ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

ELEMENTARY BASIC SKILLS:

ENGLISH LANGUAGE ARTS (ELA)

Kindergarten

ABSTRACT

English Language Arts (ELA) at a Kindergarten level is to establish a foundation upon which English Language Art concepts can develop. Students will engage in kinesthetic and visual activities to expand their skills. Kindergarteners will focus on basic skills with the initiative to create a solid foundation that is required for advancement. Lessons are aligned to New Jersey Student Learning Standards (NJSLS) and technology is an integral part of the learning process.

Born on: NJSLS September 2017
Revised and BOE Approved: August 24, 2021
Aligned to NJSLS-English Language Arts 2016 & NJSLS-CLKS 2020

READING
STAGE 1: DESIRED RESULTS

ESTABLISHED GOALS: *NJSLS*	**Reading Literature** RL.K.1-10 **Reading Informational Text** RI.K.1-10 **Reading Foundational Skills** RF.K.1-4 **Technology** 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.D.1 8.1.2.E.1 8.2.2.A.2 **Career Readiness, Life Literacies, and Key Skills** 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.1 9.4.2.DC.1 9.4.2.DC.3 9.4.2.DC.5 9.4.2.DC.6 9.4.2.DC.7 9.4.2.GCA.1

ENDURING UNDERSTANDINGS: *(Students will understand how to. . .)*

- ask and answer questions about key details and unknown words, retell, identify characters, setting, and major events.
- recognize types of text, know roles of author and illustrator, relate illustrations to story, and compare and contrast.
- ask and answer questions about key details and unknown words, identify main topics, retell, describe connections, identify front/back cover and title page of book, know roles of author and illustrator, describe relationships, identify supporting details, and identify similar/diff between two texts/same topic.
- follow words (left to right, top to bottom, page by page), recognize spoken words in written language, upper/lowercase letters, recognize rhymes, identify syllables, isolate and pronounce sounds, add/substitute sounds, one-to-one letter correspondence, identify 5 major vowels, read common HF words, and identify sounds of letters.

ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*

1. Do you know how details help you understand a selection?
2. Do you know how to learn from the pictures in a selection?
3. Do you know the roles of an author and illustrator?
4. Do you know why details are helpful?
5. Can you recognize that details help you understand the main idea?
6. Do you know how to find the most important idea in the selection?
7. Do you know how to "tap out" sounds to help them understand letter sounds?
8. What can you use to help you read or identify words?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)*

- Small group discussions
- Student participation
- Warm up activities and routines
- Communicating effectively
- Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)*

- Projects
- Small group discussion
- Benchmark assessments
- Practice worksheets
- Error analysis
- Presentations
- Activities
- Peer and self evaluations
- Open ended responses (informal/formal)
- Teacher observation

RESOURCES:

- Teachers College Reading Workshop & Writing Workshop Units of Study https://readingandwritingproject.org/
- Leveled Literacy Intervention Program by Fountas and Pinnell
- Reading A to Z leveled readers: https://www.readinga-z.com/
- The Continuum of Literacy Learning
- Achieve the Core: https://achievethecore.org/
- Online Digital Resources: http://resources.fountasandpinnell.com/products/GeneralResources
- Digital Personal Trainer(s)
- Support Videos
- Assessment Resources
- Tiered Worksheets
- *Big Plans* by Bob Shea & Lane Smith
- *Greta Thunberg: Teen Climate Activist* by Rachel Rose (available on Epic)
- *A Chair for My Mother* by Vera Williams
- *The Internet is Like a Puddle* by Shona Innes
- *Chicken Clicken* by Jeanne Willis and Tony Ross
- *Goldilocks (A Hashtag Cautionary Tale)* by Jeanne Willis and Tony Ross
- *The Technology Tail: A Digital Footprint Story* by Julia Cook
- *Cora Cooks Pancit* by Dorina Lazo Gimore-Young

STAGE 3: LEARNING PLAN

What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.

***WHERETO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*

Students will be able to:

- read and discuss text.
- review roles of author and illustrator with every story, List similarities and differences of topics.
- use pictures to tell a story (picture-walk).
- organize important information from text using graphic organizers.
- review new vocabulary aloud.
- use supporting details to help retell stories.
- organize important information from text using graphic organizers.
- use books to identify parts of a story.
- tap out letter sounds (to isolate and pronounce sounds).
- cut and paste pictures together that rhyme
- Build a word wall with HF words

CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skills technology) learning activities are included in this unit that will help achieve the desired results?) (What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)*

Differentiation:

Special Education/504:

- Specific Student's IEP/504 plan modifications and accommodations
- Modified or reduced length of assignments
- Prioritize tasks
- Pre Teach vocabulary
- Small group instruction
- One-on-one instruction
- Frequent teacher conferences
- Remediation
- Read books geared to student's reading level
- Graphic organizers
- Concrete examples and modeling
- Space for movements and breaks
- Assistive technology
- Manipulatives
- Continuous feedback
- Multisensory instruction

At Risk Students:

- Leveled groups
- Phonics practice
- Practice with Rhyme
- Vocabulary building activities
- Sight word flashcards
- Leveled partners
- Visual presentations
- Prompting and dictation
- Audio books
- Small group environment

- Separate environment
- Extended time or timed activities
- Mark text with highlighter
- Fewer questions
- Fix and correct answers
- Take home books
- Student restates answer and/or self corrects
- Concrete examples and modeling
- Space for movements and breaks
- Assistive technology
- Manipulatives
- Continuous feedback

English Language Learners

- Strategy Groups
- Teacher Conferences
- Graphic Organizers
- Modification Plan
- NJDOE Resources
- Picture Walks
- Visual aids
- Manipulatives
- Read books geared to student's independent reading level
- Teach how to chunk unfamiliar or "tricky" words
- Peer tutoring/pair students up with English proficient speakers to read
- Instruction will be based on language proficiency

<u>Cross-Curricular:</u>

- Visual and Performing Arts (1.2.2.Cr1b; 1.1.2.Cr1a)
    - Use different mediums such as clay and paint to enhance the learning experience in response to stories
    - Use movement to recall letter sounds. (Phonics Dance!)
- Comprehensive Health and Physical Education (2.5.2.A.1)
    - Use brain breaks that involve physical activity such as This or That Fitness

- Use movement to recall letter sounds. (Phonics Dance!)

- Science (K-ESS3-3; K-2-ETS1-1)
  - Follow directions to complete simple experiments
  - Read and share informational text on science topics, including climate change
- Social Studies (6.1.4.A.11; 6.1.4.A.14)
  - Build a 3D models of community helpers
  - Read and share informational text on social studies topics
  - Read stories about various cultures
  - Read stories about or written by authors from other cultures.
- Computer Science and Design Thinking (8.1.2.CS.1)
  - Design a class digital book
  - Use a word processing program to review high frequency words
- Career Readiness, Life Literacies, and Key Skill (9.1.2.FP.2; 9.1.2. FI.1)
  - Create a storyboard of needs and wants
  - Review books that discuss money

WRITING
STAGE 1: DESIRED RESULTS

ESTABLISHED GOALS: ***NJSLS***	**Writing** W.K.1-8 **Speaking and Listening** SL.K.1-6 **Language** L.K.1-6

	Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.D.1 8.1.2.E.1 8.2.2.A.2 **Career Readiness, Life Literacies, and Key Skills** 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.1 9.4.2.DC.1 9.4.2.DC.3 9.4.2.DC.5 9.4.2.DC.6 9.4.2.DC.7 9.4.2.GCA.1

ENDURING UNDERSTANDINGS: *(Students will understand how to. . .)*

- use a combination of drawing, writing, and dictating to reflect on the following: the topic, name of book, opinion, more information, details about an event, sequence, and a reaction.
- respond to questions, explore digital tools, collaborate with peers, participate in projects, and gather information from sources.
- conduct discussions in small groups, follow rules for discussion, continue conversation through multiple exchanges, confirm understanding, ask and answer questions, describe familiar people, places, things, and events, use drawings for additional support, and speak audibly.
- print upper and lowercase letters, identify common nouns and verbs, form regular plural nouns, use question words, produce complete sentences, capitalization, ending punctuation, write letter for consonant and short-vowel sounds, spell simple words, determine the meaning of new words, and recognize inflections and affixes, sorting, and antonyms.

ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*

1. Do you know what types of sources are available to you?
2. Can you identify what other sources can help you?
3. Do you know how you can learn the most from small and large group discussions?
4. Do you know how speaking is used to express important ideas?
5. How do you continue a conversation?
6. Do you know how to make your picture reflect your understanding and opinion of a story?
7. Do you know why it is important to know your letters?
8. Can you use nouns and verbs to write sentences?
9. Do you know why end punctuation is important?

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SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*
<u>Students will be able to:</u>

- participate in small group discussion.
- journal.
- write pieces.
- review rules for listening.
- use graphic organizers to list details from the story.
- practice speaking clearly and loudly.
- use context clues (pictures) to figure out word meanings.
- add and subtract inflections and affixes to words.
- manipulate words to make plural nouns.

CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skills technology) learning activities are included in this unit that will help achieve the desired results?) (What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)*

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