

**Quinton Township School District  
English Language Arts  
Grade Kindergarten**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit</b>	1-2	<b>Unit Title:</b>	1: Take a New Step 2: Let's Explore	<b>Pacing:</b>	36 Days
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**Unit Summary:** Units 1 and 2 of *Wonders* serve as an introduction to what the students will be learning as well as the new procedures and the structure inside their literacy learning block. Students will learn how to sit in a whole group lesson, how to utilize the classroom library and writing stations to their benefit, learn the structure of small group learning centers, as well as how to work in a small group and work independently. Embedded into this unit, students are being introduced and exposed to key phonics skills such as: identifying rhyming words, segmenting sentences, identifying and isolating beginning sounds, identifying ending sounds, blending word parts, blending and segmenting compound words, and counting syllables. They are also working on comprehension skills: identifying and recognizing the purpose of main characters, photographs, labels, topic/details, headings, bold print and captions. Students will learn how to identify, read, and write the sight words: the, a, see, we, and like. They will then use these words to explore the writing rules used to develop a complete thought. Students will practice writing a sight word sentence with the sight words used throughout these two units. They will focus on using an upper-case at the beginning of their sentence, spaces between words, and punctuation at the end of their sentence. Students will re-read their completed sentence to make sure it makes sense. They will show a further understanding of the sentence they wrote by drawing an illustration that goes along with their sentence. Students will also participate in a small learning group where they will use *Wonders'* shared read to practice reading strategies and as they begin to decode text and read sight words.

## **Objectives:**

### Language

- Segment a sentence or sentences to prepare to write.
- Identify rhyme in sentences, stories, and poems.
- Recognize syllables in words read.
- Use blending skills to write words.

### Reading

- Ask and answer questions about character(s), photographs, labels.
- Use text details to ask and answer questions.
- Ask and answer questions, topic/details, sensory words, headings, bold print, captions.
- Ask and answer questions about poetry and rhyme.
- Visualize events and characters in the story.
- Recognize the setting of a story.
- Label a story map.

### Writing

- Write sight words and develop sight word sentences off of texts being read in the classroom or topics of discussion.
- Write about an expository and opinion text.
- Write using the left to right progression and proper spacing between words.
- Use naming words (nouns) in sentences.
- Use a word bank to improve writing.
- Use action words (present tense verbs) in sentences.
- Include descriptive details in writing.
- Include end punctuation and capitalization in writing.

**Essential Questions:**

How does a strong reader use strategies to build fluency and comprehension?

How do writers share their ideas with others?

How do letters and sounds work together to form words?

How do I communicate with my peers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.K.1.A, L.RF.K.1.B, L.RF.K.1.C, L.RF.K.1.D, L.RF.K.2.A, L.RF.K.3.A, L.RF.K.3.C, L.RF.K.4

L.WF.K.1.A, L.WF.K.1.B, L.WF.K.1.C, L.WF.K.1.F, L.WF.K.2.B, L.WF.K.2.C, L.WF.K.2.E, L.WF.K.3.A, L.WF.K.3.B,  
L.WF.K.3.C, L.WF.K.3.F, L.WF.K.3.K

L.KL.K.1.A, L.KL.K.1.E, L.VL.K.2.A, L.VI.K.3.A, L.VI.K.3.A

**Reading Learning Targets:** RI.CR.K.1, RI.CI.K.2, RI.TS.K.4, RI.PP.K.5, RI.AA.K.7, RL.CR.K.1, RL.CI.K.2, RL.IT.K.3,  
RL.TS.K.4

**Writing Learning Targets:** W.AWK.1, W.IW.K.2A-B, W.WP.K.4, W.WR.K.5, W.RW.K.7

**Speaking/Listening Targets:** SL.PE.K.1.A, SL.PE.K.2, SL.PI.K.4, SL.UM.K.5, SL.AS.K.6

**Cross Curricular Standards:** 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.CT.3, 8.1.2.AP.4, K-LS1-1, K-ESS2-2, K-ESS3-1

<b>Overview of Activity/ Focus</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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**Language**

Phonics Activities: /m/, /a/, /s/, /p/, /t/

Word Work Activities: High frequency words - the, a, see, we, like

**Reading**

Genre: Fiction, Nonfiction, Poetry

Listening Comprehension  
Shared Reading  
Respond to Reading

Minilessons on:

- Details
- Ask and Answer Questions
- Main Story Elements: Character
- Photographs
- Labels
- Topic and Details
- Sensory Words
- Headings
- Bold Print
- Poetry: Rhyme
- Captions

**Writing**

Genre: Expository and Opinion

- Teachers Manual
- Assessment Sampler
- Phonics First, Brainspring
- *Wonders* Teacher's Edition (McGraw Hill 2023)
- *Wonders* Instructional Routines Handbook
- *Wonders* Data Dashboard

- Blackline Masters
- Activity Cards
- Vocabulary/Spelling Cards
- Reading/Writing Companion
- Leveled Readers
- Literature Anthology

- Smart Board Applications
- Google Applications
- Chromebooks
- *Wonders* Interactive Student Edition
- *Go Wonders* Online Tools and Games
- Epic Books
- Vooks
- TeachYourMonster
- IXL
- Kahoot
- Blooket
- SplashLearn

Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Progress Monitoring</li> <li>● Student Self Assessments</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● Final Drafts</li> <li>● Weekly projects: I am Special, My Family and Me, I Can!, How to be a Good Friend, How Baby Animals Move, The Senses, Tools for Exploring, Shapes Survey, and Bugs</li> <li>● School-wide Writing Assessment - Pre/Post</li> </ul>

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District**  
**English Language Arts**  
**Grade Kindergarten**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit</b>	3-4	<b>Unit Title:</b>	Unit 3: Going Places Unit 4: Around the Neighborhood	<b>Pacing:</b>	36 Days
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**Unit Summary:** Throughout Units 3 and 4 of *Wonders*, students will explore both informational text and fiction as they focus on places and people around their neighborhood. Students will make connections with where they live, their neighbors, jobs held within the community, and rules that are similar and different than those followed at school. Students will also be challenged to think about how they can make their neighborhood a better place. While engaging in read-aloud questions; students will continue learning how to identify elements of a story such as the character and setting. The teacher will model and teach print concepts such as tracking print top to bottom, left to right, identifying different parts of a book, and matching speech to print. Students will continue to practice identifying, writing, and reading old and new sight words. They will write a sight word sentence with the sight words used throughout these two units. They will focus on using an upper-case at the beginning of their sentence, spaces between words, and punctuation at the end of their sentence. Students will re-read their completed sentence to make sure it makes sense. They will show a further understanding of the sentence they wrote by drawing an illustration that goes along with their sentence. Students will also participate in a small learning group where they will use *Wonders*' shared read to practice reading strategies and as they begin to decode text and read sight words. During the shared read, students will learn how to do picture walks, identify sight words, and use reading strategies to help decode words. Students will begin learning how to blend phonemes and onset-rime to read unknown c-v-c words.



## **Objectives:**

### Language

- Segment a sentence or sentences to prepare to write.
- Identify rhyme in sentences, stories, and poems.
- Recognize syllables in words read.
- Use blending skills to write words.

### Reading

- Visualize events and characters in the story.
- Develop an understanding about character(s) in a story.
- Recognize the setting of a story.
- Recognize how text features such as captions, labels, and illustrations can help a reader as they read a text.
- Label a story map.
- Ask and answer questions about a topic and details of a text.
- Recall details from the text in time order.

### Writing

- Write sight words and develop sight word sentences off of texts being read in the classroom or topics of discussion.
- Write about an expository and narrative text.
- Write using the left to right progression, proper spacing between words, and use the return sweep for a new line.
- Use naming words (nouns) in sentences.
- Use a word bank to improve writing.
- Include descriptive details in writing.
- Include end punctuation and capitalization in writing.
- Write focusing on one idea.

**Essential Questions:**

How does a strong reader use strategies to build fluency and comprehension?

How do writers share their ideas with others?

How do letters and sounds work together to form words?

How do I communicate with my peers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.K.1.A, L.RF.K.1.B, L.RF.K.1.C, L.RF.K.2.A, L.RF.K.2.B, L.RF.K.2.C, L.RF.K.2.D, L.RF.K.3.A, L.RF.K.3.B, L.RF.K.3.C, L.RF.K.4

L.WF.K.1.A, L.WF.K.1.B, L.WF.K.1.C, L.WF.K.1.D, L.WF.K.1.E, L.WF.K.1.F, L.WF.K.2.A, L.WF.K.2.B, L.WF.K.2.C, L.WF.K.2.E, L.WF.K.3.A, L.WF.K.3.B, L.WF.K.3.C, L.WF.K.3.D, L.WF.K.3.G, L.WF.K.3.I, L.WF.K.3.J, L.WF.K.3.K

L.KL.K.1.C, L.VL.K.2.A, L.VI.K.3.A, L.VI.K.3.B, L.VI.K.3.C

**Reading Learning Targets:** RI.CR.K.1, RI.CI.K.2, RI.IT.K.3, RI.TS.K.4, RI.PP.K.5, RI.AA.K.7, RI.CT.K.8, RL.CR.K.1, RL.CI.K.2, RL.IT.K.3, RL.TS.K.4, RL.PP.K.5, RL.MF.K.6

**Writing Learning Targets:** W.AW.K.1, W.IW.K.2.A-B, W.NWK.3.A-C, W.WR.K.5, W.SE.K.6

**Speaking/Listening Targets:** SL.PE.K.1.A, SL.PE.K.1.B, SL.II.K.2, SL.PI.K.4, SL.UM.K.5, SL.AS.K.6

**Cross Curricular Standards:** [9.4.2.CI.1](#), [9.4.2.CI.2](#), [9.4.2.CT.2](#), [9.4.2.CT.3](#), [8.1.2.IC.1](#), [8.1.2.AP.4](#), [K-LS1-1](#), [K-ESS2-2](#), [K-2-ETS1-1](#)

**Overview of Activity/ Focus**

**Teacher's Guide/ Resources**

**Core Instructional Materials**

**Technology Infusion**

**Language**

Phonics Activities: /i/, /n/, /k/, /c/, /o/, /d/, s blends

Word Work Activities: High frequency words - to, and, go, you, do

**Reading**

Genre: Fiction, Nonfiction, and Realistic fiction

Listening Comprehension

Shared Reading

Respond to Reading

Minilessons on:

- Visualize
- Main Story Elements: Character
- Lists
- Main Story Elements: Setting
- Captions
- Map
- Ask and Answer Questions
- Topic and Details
- Labels
- Illustrations
- Details: time order

**Writing**

- Teachers Manual
- Assessment Sampler
- Phonics First, Brainspring
- *Wonders* Teacher's Edition (McGraw Hill 2023)
- *Wonders* Instructional Routines Handbook
- *Wonders* Data Dashboard

- Blackline Masters
- Activity Cards
- Vocabulary/Spelling Cards
- Reading/Writing Companion
- Leveled Readers
- Literature Anthology

- Smart Board Applications
- Google Applications
- Chromebooks
- *Wonders* Interactive Student Edition
- *Go Wonders* Online Tools and Games
- Epic Books
- Vooks
- TeachYourMonster
- IXL
- Kahoot
- Blooket
- SplashLearn

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Progress Monitoring</li> <li>● Student Self Assessments</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● Fountas and Pinnell Testing</li> <li>● Final Drafts</li> <li>● Weekly projects: Rules for Safety, Experiment with Sounds, School Places Interview, Workers and their Tools, Neighbors Interview, Interview about School</li> </ul>

<b>Differentiation</b>			
<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District  
English Language Arts  
Grade Kindergarten**

**Pacing Chart/Curriculum MAP**

**Key: Careers Technology Interdisciplinary Studies**

<b>Unit</b>	5-6	<b>Unit Title:</b>	Unit 5: Wonders of Nature Unit 6: Weather for All Seasons	<b>Pacing:</b>	54 Days
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**Unit Summary:** Throughout Units 5 and 6, *Wonders* explores nature and all it has to offer. Students dive into literature that involves the weather, our four seasons as well as living things that grow in nature. Students will make connections with nature around them. While engaging in read-aloud questions; students will continue learning how to re-read for better understanding, identify main story elements: character, setting, events; identify and engage in rhyme and repetition as well as identify topics and details. The teacher will model and teach print concepts such as tracking print left to right top to bottom as well as using the return sweep to self correct. Students will continue to practice identifying, writing, and reading old and new sight words. They will write a sight word sentence with the sight words used throughout these two units. They will focus on using an upper-case at the beginning of their sentence, spaces between words, and punctuation at the end of their sentence. Students will re-read their completed sentence to make sure it makes sense. They will show a further understanding of the sentence they wrote by drawing an illustration that goes along with their sentence.

## **Objectives:**

### Language

- Count and blend syllables.
- Identify rhyme.
- Isolate, blend, categorize, and segment phonemes.
- Identify alliteration.

### Reading

- Reread a story.
- Develop an understanding about character(s) and setting(s) in a story.
- Recognize rhyme and repetition.
- Recognize how text features such as diagrams, lists, and speech bubbles can help a reader as they read a text.
- Visualize events and characters in a story.
- Recall the sequence of events in a story.
- Ask and answer questions about a topic and details of a text.
- Recognize when a text is giving the reader directions.

### Writing

- Write about an opinion, narrative, and expository text.
- Write using the left to right progression, proper spacing between words, and use the return sweep for a new line.
- Use pronouns, singular, plural, and proper nouns in sentences.
- Write on the lines of a paper appropriately.
- Include descriptive details in writing.
- Include end punctuation in writing.
- Stretch sounds to write words.
- Write focusing on one idea.



**Essential Questions:**

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.K.1.A, L.RF.K.1.B, L.RF.K.1.C, L.RF.K.2.A, L.RF.K.2.B, L.RF.K.2.C, RF.K.3.A, L.RF.K.2.D, L.RF.K.2.E, L.RF.K.2.F, L.RF.K.3.C, L.RF.K.3.D, L.RF.K.4.

L.WF.K.1.C, L.WF.K.1.D, L.WF.K.1.E, L.WF.K.1.F, L.WF.K.2.A, L.WF.K.2.C, L.WF.K.2.D, L.WF.K.2.F, L.WF.K.3.B, L.WF.K.3.D, L.WF.K.3.H, L.WF.K.3.J

L.KL.K.1.A, L.LK.K.1.B, L.KL.K.1.C, L.KL.K.1.E, L.VL.K.2.A, L.VL.K.2.B, L.VI.K.3.A, L.VI.K.3.C, L.VI.K.3.D

**Reading Learning Targets:** RI.CR.K.1, RI.CI.K.2, RI.IT.K.3, RI.MF.K.6, RI.CT.K.8, RL.CR.K.1, RL.CI.K.2, RL.IT.K.3, RL.TS.K.4, RL.PP.K.5, RL.MF.K.6

**Writing Learning Targets:** W.AW.K.1, W.IW.K.2.A-B, W.NW.K.3.A-C, W.WR.K.5, W.SEK.6

**Speaking/Listening Targets:** SL.PE.K.1.A, SL.PE.K.1.B, SL.II.K.2, SL.ES.K.3, SL.UM.K.5, SL.AS.K.6

**Cross Curricular Standards:** [9.4.2.CI.1](#), [9.4.2.CI.2](#), [9.4.2.CT.1](#), [9.4.2.CT.2](#), [9.4.2.CT.3](#), [8.1.2.AP.4](#), [K-ESS3-2](#)

<b>Overview of Activity/ Focus</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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**Language**

Phonics Activities: /h/, /e/, /f/, /r/, /b/, /l/, /k/, /ck/, l-blends, long i (i\_e)

Word Work Activities: High frequency words - my, are, with, he, is, little, she, was

**Reading**

Genre: Realistic fiction, Nonfiction, and Fantasy

Listening Comprehension  
Shared Reading  
Respond to Reading

Minilessons on:

- Reread
- Main Story Elements: Character
- Main Story Elements: Setting
- Main Story Elements: Events
- Rhyme and repetition
- Topic and Details
- Diagram
- Lists
- Speech bubbles
- Directions

**Writing**

- Teachers Manual
- Assessment Sampler
- Phonics First, Brainspring
- *Wonders* Teacher's Edition (McGraw Hill 2023)
- *Wonders* Instructional Routines Handbook
- *Wonders* Data Dashboard

- Blackline Masters
- Activity Cards
- Vocabulary/Spelling Cards
- Reading/Writing Companion
- Leveled Readers
- Leveled Reader Lesson Card
- Literature Anthology
- Reading/Writing Companion
- Big Books

- Smart Board Applications
- Google Applications
- Chromebooks
- *Wonders* Interactive Student Edition
- *Go Wonders* Online Tools and Games
- Epic Books
- Vooks
- Lalilo
- TeachYourMonster
- IXL
- Kahoot
- Blooket
- SplashLearn

Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Progress Monitoring</li> <li>● Student Self Assessments</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● Fountas and Pinnell Testing</li> <li>● Final Drafts</li> <li>● Weekly projects: Parts of a Plant, How Trees Grow, Plants on a Farm, The Seasons, Kinds of Weather, and Stormy Weather</li> </ul>

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District  
English Language Arts  
Grade Kindergarten**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit</b>	4	<b>Unit Title:</b>	Unit 7: The Animal Kingdom Unit 8: From Here to There	<b>Pacing:</b>	30 Days
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**Unit Summary:** Throughout Unit 7 and 8 of *Wonders* students will explore both informational text and fiction as they focus on the world around them. One aspect of the world is different kinds of animals and what these animals need to survive. Students will make connections with household pets, other domestic animals and livestock, and wild animals. Students will also be challenged to think about how these animals are alike and how they are different. Throughout Unit 8 of *Wonders* students will explore important places and the different methods of transportation that can be used to travel long distances. Students will make connections with methods of travel, family members, and places to visit. Students will also be challenged to think about how experiences and adventures in the stories are alike and different. While engaging in read-aloud questions; students will continue learning how to identify key details in a text, explaining the difference between fact and opinion, and retelling familiar stories with key details. The teacher will model and teach print concepts such as locating printed words on a page, identifying the parts of a book, reading from left to right/top to bottom, and distinguishing letters from words. Students will continue to practice identifying, writing, and reading old and new sight words. They will write about the text using prompts provided by the teacher. They will focus on using an upper-case at the beginning of their sentence, spaces between words, and punctuation at the end of their sentence. Students will re-read their completed sentence to make sure it makes sense. They will show a further understanding of the sentence they wrote by responding to suggestions for peers and adding details. Students will also participate in a small learning group where they will use *Wonders*' shared read to practice reading strategies and as they begin to decode text and read sight words. During the shared read, students will learn how to do picture walks, identify sight words, and use reading strategies to help decode words. Students will begin learning strategies for identifying rhyming words and phoneme isolation, deletion, and substitution.

## **Objectives:**

### Language

- Identify and produce rhyming words.
- Identify a phoneme.
- Isolate, blend, segment delete, and substitute phonemes.
- Recognize syllable addition.
- Delete a syllable.

### Reading

- Reread a story.
- Determine fact and opinion in a text.
- Recognize alliteration in a text.
- Make and confirm predictions about a text.
- Determine the narrator of a story.
- Recognize a cause and effect of an event.
- Find and use a glossary in a nonfiction text.
- Develop an understanding about character(s), setting(s), and event(s) in a story.
- Recognize a problem and a solution in a text.
- Recognize how text features such as headings and captions can help a reader as they read a text.

### Writing

- Write about an opinion, narrative, and expository text.
- Write a sentence with a capital letter.
- Include present, past, and future tense verbs in writing.
- Use a word bank to improve writing.
- Write using the left to right and top to bottom progression.
- Include descriptive details in writing.
- Include end punctuation in writing.
- Write in complete sentences.
- Write prepositions in sentences.
- Improve sentences by making them longer.

**Essential Questions:**

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.K.1.A, L.RF.K.1.B, L.RF.K.1.C, L.RF.K.1.D, L.RF.K.2.A, L.RF.K.2.B, L.RF.K.2.C, L.RF.K.2.E, L.RF.K.2.F, RF.K.3.A, L.RF.K.3.D, L.RF.K.3.E, L.RF.K.4.

L.WF.K.1.A, L.WF.K.1.B, L.WF.K.1.E, L.WF.K.2.B, L.WF.K.2.D, L.WF.K.2.E, L.WF.K.2.F, L.WF.K.3.E, L.WF.K.3.F, L.WF.K.3.G, L.WF.K.3.H, L.WF.K.3.J

L.KL.K.1.A, L.LK.K.1.D, L.KL.K.1.E, L.VL.K.2.A, L.VI.K.3.A, L.VI.K.3.B, L.VI.K.3.D

**Reading Learning Targets:** RI.CR.K.1, RI.CI.K.2, RI.IT.K.3, RI.TS.K.4, RI.PP.K.5, RI.MF.K.6, RI.AA.K.7, RI.CT.K.8,, RL.K.1, RL.CI.K.2, RL.IT.K.3, RL.TS.K.4, RL.PP.K.5, RL.MF.K.6, RL.AA.K.7

**Writing Learning Targets:** W.AW.K.1, W.IW.K.2.A-B, W.NW.K.3, W.WR.K.5, W.SE.K.6, W.RW.K.7

**Speaking/Listening Targets:** SL.PE.K.1.A, SL.PE.K.1.B, SL.II.K.2, SL.ES.K.3, SL.PI.K.4, SL.UM.K.5, SL.AS.K.6

**Cross Curricular Standards:** 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.1, 9.4.2.CT.2, 9.4.2.CT.3, 8.1.2.AP.4, K-PS2-1, K-PS3-1, K-LS1-1, K-ESS2-2, K-ESS3-1



**Overview of Activity/ Focus**

**Teacher's Guide/ Resources**

**Core Instructional Materials**

**Technology Infusion**

**Language**

Phonics Activities: /h/, /e/, /f/, /r/, /b/, /l/, /k/, /ck/, l-blends, long i (i\_e)

Word Work Activities: High frequency words - my, are, with, he, is, little, she, was

**Reading**

Genre: Realistic fiction, Nonfiction, and Fantasy

Listening Comprehension  
Shared Reading  
Respond to Reading

Minilessons on:

- Reread
- Main Story Elements: Character
- Main Story Elements: Setting
- Main Story Elements: Events
- Rhyme and repetition
- Topic and Details
- Diagram
- Lists
- Speech bubbles
- Directions

**Writing**

- Teachers Manual
- Assessment Sampler
- Phonics First, Brainspring
- *Wonders* Teacher's Edition (McGraw Hill 2023)
- *Wonders* Instructional Routines Handbook
- *Wonders* Data Dashboard

- Blackline Masters
- Activity Cards
- Vocabulary/Spelling Cards
- Reading/Writing Companion
- Leveled Readers
- Literature Anthology

- Smart Board Applications
- Google Applications
- Chromebooks
- *Wonders* Interactive Student Edition
- *Go Wonders* Online Tools and Games
- Epic Books
- Vooks
- TeachYourMonster
- IXL
- Kahoot
- Blooket
- SplashLearn

Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Progress Monitoring</li> <li>● Student Self Assessments</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● Fountas and Pinnell Testing</li> <li>● Final Drafts</li> <li>● Weekly projects: Animal Features, Caring for a Pet, Animal Habitats, Kinds of Vehicles, An Important American, Objects in the Sky</li> </ul>

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District  
English Language Arts  
Grade Kindergarten**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit</b>	9-10	<b>Unit Title:</b>	Unit 9: How Things Change Unit 10: Thinking Outside the Box	<b>Pacing:</b>	30 Days
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**Unit Summary:** Throughout Units 9 and 10 students will explore fiction, fantasy, and informational text. Students will learn how things change, how to become problem solvers and discovering ways to protect the environment. In these units we will learn how to be helpers at home. While engaging in real alouds, students will use the ask and answer strategy, reread, make predictions and explore plot sequence. Teacher will model and teach print concepts with long vowel frequency words. Students will continue to practice identifying, writing, and reading old and new sight words. They will write a story with a dialogue in addition to a thank you note. They will focus on greetings, body, and closing using an upper-case at the beginning of their sentence, spaces between words, and punctuation at the end of their sentence. Students will re-read their completed sentence to make sure it makes sense. They will show a further understanding of the sentence they wrote by responding to suggestions for peers and adding details.

## **Objectives:**

### Language

- Segment and blend syllables.
- Identify a phoneme.
- Identify and produce rhyming words.
- Blend, delete, and substitute phonemes.
- Substitute a syllable.
- Identify alliteration.

### Reading

- Ask and answer questions about a text.
- List the sequence of events in a story.
- Describe the format of a play.
- Reread a story.
- Recognize a cause and effect of an event.
- Recall the details of a story in time order.
- Make and confirm predictions about a text.
- Recognize rhymes in a poem.
- Discuss the topic and details of a text.
- Develop an understanding about event(s) in a story.
- Recognize how text features such as labels, photographs, captions can help a reader as they read a text.

### Writing

- Write about an expository text.
- Write on the lines of a paper appropriately.
- Write a sentence with a capital letter.
- Use words that connect ideas in sentences.
- Use adjectives in writing.
- Write in the correct sequence of events.
- Include end punctuation in writing.
- Write focusing on one idea.
- Write using the left to right and top to bottom progression.
- Use a word bank to improve writing.
- Include descriptive details in writing.
- Write an opinion piece.
- Include pronouns in sentences.
- Improve sentences by making them longer.

**Essential Questions:**

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.K.1.A, L.RF.K.1.B, L.RF.K.1.C, L.RF.K.1.D, L.RF.K.2.A, L.RF.K.2.B, L.RF.K.2.D, L.RF.K.2.E, L.RF.K.2.F, RF.K.3.B, L.RF.K.3.D, L.RF.K.3.E, L.RF.K.4.

L.WF.K.1.A, L.WF.K.1.C, L.WF.K.1.E, L.WF.K.2.B, L.WF.K.2.D, L.WF.K.2.E, L.WF.K.2.F, L.WF.K.3.E, L.WF.K.3.F, L.WF.K.3.G, L.WF.K.3.H, L.WF.K.3.J, L.WF.K.3.L

L.KL.K.1.C, L.KL.K.1.E, L.VL.K.2.A, .VL.K.2.B, L.VI.K.3.A, L.VI.K.3.B, L.VI.K.3.C

**Reading Learning Targets:** RI.CR.K.1, RI.CI.K.2, RI.TS.K.4, RI.PP.K.5, RI.MF.K.6, RI.AA.K.7, RL.K.1, RL.IT.K.3, RL.TS.K.4, RL.PP.K.5, RL.MF.K.6, RL.AA.K.7

**Writing Learning Targets:** W.AW.K.1, W.IW.K.2.A-B, W.NW.K.3, W.WR.K.5, W.SE.K.6, W.RW.K.7

**Speaking/Listening Targets:** SL.PE.K.1.A, SL.PE.K.1.B, SL.II.K.2, SL.ES.K.3, SL.UM.K.5, SL.AS.K.6

**Cross Curricular Standards:** [9.4.2.CI.1](#), [9.4.2.CI.2](#), [9.4.2.CT.1](#), [9.4.2.CT.2](#), [9.4.2.CT.3](#), [9.4.2.DC.7](#), [8.1.2.AP.4](#), [K-ESS3-3](#), [K-2-ETS1-1](#)



**Overview of Activity/ Focus**

**Teacher's Guide/ Resources**

**Core Instructional Materials**

**Technology Infusion**

**Language**

Phonics Activities: long a (a\_e), long i (i\_e), long o (o\_e), long u (u\_e), long e (e, ee, e\_e), final blends

Word Work Activities: High frequency words - help, too, has, play, where, look, good, who, come, does

**Reading**

Genre: Realistic fiction, Nonfiction, Fantasy, and Poetry

Listening Comprehension

Shared Reading

Respond to Reading

Minilessons on:

- Ask Answer Questions
- Main Story Elements: Events
- Format of a play
- Reread
- Cause and effect of events
- Captions
- Time order details
- Photographs
- Make and confirm predictions
- Sequence of events
- Rhyme in poetry

- Teachers Manual
- Assessment Sampler
- Phonics First, Brainspring
- *Wonders* Teacher's Edition (McGraw Hill 2023)
- *Wonders* Instructional Routines Handbook
- *Wonders* Data Dashboard

- Blackline Masters
- Activity Cards
- Vocabulary/Spelling Cards
- Reading/Writing Companion
- Leveled Readers
- Literature Anthology

- Smart Board Applications
- Google Applications
- Chromebooks
- *Wonders* Interactive Student Edition
- *Go Wonders* Online Tools and Games
- Epic Books
- Vooks
- TeachYourMonster
- IXL
- Kahoot
- Blooket
- SplashLearn

Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Progress Monitoring</li> <li>● Student Self Assessments</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● Final Drafts</li> <li>● Weekly projects: Helping Out at Home, Being a Good Citizen, Products from Trees, Working Together Interview, Name Sort, Protecting Our Planet</li> <li>● School-wide Writing Assessment - Pre/Post</li> </ul>

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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