that readers use all that they know when reading old favorite storybooks.

Session 2: Today I want to teach you that readers look carefully at the pictures and use them to remember what the characters were doing, saying, and thinking on that page.

Session 3: Today I want to teach you that readers consider the feelings of the characters in their old favorite storybooks.

Session 4: Today I want to teach you that readers can practice matching their voice to how the character feels by reading with a partner.

Session 5: Today I want to teach you that readers pay special attention to the parts of the book when a character has an especially strong feeling.

Session 6: Today I want to remind you that old favorite storybooks aren't the only books that you can read! You can read any type of text and use your known strategies.

Session 7: Today I want to teach you that sometimes readers forget how parts of stories go. When they forget, they make sure to work hard to remember.

Session 8: Sometimes readers get confused about the parts in a story. Today I want to teach you that when readers get confused, they go back to where everything was still making sense.

Session 9: Today I want to teach you that readers can match their storytelling to the print on the page to read just like grown-ups.

Session 10: Today I want to teach you that readers are proud when they can point under the words—so proud that they want to share what they know with other people!

Bend II: Readers Reread And Write Words To Look Closely And Notice More In The Story

Session 11: Today I want to teach you that readers can make labels for the pictures in the books they read. The labels help them know which words are important for telling the story.

Session 12: Today I want to teach you that readers can use 'snap words' along with their labels to make phrases to match the pictures and what's happening in the story.

Session 13: Today I want to teach you that readers can see more and look even more closely at their books.

Session 14: Readers, today I want to teach you that rereading your Post-its and labels are a great way to set up for reading. Doing this will remind you of who is in your book and what is happening.

Session 15: Today I want to teach you that partners in reading workshop, just like in writing workshop, can help each other get more sounds in their words.

Session 16: Today I want to teach you that readers are also writers! You can write sentences that go with what you see in your books.

Bend III: Readers Invent Fun Things To Do With Books They Know Really Well And Have Studied Closely

Session 17: Readers can read with a partner using everything they know, in many different ways. Today I want to teach you that reading partners can also invent fun ways to share their books together!

Session 18: Today I want to teach you that when readers are reading by themselves, they may have thoughts like, 'Oh, this is so cool!' or 'Huh? I don't get this!' These are exactly the kinds of things readers share with a partner.

Session 19: When readers come across a part that makes them laugh, or go "Wow", they stop and think, 'What makes this part so funny or cool?' Then they can say more about those parts when they share them with a partner.

Session 20: Today I want to teach you that reading partners can ask each other questions to make their talk stronger and to nudge each other toward higher-level thinking and questioning.

Formative Assessments:

- Observations of Students
- Teachers College Letter/Sound Identification Assessment
- Teachers College Concepts of Print Assessment
- Kindergarten Words Their Way Assessment
- Exit Tickets
- Think- Pair-Share
- Teachers College Running Records, As Needed
- Teachers College Sight Word Assessment, As Needed
- Records of Conferences, Small Groups
- [TCRWP Learning Progressions and Writing Rubrics](#)

Resources

Units of Study & TC Resources

- *Units of Study for Teaching Reading* by Lucy Calkins
- *We Are Readers* Unit 1
- TC Units of Study Resources
- www.heinemann.com (use registration code and select My Online resources for grade level.
- *A Guide to the Reading Workshop, Primary Grades* by Lucy Calkins Professional Resources
- *Reading Strategies* by Jennifer Serravallo

Mentor Texts & Read Alouds

- *Beetle Alphabet Book* by Jerry Pallotta
- *Mrs. Wishy Washy* by Joy Cowley
- *The Carrot Seed*
- Nursery Rhymes
- Songs
- Poems (limit to four lines for beginning of year)
- *Wave* by Suzy Lee
- *Pancakes for Breakfast* by Tomie DePaola

Supplemental Resources/Use of Technology:

- Excite (Learning Ally)
- Scholastic
- Raz Kids
- Reading A-Z

Assessments	
Formative	Summative
- Teacher Anecdotal Notes from Conferencing - Checkpoints - Exit Tickets - Sight Word Assessments - Reading Fluency Checks - Spelling Assessments	- Unit Quizzes - Unit Tests - Projects - Written Works
Benchmark	Alternative
- Pre and post assessments - Sight word benchmarks - Running Records/Writing Records - DRA/F&P Reading Assessment - iReady	- Oral presentation of material - Portfolio assessment - Scribe for written assessments

Accommodations/Modifications	
Students with 504s and IEPs	Students at Risk of Failure
- Provide additional time for completing assignments and tests. - Allow breaks during tests if needed. - Ensure a distraction-free environment for exams. - Allow flexible seating arrangements. - Provide copies of lecture notes or access to class notes. - Allow the use of assistive technology for note-taking. - Adjust the length or complexity of assignments. - Provide alternative assignments or projects.	- Offer one-on-one tutoring or small group instruction. - Provide additional resources or materials based on individual needs. - Schedule regular meetings to discuss progress and challenges. - Implement a system for ongoing communication with parents/guardians. - Modify lesson plans to accommodate different learning styles. - Provide a variety of learning materials to address diverse needs.
Gifted and Talented Students	Multilingual Learners
- Offer enrichment activities or projects beyond the standard curriculum. - Provide access to advanced reading materials or resources. - Provide opportunities for independent research. - Connect gifted students with mentors in their field of interest. - Facilitate participation in extracurricular activities related to their talents. - Use of higher level texts	- Provide bilingual dictionaries or translation tools. - Offer additional time for assignments and assessments. - Allow the use of translation apps or language support software. - Use visuals, graphics, and multimedia to supplement verbal instruction. - Provide charts, graphs, and diagrams to enhance understanding. - Encourage peer tutoring or buddy systems. - Allow collaboration on group projects to facilitate language acquisition. - Offer alternative assessments such as oral presentations or projects.

	• Consider assessing content knowledge separately from language proficiency. • Personal glossary (Vocabulary) • Text-to-speech • Extended time • Simplified / verbal instructions • Graphic Organizers/Thinking Maps • Support in L1 (If Applicable)
--	--

Interdisciplinary Connections	
<u>Math:</u> • K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. • K.G.1 : Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. <u>Science:</u> • 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. • 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. <u>Social Studies:</u> • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. • 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	
<u>Computer Science and Design Thinking</u>	<u>Career Readiness, Life Literacies, and Key Skills</u>
8.2.2.ED.1: Communicate the function of a product or device 8.1.2.DA.1: Collect and present data, including text, images, and numbers, in a variety of formats 8.1.2.DA.2: Store, copy, search, retrieve, and delete data on a device. 8.1.2.DA.3: Identify and describe patterns in data visualizations.	9.4.2.TL.5: Describe the difference between real and virtual experiences. 9.4.2.TL.6: Illustrate and communicate ideas and stories using digital tools.

Reading Unit 3: Super Powers: Reading With Print Strategies and Sight Word Power

Course & Grade Level: Reading
Kindergarten

Pacing: 4 weeks (16 sessions)

Essential Questions:

How can readers use everything they know to read?

How can readers make reading come to life and sound interesting?

Enduring Understandings and Practices

Readers can use strategies like looking over the book, looking closely at the pictures, finding words they know to help them read books..

Readers will use all strategies to read familiar and unfamiliar books.

Readers will reread, using fluency strategies to make reading come to life.

Standards

- **L.RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4** Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text.
- **RI.CR.K.1** With prompting and support, ask and answer questions about key details in an informational text.
- **SL.PE.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts.
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.VL.K.2** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown words.

Teaching Points

Bend 1: Using Superpowers to Look and Point, and Then Read Anything

Session 1: Today I want to teach you that you can use your super reading powers to actually read words. .

Session 2: Today I want to teach you that when you read, every word you say has to match a word you point to on the

Session 3: Today I want to remind you that when you point to words as you read, each word gets just one tap--even long words.

Session 4: Today I want to teach you another trick to make your pointer power even stronger. When you see a word that you know in a snap, it helps you keep track of the right words as you read, and they help you fix your pointer power.

Session 5: Today I want to teach you that partners can help you make

Bend II: Taking On Even the Hardest Words

Session 6: Today I want to teach you that when you are reading and you encounter trouble, that's the time when you especially need to activate your super powers. You can't let yourself get defeated! Instead, call on more powers.

Session 7: Today I want to teach you that Super Readers can make more snap words for themselves. If you want to turn a word into a snap word, you do this:

Session 8: Today I want to teach you that sometimes picture power isn't powerful enough to tackle those really tough words. You can activate sound power too.

Session 9: Today I want to teach you that when one power doesn't work, Super Readers use another one.

Session 10: Today I want to teach you that once readers are able to activate lots of powers, they make sure to check in on

Bend III: Bringing Books to Life

Session 11: Today I want to teach you that when you use all your superpowers, you can bring books to life. You can read them to others just as grown-ups read books to you, and you can read them to yourself as well.

Session 12: Today I want to teach you that one way to read faster and smoother is to realize that knowing the pattern helps you sing the words that are the same on every page. Then you can really work at figuring out the words that change.

Session 13: Today I want to teach you that when you want to read a book so the book comes to life for listeners, punctuation is like a secret code, whispering tips about how to read..

Session 14: Today I want to teach you that when you are trying to read a book aloud so that people pull in to listen, it is really important to understand the book, and to be thinking about what it says as you read it. We do this by:

Session 15: Today I want to teach you that Super Readers don't just read books, they talk about books, too. You can activate your book talk power. We do this by:

Session 16: Today I'm going to teach you that when you read a book well, you end up seeing things in the book that seem important. Maybe you see things that are surprising or that are funny. When you finish a book, sometimes you want to talk about it by retelling it to your partner.

Formative Assessments:

- Observations of Students
- Teachers College Letter/Sound Identification Assessments
- Teachers College Assessment, As Needed
- Teachers College Sight Word Assessment

- Records of Conferences, Small Groups
- Primary Words Their Way Assessment

Resources

Units of Study & TC Resources

- *Units of Study for Teaching Reading* by Lucy Calkins
- *Super Powers: Reading with Print Strategies and Sight Word Power* Unit 2
- TC Units of Study Resources
- www.heinemann.com (use registration code and select My Online resources for grade level.
- *A Guide to the Reading Workshop, Primary Grades* by Lucy Calkins

Big Books and Mentor Texts

- *Three Billy Goats Gruff* Mrs. Wishy Washy Caps for Sale
- *The Little Red Hen* Harry the Dirty Dog Corduroy
- *My Lucky Day*
- *See Emergent Story Book Reading List*
- *The Carrot Seed* by Ruth Krauss
- *The Three Billy Goats Gruff* by Paul Galdone
- *The Beetle Alphabet Book* by Jerry Pallotta
- *Mrs. Wishy Washy* by Joy Cowley
- *Brown Bear, Brown Bear* by Bill Martin Jr.
- *In the Garden* by Annette Smith, Jenny Giles,
- *Beverley Randell So Much* by Trish Cook
- *Can You See the Eggs?* by Jenny Giles
- *Wakeup, Dad!* by Beverley Randell
- *Dragonflies* by Margaret Hall
- *My Bug Box* by Pat Blanchard and Joanne Suhr
- *It's Super Mouse* by Phyllis Root
- *Picnic* by Phyllis Root
- *Pizza* by Phyllis Root
- *Cat and Mouse* by Phyllis Root
- *Honey for Baby Bear* by Beverley Randell
- *Honeybees* by Martha E. H. Rustad
- *Not Norman (A Goldfish Story)* by Kelly Bennett
- *Gossie* by Olivier Dunrea

Supplemental Resources/Use of Technology:

- Excite (Learning Ally)
- Scholastic
- Raz Kids
- Reading A-Z

Assessments

Formative	Summative
• Teacher Anecdotal Notes from Conferencing • Checkpoints	• Unit Quizzes • Unit Tests • Projects

- Exit Tickets - Sight Word Assessments - Reading Fluency Checks - Spelling Assessments	Written Works
Benchmark	Alternative
- Pre and post assessments - Sight word benchmarks - Running Records/Writing Records - DRA/F&P Reading Assessment - iReady	- Oral presentation of material - Portfolio assessment - Scribe for written assessments

Accommodations/Modifications	
Students with 504s and IEPs	Students at Risk of Failure
- Provide additional time for completing assignments and tests. - Allow breaks during tests if needed. - Ensure a distraction-free environment for exams. - Allow flexible seating arrangements. - Provide copies of lecture notes or access to class notes. - Allow the use of assistive technology for note-taking. - Adjust the length or complexity of assignments. - Provide alternative assignments or projects.	- Offer one-on-one tutoring or small group instruction. - Provide additional resources or materials based on individual needs. - Schedule regular meetings to discuss progress and challenges. - Implement a system for ongoing communication with parents/guardians. - Modify lesson plans to accommodate different learning styles. - Provide a variety of learning materials to address diverse needs.
Gifted and Talented Students	Multilingual Learners
- Offer enrichment activities or projects beyond the standard curriculum. - Provide access to advanced reading materials or resources. - Provide opportunities for independent research. - Connect gifted students with mentors in their field of interest. - Facilitate participation in extracurricular activities related to their talents. - Use of higher level texts	- Provide bilingual dictionaries or translation tools. - Offer additional time for assignments and assessments. - Allow the use of translation apps or language support software. - Use visuals, graphics, and multimedia to supplement verbal instruction. - Provide charts, graphs, and diagrams to enhance understanding. - Encourage peer tutoring or buddy systems. - Allow collaboration on group projects to facilitate language acquisition. - Offer alternative assessments such as oral presentations or projects. - Consider assessing content knowledge separately from language proficiency. - Personal glossary (Vocabulary) - Text-to-speech - Extended time - Simplified / verbal instructions - Graphic Organizers/Thinking Maps - Support in L1 (If Applicable)

Interdisciplinary Connections

Math:

- **K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
- **K.G.1 :** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Science:

- **1-LS1-2** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- **1-LS3-1** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Social Studies:

- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Computer Science and Design Thinking

8.2.2.ED.1: Communicate the function of a product or device
8.1.2.DA.1: Collect and present data, including text, images, and numbers, in a variety of formats
8.1.2.DA.2: Store, copy, search, retrieve, and delete data on a device.
8.1.2.DA.3: Identify and describe patterns in data visualizations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.TL.5: Describe the difference between real and virtual experiences.
9.4.2.TL.6: Illustrate and communicate ideas and stories using digital tools.

Reading Unit 4: Bigger Books, Bigger Reading Muscles

Course & Grade Level: Reading
Kindergarten

Pacing: 4 weeks (19 sessions)

Essential Questions:

How can readers know what words say when the words do not follow a pattern?

How can readers read clusters of letters when they are unsure?

How can readers monitor their reading?

How can readers read snap words when they look a little different?

Enduring Understandings and Practices

Readers need to pay attention to pictures and letter sounds at the beginning, middle, and end of the word to help them read accurately.

Readers identify patterns in books and pay attention to when they change.

Readers' knowledge of chart sounds and snap words help them read with ease and fluency.

Standards

- **L.RF.K.1** Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4** Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text.
- **RI.CI.K.2** With prompting and support, identify the main topic and key details of an informational text.
- **SL.PE.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts.
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.VI.K.3** With guidance and support from adults, explore word relationships and nuances in word meanings.

Teaching Points

Bend I: Bigger Books, Stronger Readers: Readers Grow Stronger to Tackle More Challenging Books

Session 1: Today I want to teach you that as you grow bigger as readers, you can use your superpowers to read hard books.

Session 2: Today I want to teach you that even when there are more words on the page or the sentences are long, there is often a pattern in those sentences.

Session 3: Today I want to teach you that when you get to tricky words in the pattern, we think “What is the *same* and what is *changing* on each page?”

Session 4: Today I want to teach you that sometimes books can feel harder because the author tricks you! Books have patterns and then--whoops! The pattern breaks! And it usually happens on the last page. Readers need to bring every power they have to solve to that page.

Session 5: Today I want to teach you that careful readers check that their reading makes sense and sounds like a book.

Session 6: Today I want to teach you that pattern power doesn’t only help you read the words in your books, but it can also help you think about your whole book.

Bend II: Zooming In: Readers Use All They Know About Letters and Sounds as They Move Their Eyes Across Words

Session 7: Today I want to teach you that one way to get stronger as readers can use the alphabet and all they know about letters and sounds to read the words the author wrote.

Session 8: Today I want to teach you that when words don’t come easily to you as you read, don’t back away.

Session 9: Today I want to teach you that sometimes readers can blend beginning sounds together to help them solve words.

Session 10: Today I want to teach you that when readers try to read tricky words, they need super strong sound power.

Session 11: So, today I want to remind you that, yes, when readers read snap words without sounding them out.

Session 12: Today I want to teach you that just like *writers* check over their writing, so, too, *readers* work hard to read the words on a page, they stop and ask, “Does it make sense? Does it sound right? Does it look right?” If things seem off, readers reread to fix it up.

Bend III: Turn Up the Power: Graduating Into Stronger Readers

Session 13: Today I want to teach you that now you are reading more challenging books, you can’t just quick-check the picture to figure out the word.

Session 14: Today I want to teach you that sometimes you will be reading and bam, the pattern will be gone. Don’t worry. You can use your extra-strength picture power and turn up your snap word power to help you.

Session 15: Today I want to teach you that when a word looks like a stranger to you--look again. You can ask yourself, does this look like another word I know? It might be a familiar snap word wearing not a new hat, but a new ending.

Session 16: Today I want to teach you that readers use what they know about books to make predictions as they read.

Session 17: Today I want to teach you that to really make your books come to life you can reread them, thinking about what's happening. We do this by:

Session 18: Today I want to teach you that after you use all of your extra-strength powers to read your books, you can think and talk even more about them.

Session 19: Today I want to remind you that readers can't just use one or two powers when they read. They have to use ALL of their powers.

Formative Assessments:

- Observations of Students
- Teachers College Letter/Sound Identification Assessments
- Teachers College Assessment
- Teachers College Sight Word Assessment
- Records of Conferences, Small Groups
- Words Their Way Spelling Inventory
- Confer and Set Reading Goals

Resources

Units of Study & TC Resources

- *Units of Study for Teaching Reading* by Lucy Calkins Just Right Books: Bigger Books, Bigger Reading Muscles- Unit 3
- TC Units of Study Resources
- www.heinemann.com (use registration code and select My Online resources for grade level.
- *A Guide to the Reading Workshop, Primary Grades* by Lucy Calkins

Big Books and Mentor Texts

- *It Looked Like Spilt Milk*
- *Mrs. Wishy Washy*
- *Pete the Cat and His Four Groovy Buttons* ABC Books
- Levels A-D

Supplemental Resources/Use of Technology:

- Excite (Learning Ally)
- Scholastic
- Raz Kids
- Reading A-Z

Assessments

Formative

Summative

• Teacher Anecdotal Notes from Conferencing • Checkpoints • Exit Tickets • Sight Word Assessments • Reading Fluency Checks • Spelling Assessments	• Unit Quizzes • Unit Tests • Projects • Written Works
Benchmark	Alternative
• Pre and post assessments • Sight word benchmarks • Running Records/Writing Records • DRA/F&P Reading Assessment • iReady	• Oral presentation of material • Portfolio assessment • Scribe for written assessments

Accommodations/Modifications	
Students with 504s and IEPs	Students at Risk of Failure
• Provide additional time for completing assignments and tests. • Allow breaks during tests if needed. • Ensure a distraction-free environment for exams. • Allow flexible seating arrangements. • Provide copies of lecture notes or access to class notes. • Allow the use of assistive technology for note-taking. • Adjust the length or complexity of assignments. • Provide alternative assignments or projects.	• Offer one-on-one tutoring or small group instruction. • Provide additional resources or materials based on individual needs. • Schedule regular meetings to discuss progress and challenges. • Implement a system for ongoing communication with parents/guardians. • Modify lesson plans to accommodate different learning styles. • Provide a variety of learning materials to address diverse needs.
Gifted and Talented Students	Multilingual Learners
• Offer enrichment activities or projects beyond the standard curriculum. • Provide access to advanced reading materials or resources. • Provide opportunities for independent research. • Connect gifted students with mentors in their field of interest. • Facilitate participation in extracurricular activities related to their talents. • Use of higher level texts	• Provide bilingual dictionaries or translation tools. • Offer additional time for assignments and assessments. • Allow the use of translation apps or language support software. • Use visuals, graphics, and multimedia to supplement verbal instruction. • Provide charts, graphs, and diagrams to enhance understanding. • Encourage peer tutoring or buddy systems. • Allow collaboration on group projects to facilitate language acquisition. • Offer alternative assessments such as oral presentations or projects. • Consider assessing content knowledge separately from language proficiency. • Personal glossary (Vocabulary) • Text-to-speech • Extended time • Simplified / verbal instructions

- Graphic Organizers/Thinking Maps
- Support in L1 (If Applicable)

Interdisciplinary Connections

Math:

- **K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
- **K.G.1 :** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Science:

- **1-LS1-2** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- **1-LS3-1** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Social Studies:

- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Computer Science and Design Thinking

8.2.2.ED.1: Communicate the function of a product or device

8.1.2.DA.1: Collect and present data, including text, images, and numbers, in a variety of formats

8.1.2.DA.2: Store, copy, search, retrieve, and delete data on a device.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.TL.5: Describe the difference between real and virtual experiences.

9.4.2.TL.6: Illustrate and communicate ideas and stories using digital tools.

Reading Unit 5: Growing Expertise in Little Books: Reading for Information

Course & Grade Level: Reading
Kindergarten

Pacing: 2 weeks (10 sessions)

Essential Questions:

How can readers learn about the world?

How can readers formulate a question to help them learn?

How can readers find ways to talk about books?

How can readers bring all the information in a book together?

How can readers identify similarities and differences between books about a topic?

Enduring Understandings and Practices

The purpose of nonfiction books is to learn about the world.

Reading more than one book on a topic will deepen their understanding.

There are new words that can be defined by looking closely at the pictures.

All the information in a book can fit together to come up with a main idea. Sometimes the last page of a book can help identify the main idea.

Books on one topic give some information that is the same and some that is different.

Topics can be studied through books that teach them all about the world.

Asking questions, studying pictures, and photos gives more information about a topic.

Standards

- **L.RF.K.1** Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4** Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.
- **RI.CI.K.2** With prompting and support, identify the main topic and key details of an informational text.
- **RI.AA.K.7** With prompting and support, identify the reasons an author gives to support points in a text.
- **SL.PE.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts.
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.

Teaching Points

Bend I: Readers Become Experts on Topics by Reading Books, Asking Questions, and Talking with Others

Lesson 1: Readers look closely, point to the pictures, ask questions, and talk about their books, all so they can become experts on the topics.

Lesson 2: Readers use the whole page and their whole brain to learn as much as possible about their books. Readers wonder by asking questions like Who? What? Where? When? Why? How?

Lesson 3: Readers teach their partner what they learned by doing a retelling.

Lesson 4: Nonfiction readers share what they are learning by giving their partner a little lesson about their book. The lesson starts with looking at the cover and naming what the book is mostly about.

Lesson 5: Expert nonfiction readers collect expert words about their topics, words that are important to know. They collect these words on a special chart and use them when teaching others.

Bend II: Readers Learn about Words inside Their Books, Too!

Lesson 6: Readers can teach their partners the most important “expert” words in their books. Readers can use the pictures, describing what they look like, or explain what a word does to teach an “expert.”

Lesson 7: When you are reading and come across a word you have never seen or heard before, you can stop and think, “What does this word mean? Are there any clues in the picture or in the other words on the page?”

Lesson 8: Readers can respond to the text by reading the words and then using the pictures to learn even more information. They say things like, “The words say . I also see in the picture, and it makes me think .”

Bend III: Readers Can Think about What’s the Same

Lesson 9: Readers will read all that they can on a topic and retell what they have learned.

Lesson 10: Readers will compare books by noticing what is the same or different in the words and pictures of their books.

Formative Assessments:

- Observations of Students
- Teachers College Letter/Sound Identification Assessments
- Teachers College Assessment
- Teachers College Sight Word Assessment
- Records of Conferences, Small Groups
- Words Their Way Spelling Inventory
- Goal Setting Conferences

Resources

Units of Study & TC Resources

- Units of Study for Teaching Reading by Lucy Calkins
- If Then Curriculum
- Growing Expertise in Little Books Nonfiction Reading

TC Units of Study Resources

- www.heinemann.com (use registration code and select My Online resources for grade level.
- A Guide to the Reading Workshop, Primary Grades by Lucy Calkins

Big Books and Mentor Texts

- Zoo Looking by Mem Fox
- Who Works at the Zoo by Sarah Russell
- Levels A-D Nonfiction
- Big Books and Small Copies

Supplemental Resources/Use of Technology:

- Excite (Learning Ally)
- Scholastic
- Raz Kids
- Reading A-Z

Assessments**Formative**

- Teacher Anecdotal Notes from Conferencing
- Checkpoints
- Exit Tickets
- Sight Word Assessments
- Reading Fluency Checks
- Spelling Assessments

Summative

- Unit Quizzes
- Unit Tests
- Projects
- Written Works

Benchmark

- Pre and post assessments
- Sight word benchmarks
- Running Records/Writing Records
- DRA/F&P Reading Assessment
- iReady

Alternative

- Oral presentation of material
- Portfolio assessment
- Scribe for written assessments

Accommodations/Modifications**Students with 504s and IEPs**

- Provide additional time for completing assignments and tests.
- Allow breaks during tests if needed.
- Ensure a distraction-free environment for exams.
- Allow flexible seating arrangements.
- Provide copies of lecture notes or access to class notes.
- Allow the use of assistive technology for note-taking.
- Adjust the length or complexity of assignments.
- Provide alternative assignments or projects.

Students at Risk of Failure

- Offer one-on-one tutoring or small group instruction.
- Provide additional resources or materials based on individual needs.
- Schedule regular meetings to discuss progress and challenges.
- Implement a system for ongoing communication with parents/guardians.
- Modify lesson plans to accommodate different learning styles.
- Provide a variety of learning materials to address diverse needs.

Gifted and Talented Students**Multilingual Learners**

• Offer enrichment activities or projects beyond the standard curriculum. • Provide access to advanced reading materials or resources. • Provide opportunities for independent research. • Connect gifted students with mentors in their field of interest. • Facilitate participation in extracurricular activities related to their talents. • Use of higher level texts	• Provide bilingual dictionaries or translation tools. • Offer additional time for assignments and assessments. • Allow the use of translation apps or language support software. • Use visuals, graphics, and multimedia to supplement verbal instruction. • Provide charts, graphs, and diagrams to enhance understanding. • Encourage peer tutoring or buddy systems. • Allow collaboration on group projects to facilitate language acquisition. • Offer alternative assessments such as oral presentations or projects. • Consider assessing content knowledge separately from language proficiency. • Personal glossary (Vocabulary) • Text-to-speech • Extended time • Simplified / verbal instructions • Graphic Organizers/Thinking Maps • Support in L1 (If Applicable)
---	---

Interdisciplinary Connections	
<u>Math:</u> • K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. • K.G.1 : Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. <u>Science:</u> • 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. • 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. <u>Social Studies:</u> • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. • 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	
<u>Computer Science and Design Thinking</u>	<u>Career Readiness, Life Literacies, and Key Skills</u>
8.2.2.ED.1: Communicate the function of a product or device 8.1.2.DA.1: Collect and present data, including text, images, and numbers, in a variety of formats 8.1.2.DA.2: Store, copy, search, retrieve, and delete data on a device. 8.1.2.DA.3: Identify and describe patterns in data visualizations.	9.4.2.TL.5: Describe the difference between real and virtual experiences. 9.4.2.TL.6: Illustrate and communicate ideas and stories using digital tools.

Reading Unit 6: Becoming Avid Readers

Course & Grade Level: Reading Kindergarten

Pacing: 4 weeks (19 sessions)

Essential Questions:

How can readers think about the story and about how books sounds to help them figure out words?

What can readers do when they reach a tricky part in their reading?

How can readers reread their books many times to make reading sound better and to help them understand more about the books?

How can readers help each other at tricky parts?

Enduring Understandings and Practices

Readers can think about the story and how books sound to help them figure out tricky parts.

Readers react when they reach a tricky part in their reading.

Readers reread to help their reading sound better and to help them understand books more.

Partners can help each other solve tricky parts in our books.

Standards

- **L.RF.K.1** Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4** Read emergent-reader texts orally with sufficient decoding accuracy to support comprehension.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text.
- **SL.PE.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts.
- **SL.UM.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.

Teaching Points

Bend I: Becoming an Avid Reader

Session 1: Today I want to teach you that you can become avid readers.

Session 2: Readers, today I want to teach you that avid readers need...tissues. They don't just read, they also react. They cry at the sad parts, and they laugh at the funny parts.

Session 3: Today I want to teach you that when readers hold on to their thoughts so they don't just float away.

Session 4: Today I want to teach you that, when thinking about a character's feelings in a story, it helps to be as specific, as precise, as you can be.

Session 5: Today I want to teach you that, as an avid reader, it is important to know which superpowers you have mastered and which powers you may not use easily or often.

Session 6: Today I want to teach you that avid readers don't only share books, they also are always inventing fun things to do with books and friends.

Session 7: Today I want to teach you that really good readers act out the story in their minds every time they read.

Session 8: Today I want to teach you that, when readers read, they don't just do any old pretending. They do what is called close reading and book-based pretending.

Session 9: Today I want to teach you that avid readers don't just read a story, read the words, and then just sit there—like blah. Instead, when avid readers read a story, it's like they are at the movies.

Bend II: Learning From All-About Books

Session 10: Today I want to teach you that you are going to become avid readers of learn-about-the-world books—of nonfiction books!

Session 11: Today I want to teach you that nonfiction readers need to explain what they have learned to others and share that learning.

Session 12: Today I am going to need your help. We know that avid readers don't only share books, they also are always inventing fun things to do with books and friends.

Session 13: Today I want to teach you that once an avid nonfiction reader finds a topic that he or she loves, the reader gathers books on that topic, and gather people who love that topic, too.

Session 14: Today I want to teach you that, when you are talking with your club mates, that you want to listen to what your club mates are teaching you about your topic, and talk to them about what they are teaching you.

Session 15: Today I want to teach you that just as there are things that readers of stories pay attention to—like the characters—there are also things that readers of nonfiction pay attention to.

Session 16: Today I want to teach you that many of the things readers do with storybooks can also be done with nonfiction books. It's especially important, when reading either kind of book, that readers...pretend!

Bend III: Avid Readers Love Poetry

Session 17: Today I want to teach you avid poetry readers read a poem over and over until the tune is right, the rhythm is right, the feeling is right.

Session 18: Today I want to teach you that it's avid poetry readers think about how the poem makes them feel and then they make their voices match that feeling.

Session 19: Today I want to teach you that when you find a poem you really love—a favorite—you can fall in love with it even more by becoming a copycat poet.

- Observations of Students
- Teachers College Letter/Sound Identification Assessment
- Teachers College Concepts of Print Assessment
- Kindergarten Words Their Way Assessment
- Exit Tickets
- Think- Pair-Share
- Teachers College Running Records, As Needed
- Teachers College Sight Word Assessment, As Needed
- Records of Conferences, Small Groups
- TCRWP Learning Progressions and Writing Rubrics

Resources

Units of Study & TC Resources

- Units of Study for Teaching Reading by Lucy Calkins
- www.heinemann.com (use registration code and select My Online resources for grade level.
- A Guide to the Reading Workshop, Primary Grades by Lucy Calkins

Mentor Texts

- The Carrot Seed by Ruth Krauss
- It's Super Mouse! by Phyllis Root
- Dragonflies by Margaret Hall
- Honey Bees by Martha E. H. Rustad
- "The Swing" from A Child's Garden of Verses by Robert Louis Stevenson
- "I'm a Little Teapot" "Click Beetle" by Mary Ann Hoberman
- "Read Words, Write Words" by Marjorie Martinelli
- "Brother John (Frère Jacques)"

Supplemental Resources/Use of Technology:

- Excite (Learning Ally)
- Scholastic
- Raz Kids
- Reading A-Z

Assessments

Assessments	
Formative	Summative
• Teacher Anecdotal Notes from Conferencing • Checkpoints • Exit Tickets • Sight Word Assessments • Reading Fluency Checks • Spelling Assessments	• Unit Quizzes • Unit Tests • Projects • Written Works
Benchmark	Alternative
• Pre and post assessments • Sight word benchmarks • Running Records/Writing Records	• Oral presentation of material • Portfolio assessment • Scribe for written assessments

• DRA/F&P Reading Assessment • iReady	
--	--

Accommodations/Modifications	
Students with 504s and IEPs	Students at Risk of Failure
• Provide additional time for completing assignments and tests. • Allow breaks during tests if needed. • Ensure a distraction-free environment for exams. • Allow flexible seating arrangements. • Provide copies of lecture notes or access to class notes. • Allow the use of assistive technology for note-taking. • Adjust the length or complexity of assignments. • Provide alternative assignments or projects.	• Offer one-on-one tutoring or small group instruction. • Provide additional resources or materials based on individual needs. • Schedule regular meetings to discuss progress and challenges. • Implement a system for ongoing communication with parents/guardians. • Modify lesson plans to accommodate different learning styles. • Provide a variety of learning materials to address diverse needs.
Gifted and Talented Students	Multilingual Learners
• Offer enrichment activities or projects beyond the standard curriculum. • Provide access to advanced reading materials or resources. • Provide opportunities for independent research. • Connect gifted students with mentors in their field of interest. • Facilitate participation in extracurricular activities related to their talents. • Use of higher level texts	• Provide bilingual dictionaries or translation tools. • Offer additional time for assignments and assessments. • Allow the use of translation apps or language support software. • Use visuals, graphics, and multimedia to supplement verbal instruction. • Provide charts, graphs, and diagrams to enhance understanding. • Encourage peer tutoring or buddy systems. • Allow collaboration on group projects to facilitate language acquisition. • Offer alternative assessments such as oral presentations or projects. • Consider assessing content knowledge separately from language proficiency. • Personal glossary (Vocabulary) • Text-to-speech • Extended time • Simplified / verbal instructions • Graphic Organizers/Thinking Maps • Support in L1 (If Applicable)

Interdisciplinary Connections
<u>Math:</u> • K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. • K.G.1 : Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. <u>Science:</u>

- **1-LS1-2** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- **1-LS3-1** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Social Studies:

- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Computer Science and Design Thinking

8.2.2.ED.1: Communicate the function of a product or device
8.1.2.DA.1: Collect and present data, including text, images, and numbers, in a variety of formats
8.1.2.DA.2: Store, copy, search, retrieve, and delete data on a device.
8.1.2.DA.3: Identify and describe patterns in data visualizations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.TL.5: Describe the difference between real and virtual experiences.
9.4.2.TL.6: Illustrate and communicate ideas and stories using digital tools.