

**Quinton Township School District  
Phonics  
Kindergarten**

**Pacing Chart/Curriculum MAP**

**Key: Careers Technology Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Fountas & Pinnell Phonics Lessons	<b>Pacing:</b>	45 days
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**Unit Summary:** The true purpose of phonics instruction is to expand and refine children’s reading and writing powers. Letters, sounds, and words are the keys to help children grasp language. In this first unit, Kindergartners are exposed to the very basics of phonics instruction, using their names, letters, beginning sounds, and rhymes to make connections between auditory and written language.

**Objectives:**

- Students will be able to recognize names.
- Students will be able to recognize letters.
- Students will be able to hear rhymes.
- Students will be able to hear words in sentences.
- Students will be able to hear syllables in words.
- Students will be able to say words slowly to hear sounds.
- Students will be able to hear beginning sounds.
- Students will be able to make letters.
- Students will be able to learn letter forms and names.
- Students will be able to make connections between names and words.
- Students will be able to use letter/sound analysis.

**Essential Questions:** How does knowing letters and sounds help us to learn to read?  
 How does knowing high-frequency words help us become better readers?  
 How do patterns such as rhymes help us to become better readers?  
 What is the connection between reading, writing, and speaking?

**Common Core State Standards/Learning Targets:** [RF.K.2](#), [RF.K.3](#), [8.1](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b><u>September</u></b>            Basic classroom routines, recognize names, learn your name, hearing rhymes, explore letters, recognize letters, learn letters.</p>	<p>ELC1-Words are made up of distinct letters and words are always spelled with the same letters in the same order. Pgs. 71-74</p>	<p>Pocket chart, glue sticks, magnetic letters, large name cards, small name cards</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● ipads</li> </ul>

<p>Basic classroom routines, recognize names, learn your name, hearing rhymes, explore letters, recognize letters, learn letters.</p>	<p>ELC2-Begin to connect visual features of letters to sounds in words. Pgs. 75-78</p>	<p>“Name” songs or chants on charts or sentence strips, class name chart, Pocket chart card template</p>	
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Basic classroom routines, recognize names, learn your name, hearing rhymes, explore letters, recognize letters, learn letters.	PA1-Use rhymes and songs to help students connect words. Pgs. 105-108	Pocket chart, pointer, highlighter tape, large word cards, picture cards, blank book page template	
Basic classroom routines, recognize names, learn your name, hearing rhymes, explore letters, recognize letters, learn letters.	PA2- Use rhymes to hear how language sounds. Pgs. 109-112	Pocket chart, pointer, highlighter tape, glue sticks, drawing supplies, photocopies of poem or song.	
Basic classroom routines, recognize names, learn your name, hearing rhymes, explore letters, recognize letters, learn letters.	LK1- Explore letters pgs. 211-214	Tub of assorted magnetic letters, magnetic surface	
Recognize names, learn your name, hearing rhymes, explore letters, recognize letters, learn letters.	LK2-Recognize and name letters. Pgs. 215-218	Class name chart, white board, magnetic letters, two way sort sheets.	
Recognize names, learn your name, hearing rhymes, explore letters, recognize letters, learn letters.	LK3-Letter knowledge, recognizing letters in name. pgs. 219-222	Name on tag board, stars, markers, letter formation charts.	

Recognize names, learn your name, hearing rhymes, explore letters, recognize letters, learn	LK4-Letter knowledge, Understanding words are made up of letters. Pgs. 223-226	Small pointers, name puzzles, name puzzle	
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letters.		folder.	
<b><u>October</u></b> Basic classroom routines, hear words in sentences, hear rhymes, hear syllables, hear, say, and clap syllables, say words slowly to hear sounds, recognize and name letters.	ELC3-Hearing words in sentences. Understanding that one spoken word matches one group of letters. Pgs 79-82	Chart paper, pocket chart, message on sentence strips(for day 2), copies of messages(for day 2), paper, glue sticks	
Basic classroom routines, hear words in sentences, hear rhymes, hear syllables, hear, say, and clap syllables, say words slowly to hear sounds, recognize and name letters.	PA3-Phonological awareness. Hearing and connecting rhyming words. Pgs. 113-116	Pocket chart, glue sticks, scissors, rhyming picture set, two way sort sheets	
Basic classroom routines, hear words in sentences, hear rhymes, hear syllables, hear, say, and clap syllables, say words slowly to hear sounds, recognize and name letters.	PA4-Phonological awareness, hearing and saying syllables. Pgs. 117-120	Pocket chart, picture cards, three way sort sheet	
Basic classroom routines, hear words in sentences, hear rhymes, hear syllables, hear, say, and clap syllables, say words slowly to hear sounds, recognize and name letters.	PA5- Phonological Awareness. Hearing syllables in words helps students learn how to break them down into parts. Pgs. 121-124	Pocket chart, drawing supplies, pairs of word cards, four page book	
Basic classroom routines, hear words	PA6-Phonological awareness. Hearing	Pocket chart, glue	

in sentences, hear rhymes, hear syllables, hear, say, and clap syllables, say words slowly to hear sounds, recognize and name letters.	syllables in words helps students learn how to break them down into parts. Pgs. 125-128	sticks, picture cards, two way sort sheets.	
Basic classroom routines, hear words in sentences, hear rhymes, hear syllables, hear, say, and clap syllables, say words slowly to hear sounds, recognize and name letters.	PA7-Phonological Awareness. Understand that words are a sequence of sounds. Pgs. 129-132	Pocket chart, word cards, picture cards, blank cards, two way sort sheets.	
Basic classroom routines, hear words in sentences, hear rhymes, hear syllables, hear, say, and clap syllables, say words slowly to hear sounds, recognize and name letters.	LK5-Letter knowledge. Producing letter names. Pgs. 227-230	Pointer, whiteboard, alphabet linking chart	
<b><u>November</u></b> Working independently in centers, hear beginning sounds, make letters, learn letter forms and names, make connections between names and other words, use letter/sound analysis	PA8-Phonological awareness. Hear similar beginning phonemes in words. Pgs. 133-136	Pocket chart, picture cards, two way sort sheet	
Working independently in centers, hear beginning sounds, make letters, learn letter forms and names, make connections between names and other words, use letter/sound analysis	PA9- Phonological awareness. Hear similar beginning phonemes in words. Pgs. 137-140	Pocket chart, picture cards, three way sort sheet	

Working independently in centers, hear beginning sounds, make letters, learn letter forms and names, make connections between names and other words, use letter/sound analysis	LK6-Letter knowledge. Distinguishing letter forms.pgs. 231-234	White board, name chart, alphabet linking chart, glue, tissue paper, sand tray, paper	
Working independently in centers, hear beginning sounds, make letters, learn letter forms and names, make connections between names and other words, use letter/sound analysis	LK7- Letter knowledge. Producing letter names. Pgs. 235-238	Chart, letter tiles, cups for letters, alphabet strips	
Working independently in centers, hear beginning sounds, make letters, learn letter forms and names, make connections between names and other words, use letter/sound analysis	WSA1- Word solving actions. Make connections between names and other words.pgs 451-454	Name chart, lotto game cards, name cards, directions for lotto	
Working independently in centers, hear beginning sounds, make letters, learn letter forms and names, make connections between names and other words, use letter/sound analysis	WSA2-Word solving actions. Say words slowly to hear sounds in sequence.pgs. 455-458	Large easel with blank paper, writing materials, small pictures or objects, two way sort sheet, picture cards	

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <p><b>Class participation</b>  <b>Letter and word sorts</b>  <b>Songs and chants</b>  <b>Student/teacher conferencing</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project: Letter/word sort, mid-year phonics assessment</b></p> <p><b>Suggested skills to be assessed:</b>  <i>Letter recognition</i>  <i>Name recognition</i>  <i>Rhyming word matching/production</i></p>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable</li> </ul>

<p>clearly and concisely and repeat, reword, modify as necessary.</p> <ul style="list-style-type: none"> <li>● Utilize open-ended questioning techniques</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions <ul style="list-style-type: none"> <li>● Model and use visuals as often as possible</li> </ul> </li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically selected) and collaboration as necessary.</li> <li>● Utilize homework recorder within SIS.</li> <li>● Allow for copies of notes to</li> </ul>	<p>available</p> <ul style="list-style-type: none"> <li>● Learn/Utilize/Display some words in the students' native language</li> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</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>● Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize Go Math! RTI strategies</li> <li>● Fountas and Pinnell Phonics</li> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<p>students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</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 Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p>be shared out.</p> <ul style="list-style-type: none"> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</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>• Establish a consistent and daily routine.</li> </ul>			
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**Quinton Township School District  
English Language Arts Literacy-Phonics  
Kindergarten**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	2 and 3	<b>Unit Title:</b>	Fountas & Pinnell Phonics	<b>Pacing:</b>	90 days
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**Unit Summary:** Building on the skills introduced in unit 1, here we begin to make more complex connections. We introduce groups of letters known as “word families” (such as \_\_\_at) from which many words and syllables can be made. Long and short vowel sounds are introduced and practiced. Continued application of phonics skills to reading and writing are practiced. The transfer of skills is strongly emphasized.

**Objectives:**

Students will be able to sort and connect names.  
Students will be able to recognize first and last letters.  
Students will be able to hear ending sounds.  
Students will be able to recognize letter names.  
Students will be able to write his/her name.  
Students will be able to recognize letters in name.  
Students will be able to connect beginning sounds and letters.  
Students will be able to build and write high frequency words.  
Students will be able to recognize color words.  
Students will be able to make rhymes.  
Students will be able to hear and produce rhymes.

Students will be able to hear long vowel sounds in the middle of words.  
Students will be able to look at letter features.  
Students will be able to make words with -at.  
Students will be able to locate color words in text.  
Students will be able to make new words by changing the first letter.  
Students will be able to blend syllables.  
Students will be able to hear first and last sounds.  
Students will be able to identify letters in words.  
Students will be able to make words with -an and -ay.  
Students will be able to recognize number words.  
Students will be able to use known words in simple texts.

**Essential Questions:** How does knowing letters and sounds help us to learn to read?  
 How does knowing high-frequency words help us become better readers?  
 How do patterns such as rhymes help us to become better readers?  
 What is the connection between reading, writing, and speaking?

**Common Core State Standards/Learning Targets:** [RF.K.2](#), [RF.K.3](#), [8.1](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b><u>December</u></b>            Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words, hear beginning and ending sounds.</p>	<p>ELC4- Early literacy concepts. Use name to learn about words and make connections to words. Pgs. 83-86</p>	<p>Pocket chart, names, three way sort sheet, small name cards</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● ipads</li> </ul>
<p>Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words, hear beginning and ending sounds.</p>	<p>ELC5-Early literacy concepts. Understanding the concepts of first and last in written language. Pgs. 87-90</p>	<p>Name chart, highlighter, glue sticks, blank paper, letter cards.</p>	

Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words, hear beginning and ending sounds.	ELC6-Early literacy concepts. Understanding the concepts of first and last in written language. Connect temporal sequence of spoken sounds with the corresponding print symbols arranged spatially from left to right.pgs 91-94	Chart paper, markers, blank four page books	
Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words,	PA10-phonological awareness. Hearing similar ending phonemes in words. Pgs141-144	Pocket chart, picture cards, two way sort sheet.	

hear beginning and ending sounds.			
Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words, hear beginning and ending sounds	PA11-phonological awareness. Hearing similar ending phonemes in words. Pgs. 145-148	Pocket chart, picture cards, lotto game cards	
Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words, hear beginning and ending sounds.	LK8-Letter knowledge. Producing letter sounds. Pgs. 239-242	Name puzzle, plastic bowls, Alphabet Soup book.	

Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words, hear beginning and ending sounds.	LK9-Letter knowledge, producing letter names. Pgs. 243-246	Mm book, storage boxes, writing materials, name chart, alphabet linking chart, picture cards	
Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words, hear beginning and ending sounds.	LK10-Letter knowledge, understanding that words are made up of letters. Pgs. 247-250	Pocket chart, name cards, class name list, alphabet strips	
Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words,	LK11-Letter knowledge, producing letter names. Pgs. 251-254	Chart of “Friends March” song, pocket chart, letter cards, name cards, class names,	

hear beginning and ending sounds.		three way sort sheet.	
Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words, hear beginning and ending sounds.	LK12-Letter knowledge, using efficient and consistent motions to form letters. 255-258	Magnetic letters, dry erase markers, name cards, letter formation charts.	
Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words, hear beginning	LS1- Letter/sound relationships. Recognizing and using beginning consonant sounds and the letters that represent them. Pgs. 309-312	Pocket chart, picture cards, letter cards, two way sort sheets.	

and ending sounds			
Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words, hear beginning and ending sounds	LS2-Letter/sound relationships. Recognizing and using beginning consonant sounds and the letters that represent them.pgs.313-316	Pocket chart, picture cards, word cards, enlarged pictures from the alphabet linking chart, three way sort sheets.	
Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words, build and write high frequency words, hear beginning and ending sounds	HF1-High frequency words. Recognizing and using high frequency words with one or two letters. Pgs.373-376	Pocket chart, magnetic letters, dry erase markers, letter cards, word cards, making words sheet	
Sorting as a routine, Model to build and write words, match words by looking at letters, Learn color words,	WM1- Word meaning. Recognizing and learning concept words: color names. Pgs. 403-406	Pocket chart, color word cards, two way sort sheet, two sheets of	

build and write high frequency words, hear beginning and ending sounds		color words per child.	
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<p><b>January</b>  Matching pictures to middles sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.</p>	<p>PA12-Phonological awareness. Hearing and saying ending phonemes in words. Pgs. 149-152</p>	<p>Picture cards.</p>	
<p>Matching pictures to middles sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency</p>	<p>PA13-Phonological awareness. Hearing and generating rhyming words. Pgs. 153-156</p>	<p>Books with stories that rhyme, picture cards, directions for concentration.</p>	
<p>Matching pictures to middles sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.</p>	<p>PA14- Phonological awareness. Hearing and generating rhyming words. Pgs. 157-160</p>	<p>Drawing and writing materials, picture cards, lotto game cards, directions for lotto.</p>	
<p>Matching pictures to middles sounds,</p>	<p>PA15- Phonological awareness.</p>	<p>Pocket chart, picture</p>	

<p>sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.</p>	<p>Hearing and saying middle phonemes in words. Pgs. 161-164</p>	<p>cards, three way sort sheets.</p>	
<p>Matching pictures to middles sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.</p>	<p>LK13-Letter knowledge. Categorizing letters by features. Pgs. 259-262</p>	<p>Magnetic easel, two way sort sheets, letter cards.</p>	
<p>Matching pictures to middles sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.</p>	<p>LK14-Letter knowledge. Categorizing letters by features. Pgs. 263-266</p>	<p>Magnetic letters, letter cards, two or three way sort sheets.</p>	
<p>Matching pictures to middles sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new</p>	<p>LS3- Letter/sound relationships. Recognizing and using beginning consonant sounds and the letters that represent them. Pgs. 317-320</p>	<p>Pocket chart, picture cards, letter cards, three way sort sheets.</p>	



word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.			
Matching pictures to middle sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.	LS4- Letter/sound relationships. Recognizing and using beginning consonant sounds and the letters that represent them. Pgs. 321-324	LS4- Letter/sound relationships. Recognizing and using beginning consonant sounds and the letters that represent them. Pgs. 321-324	
Matching pictures to middle sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.	LS5- Letter/sound relationships. Recognizing and using beginning consonant sounds and the letters that represent them. Pgs. 325-328	Chart with poem "Jelly on the Plate", duplicated versions of poem, highlighter, clipboards and paper.	
Matching pictures to middle sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds,	SP1- Spelling patterns. Recognizing that words have letter patterns that are connected to sounds. Pgs. 343-346	Pocket chart, word cards, two column sheet.	

ending sounds.			
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<p>Matching pictures to middle sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.</p>	<p>SP2-Spelling patterns. Recognizing and using simple phonograms with a VC pattern. Pgs. 347-350</p>	<p>Chart paper, markers, magnetic letters, list sheets.</p>	
<p>Matching pictures to middle sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.</p>	<p>HF2- High frequency words. Recognizing and using high frequency words with two or three letters. Pgs. 377-380</p>	<p>Chart, magnetic letters, dry erase markers, letter cards, word cards, making words sheets.</p>	
<p>Matching pictures to middle sounds, sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.</p>	<p>WM2-Word meaning. Recognizing and learning concept words: color words. Pgs. 407-410</p>	<p>Pocket chart, sentence strips, magnetic letters, color word cards.</p>	
<p>Matching pictures to middle sounds,</p>	<p>WSA3-Word solving actions.</p>	<p>Magnetic letters, easel,</p>	

<p>sorting letters, locating words in print, build words using phonograms, substitute first letter to make a new word, rhymes, recognizing color words, write high frequency words, beginning sounds, vowel sounds, ending sounds.</p>	<p>Changing beginning letters to make new words. Pgs. 459-462</p>	<p>making connection sheets.</p>	
<p><b><u>February</u></b> Name letters in words, point to words while reading, blending syllables, hear first and last sounds, recognize high frequency words, make new words by changing first letter, make words, learn number words.</p>	<p>PA16-Phonological awareness. Blending syllables. Pgs. 165-168</p>	<p>Lotto game cards, directions for lotto, picture cards.</p>	
<p>Name letters in words, point to words while reading, blending syllables, hear first and last sounds, recognize high frequency words, make new words by changing first letter, make words, learn number words.</p>	<p>PA17- Phonological awareness. Hearing and saying two or three phonemes in a word.pgs. 169-172</p>	<p>Four box sheet, picture cards, alphabet linking chart.</p>	
<p>Name letters in words, point to words while reading, blending syllables, hear first and last sounds, recognize high frequency words, make new words by changing first letter, make words, learn number words.</p>	<p>PA18- Phonological awareness. Hearing similar beginning phonemes in words. Pgs. 173-176</p>	<p>Drawing supplies, glue sticks, ABC charts, Word wall</p>	

<p>Name letters in words, point to words while reading, blending syllables, hear first and last sounds, recognize high frequency words, make new words by changing first letter, make words, learn number words.</p>	<p>LK15-Letter knowledge. Recognizing the sequence of letters in words. Pgs. 267-270</p>	<p>Chart with the song “BINGO”, envelopes, sheets with the words to “There is a child”, individual cards with BINGO, each child’s name on a card.</p>	
<p>Name letters in words, point to words while reading, blending syllables, hear first and last sounds, recognize high frequency words, make new words by changing first letter, make words, learn number words.</p>	<p>LK16-Letter knowledge. Using efficient and consistent motions to make letters. Pgs. 271-274</p>	<p>Sand/salt in a box, sandpaper letters, newsprint, crayons, letter formation cards.</p>	
<p>Name letters in words, point to words while reading, blending syllables, hear first and last sounds, recognize high frequency words, make new words by changing first letter, make words, learn number words.</p>	<p>SP3-Spelling patterns. Recognizing and using simple phonograms with a VC pattern. Pgs. 351-354</p>	<p>Chart paper, markers, magnetic letters, list sheets.</p>	
<p>Name letters in words, point to words while reading, blending syllables, hear first and last sounds, recognize high frequency words, make new words by changing first letter, make words, learn number words.</p>	<p>SP4-Spelling patterns. Recognizing and using simple phonograms with a VC pattern. Pgs. 355-358</p>	<p>Chart paper, markers, magnetic letters, list sheets.</p>	
<p>Name letters in words, point to words</p>	<p>HF3-High frequency words.</p>	<p>Pocket chart, high</p>	

<p>while reading, blending syllables, hear first and last sounds, recognize high frequency words, make new words by changing first letter, make words, learn number words.</p>	<p>Recognizing and using high frequency words with one to four letters. Pgs. 381-384</p>	<p>frequency word cards, lotto game cards, directions for lotto</p>	
<p>Name letters in words, point to words while reading, blending syllables, hear first and last sounds, recognize high frequency words, make new words by changing first letter, make words, learn number words.</p>	<p>HF4-High frequency words. Recognizing and using high frequency words with two, three, and four letters. Pgs. 385-388</p>	<p>Chart, magnetic letters, markers, letter cards, word cards, making words sheet.</p>	
<p>Name letters in words, point to words while reading, blending syllables, hear first and last sounds, recognize high frequency words, make new words by changing first letter, make words, learn number words.</p>	<p>WM3- Word meaning. Recognizing and learning concept words: Number words. Pgs. 411-414</p>	<p>Pocket chart, sentence strips, number cards, number word cards, four box sheets.</p>	
<p>Name letters in words, point to words while reading, blending syllables, hear first and last sounds, recognize high frequency words, make new words by changing first letter, make words, learn number words.</p>	<p>WSA4-Word solving actions. Changing beginning letters to make new words. Pgs. 463-466</p>	<p>Magnetic letters, magnetic surface</p>	
<p>Name letters in words, point to words while reading, blending syllables, hear first and last sounds, recognize high</p>	<p>WSA5-Word solving action. Recognizing and spelling known words quickly.</p>	<p>Chart displaying unfamiliar text, pointer, photocopies of text.</p>	

frequency words, make new words by changing first letter, make words, learn number words.			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <p><b>Student participation</b>  <b>Use of phonics skills in reading/writing</b>  <b>Word sorts and activities</b>  <b>Magnet letter games and activities</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project: Cut and paste word sort. Mid-year phonics assessment</b></p> <p><b>Suggested skills to be assessed:</b> <i>Letter recognition</i>  <i>Rhyming</i>  <i>High frequency words</i>  <i>letter/sound association</i>  <i>Blending/segmenting</i></p>

<b>Differentiation</b>
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<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective amount of wait time</li> <li>● Hold high expectations</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions <ul style="list-style-type: none"> <li>● Model and use visuals as often as possible</li> </ul> </li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> <li>● Provide English/Spanish Dictionary for use</li> <li>● Place with Spanish speaking teacher/paraprofessional as available</li> <li>● Learn/Utilize/Display some words in the students' native language</li> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</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>● Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Support instruction with RTI intervention resources</li> <li>● Provide after school tutoring services</li> <li>● Basic Skills Instruction</li> <li>● Hold high expectations</li> <li>● Utilize Go Math! RTI strategies</li> <li>● Fountas and Pinnell Phonics</li> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</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>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</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 Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<ul style="list-style-type: none"> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically selected) and collaboration as necessary.</li> <li>● Utilize homework recorder within SIS.</li> <li>● Allow for copies of notes to be shared out.</li> <li>● Utilize assistive technology as appropriate.</li> <li>● Provide meaningful feedback and utilize teachable moments.</li> <li>● Utilize graphic organizers</li> <li>● Introduce/review study skills</li> <li>● Provide reading material at or slightly above students' reading levels.</li> <li>● Utilize manipulatives as necessary.</li> <li>● Establish a consistent and daily routine</li> </ul>			
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**Quinton Township School District  
English Language Arts Literacy-Phonics  
Kindergarten**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Fountas & Pinnell Phonics	<b>Pacing:</b>	45 days
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**Unit Summary:** In the third unit, basic skills such as rhyming and letter/sound recognition are scaffolded to increase word power even more. Onsets and rimes, blends and digraphs, long/short and r-controlled vowel sounds are added to the toolbox of word reading and writing. More high frequency words are introduced, such as days of the week and color words. More complex word structure such as multi-syllable and compound words are emphasized. As always, transfer from specific phonics instruction to reading and writing workshops is encouraged.

**Objectives:**

Students will be able to hear and blend onsets and rimes.

Students will be able to identify and blend onsets and rimes.

Students will be able to hear and substitute sounds.

Students will be able to recognize upper and lowercase letters.

Students will be able to form letters.

Students will be able to recognize letter names and sounds.

Students will be able to make words with -and.

Students will be able to build and write high frequency words.

Students will be able to locate numerals and number words in texts.

Students will be able to match word to word.

Students will be able to hear middle sounds.  
Students will be able to hear sounds in sequence.  
Students will be able to recognize beginning and ending consonant sounds.  
Students will be able to make words with -ake.  
Students will be able to connect words that go together.  
Students will be able to recognize the days of the week.  
Students will be able to locate days of the week in text.  
Students will be able to learn simple plural words.  
Students will be able to use parts of a word to solve new words.  
Students will be able to change last letters to make new words.  
Students will be able to change first and last letters to make new words.  
Students will be able to make sentences.  
Students will be able to blend sounds in words.  
Students will be able to hear, say, and delete beginning sounds.  
Students will be able to label consonants and vowels.  
Students will be able to understand alphabetical order.  
Students will be able to learn initials for names.  
Students will be able to make words with -ike.  
Students will be able to locate sight words in text.  
Students will be able to add -s to change word meaning.  
Students will be able to recognize compound words.  
Students will be able to recognize syllables.

**Essential Questions:** How does knowing letters and sounds help us to learn to read?  
How does knowing high-frequency words help us become better readers?  
How do patterns such as rhymes help us to become better readers?  
What is the connection between reading, writing, and speaking?

**Common Core State Standards/Learning Targets:** [RF.K.2](#), [RF.K.3](#), [8.1](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b><u>March</u></b> Sort letters in many ways, hear and blend onsets and rimes, identify onset and rimes, hear and substitute sounds, recognize upper and lowercase letters, form letters, build and write high frequency words, recognize letter names and sounds, locate numerals and number words in text.</p>	<p>PA19-Phonological awareness. Hearing and blending onsets and rimes. Pgs. 177-180</p>	<p>Directions for follow the path, picture cards.</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● ipads</li> </ul>
<p>Sort letters in many ways, hear and blend onsets and rimes, identify onset and rimes, hear and substitute sounds, recognize upper and lowercase letters, form letters, build and write high</p>	<p>PA20-Phonological awareness. Blending onsets and rimes. Pgs. 181-184</p>	<p>Pocket chart, picture cards, go fish cards, directions for go fish.</p>	

<p>frequency words, recognize letter names and sounds, locate numerals and number words in text</p>			
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<p>Sort letters in many ways, hear and blend onsets and rimes, identify onset and rimes, hear and substitute sounds, recognize upper and lowercase letters, form letters, build and write high frequency words, recognize letter names and sounds, locate numerals and number words in text.</p>	<p>PA21- Phonological awareness. Manipulating phonemes at the beginning of words. Pgs. 185-188</p>	<p>Picture cards</p>	
<p>Sort letters in many ways, hear and blend onsets and rimes, identify onset and rimes, hear and substitute sounds, recognize upper and lowercase letters, form letters, build and write high frequency words, recognize letter names and sounds, locate numerals and number words in text.</p>	<p>LK17-Letter knowledge. Recognizing upper and lowercase letters. Pgs. 275-278</p>	<p>Large print alphabet book, lowercase letter chart, alphabet linking chart, two way sort sheet, selected letter cards.</p>	
<p>Sort letters in many ways, hear and blend onsets and rimes, identify onset and rimes, hear and substitute sounds, recognize upper and lowercase letters, form letters, build and write high frequency words, recognize letter names and sounds, locate numerals and number words in text.</p>	<p>LK18-Letter knowledge. Recognizing upper and lowercase letters. Pgs. 279-282</p>	<p>Pocket chart, upper and lowercase letter cards, lotto game cards, directions for lotto.</p>	

<p>Sort letters in many ways, hear and blend onsets and rimes, identify onset and rimes, hear and substitute sounds, recognize upper and lowercase letters, form letters, build and write high frequency words, recognize letter names and sounds, locate numerals and number words in text.</p>	<p>LK19-Letter knowledge. Using efficient and consistent motions to form letters. Pgs. 283-286</p>	<p>Handwriting book for each student, newsprint and crayons.</p>	
<p>Sort letters in many ways, hear and blend onsets and rimes, identify onset and rimes, hear and substitute sounds, recognize upper and lowercase letters, form letters, build and write high frequency words, recognize letter names and sounds, locate numerals and</p>	<p>LS6-Letter/sound relationships. Recognizing and using beginning consonant and vowel sounds and the letter that represents them. Pgs. 329-332</p>	<p>Craft paper, camera, small alphabet books, alphabet linking chart, blank book template.</p>	
<p>Sort letters in many ways, hear and blend onsets and rimes, identify onset and rimes, hear and substitute sounds, recognize upper and lowercase letters, form letters, build and write high frequency words, recognize letter names and sounds, locate numerals and number words in text.</p>	<p>LS7-Letter/sound relationships. Recognizing and using beginning consonant and vowel sounds and the letters that represent them. Pgs. 333-336</p>	<p>Bulletin board, grab bags, paper</p>	
<p>Sort letters in many ways, hear and blend onsets and rimes, identify onset and rimes, hear and substitute sounds,</p>	<p>SP5- Spelling patterns. Recognizing that words have letter patterns that are connected to sounds.pgs. 359-362</p>	<p>Chart paper, markers, magnetic letters, list sheets.</p>	

<p>recognize upper and lowercase letters, form letters, build and write high frequency words, recognize letter names and sounds, locate numerals and number words in text.</p>			
<p>Sort letters in many ways, hear and blend onsets and rimes, identify onset and rimes, hear and substitute sounds, recognize upper and lowercase letters, form letters, build and write high frequency words, recognize letter names and sounds, locate numerals and number words in text.</p>	<p>HF5-High frequency words. Recognizing and using high frequency words with two, three, or four letters. Pgs. 389-392</p>	<p>Chart, magnetic letters, dry erase markers, letter cards, word cards, making words sheet.</p>	
<p>Sort letters in many ways, hear and blend onsets and rimes, identify onset and rimes, hear and substitute sounds, recognize upper and lowercase letters, form letters, build and write high frequency words, recognize letter names and sounds, locate numerals and number words in text.</p>	<p>WM4-Word Meaning. Recognizing and learning concept words: number words. Pgs. 415-418</p>	<p>Pocket chart, sentence strips, magnetic letters, number cards, number word cards, three way sort sheets.</p>	
<p><b><u>April</u></b> Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that</p>	<p>ELC7-Early literacy concepts. Understanding that one spoken word matches one group of letters. Pgs. 95-98</p>	<p>Pocket chart, photocopied sentence strips of sentences, large word cards, small word cards, four page blank books</p>	

<p>go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>			
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>	<p>PA22-Phonological awareness. Hearing similar middle phonemes in words. Pgs. 189-192</p>	<p>Pocket chart, picture cards, two way sort sheets.</p>	
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>	<p>PA23-Phonological awareness. Hearing and identifying phonemes in a word in sequence. Pgs. 193-196</p>	<p>Chart paper, collection of words to write, drawing supplies, glue sticks, four box sheet, picture cards.</p>	
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>	<p>LK20-letter knowledge. Using efficient and consistent motions to form letters. Pgs. 287-290</p>	<p>Handwriting books, letter formation chart</p>	

<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>	<p>LS8-Letter/sound relationships. Recognizing and using beginning and ending consonant sounds and the letters that represent them. Pgs. 337-340</p>	<p>Picture cards, word cards, list sheets.</p>	
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>	<p>SP6-Spelling patterns. Recognizing and using phonograms with a vowel consonant silent e pattern. Pgs. 363-366</p>	<p>Chart paper, markers, list sheets.</p>	
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>	<p>HF6-high frequency words. Recognize and using high frequency words with two or three letters. Pgs. 393-396</p>	<p>Magnetic letters, chart, letter cards, word cards, making words sheet.</p>	
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending</p>	<p>WM5-Word meaning. Recognizing and using words that are related. Pgs. 419-422</p>	<p>Pocket chart, pictures, pocket chart card template.</p>	



<p>consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>			
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>	<p>WM6-Word meaning. Recognizing and learning concept words:days. Pgs. 423-426</p>	<p>Pocket chart, day of the week cards, two way sort sheet.</p>	
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>	<p>WM7-Word meaning. Recognizing and learning concept words:days. Pgs. 427-430</p>	<p>Pocket chart, sentence strips, day of the week word cards.</p>	
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week,</p>	<p>WS1- Word structure. Recognizing and using plurals that add-s. pgs. 433-436</p>	<p>Chart paper, markers, concentration cards, directions for game.</p>	

<p>simple plurals, make new words, use parts of words to solve new words.</p>			
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>	<p>WSA6- word solving actions. Using parts of known words that are like other words. Pgs. 471-474</p>	<p>Chart, rhymes, whiteboard.</p>	
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>	<p>WSA7-word solving actions. Changing ending letters to make new words. Pgs. 475-478</p>	<p>Magnetic letters, making connection sheet.</p>	
<p>Match words, middle sounds, hear sounds in sequence, form letters, recognize beginning and ending consonants, build and write high frequency words, connect words that go together, learn days of the week, simple plurals, make new words, use parts of words to solve new words.</p>	<p>WSA8-words solving actions. Changing the beginning or ending letters to make new words. Pgs. 479-482</p>	<p>Magnetic letters.</p>	

<p><b><u>May/June</u></b>          Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.</p>	<p>ELC8-Early literacy concepts. Understanding the concept of a sentence. Pgs. 99-102</p>	<p>Chart with sentences, drawing supplies, blank book template.</p>	
<p>Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.</p>	<p>PA24-Phonological awareness. Blending three or four phonemes in a word. Pgs. 197-200</p>	<p>Lotto game cards, directions for lotto, picture cards.</p>	
<p>Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.</p>	<p>PA25-Phonological awareness. Deleting phonemes in words. Pgs. 201-204</p>	<p>Picture cards, alphabet linking chart.</p>	
<p>Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change</p>	<p>PA26-Phonological awareness. Deleting phonemes in words. Pgs. 205-208</p>	<p>Picture cards.</p>	

word meaning, recognize syllables, learn initials for name.			
Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.	LK21-Letter knowledge. Recognizing consonants and vowels. Pgs. 291-294	Magnetic letters, letter strips with vowels, class name chart, letter cards, name card for each student.	
Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.	LK22-Letter knowledge. Understanding alphabetical order. Pgs. 295-298	Magnetic letters, lined sheets of paper, alphabet order sheet.	
Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.	LK23-Letter knowledge. Understanding alphabetical order. Pgs. 299-302	Die, game markers, alphabet linking chart	
Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make	LK24-Letter knowledge. Understanding special uses of letters. Pgs. 303-306	Name chart, writing materials.	

words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.			
Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.	SP7-Spelling patterns. Recognizing and using phonograms with a vowel-consonant-silent e pattern. Pgs. 367-370	Chart paper, markers, magnetic letters, list sheets.	
Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.	HF7-High frequency words. Locating and reading high frequency words in continuous text. Pgs. 397-400	Chart, highlighter, photocopies of poem, magnetic letters.	
Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.	WS2-Word structure. Recognizing and using endings that add-s to a verb to make it agree with the subject. Pgs. 437-440	Pocket chart, sentence strip, magnetic letters, two way sort sheet.	
Make sentences, blend sounds in	WS3- word structure. Recognizing	Magnetic letters,	

words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.	and understanding simple compound words. Pgs. 441-444	poems, highlighter	
Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.	WS4- word structure. Recognizing and using one, two, or three, syllables in words. Pgs. 445-448	Magnetic letters, pocket chart, picture cards, three way sort sheet	
Make sentences, blend sounds in words, hear, say, and delete beginning sounds, learn alphabetical order, make words, locate high frequency words, compound words, add –s to change word meaning, recognize syllables, learn initials for name.	WSA9-Word solving actions. Using parts of known words that are like other words. Pgs. 483-486	Chart paper with new rhyme, pointer, photocopies of simple rhymes, whiteboard.	

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <p><b>Pupil participation</b>  <b>Student/teacher conference</b>  <b>Word sorts</b>  <b>games and activities</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project: Writing piece integrated with Writing Workshop</b></p> <p><b>Suggested skills to be assessed:</b>  <i>High frequency words</i>  <i>Rhyming words</i>  <i>Word families</i>  <i>Phonemic writing/spelling</i>  <i>Sentence structure</i></p>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development</li> </ul>

<ul style="list-style-type: none"> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions <ul style="list-style-type: none"> <li>● Model and use visuals as often as possible</li> </ul> </li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically selected) and collaboration as necessary.</li> <li>● Utilize homework recorder within SIS.</li> </ul>	<p style="text-align: center;">available</p> <ul style="list-style-type: none"> <li>● Learn/Utilize/Display some words in the students' native language</li> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</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>● Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize Go Math! RTI strategies</li> <li>● Fountas and Pinnell Phonics</li> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<p>and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</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 Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Establish a consistent and daily routine

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