

FAIRFIELD TOWNSHIP SCHOOL
KINDERGARTEN ELA Curriculum Guide

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1A,D RL.K.3 RI.K.5 RF.K.2A RL.K.5 RI.K.10 RF.K.4A,B RL.K.6 RL.K.7 RL.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5	Primary Focus Standards: SL.K.1A SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1B,D,E L.K.5A L.K.6
	Text Type: <ul style="list-style-type: none"> Literary 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> Small & whole group discussion through guided oral discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar when writing or speaking
Unit 2	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,C,D RL.K.3 RI.K.3 RF.K.2A,B,C RL.K.10 RI.K.4 RF.K.3A,C RI.K.6 RF.K.4A,B RI.K.7 RI.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,D,E L.K.5B L.K.6
	Text Type: <ul style="list-style-type: none"> Informational 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar when writing or speaking
Unit 3	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,D RL.K.2 RI.K.2 RF.K.2A,B,C,D,E RL.K.4 RI.K.3 RF.K.3C,D RL.K.7 RI.K.4 RF.K.4A,B RL.K.9 RI.K.7 RL.K.10 RI.K.9 RI.K.10	Primary Focus Standards: W.K.1 W.K.2 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: <ul style="list-style-type: none"> Opinion writing Shared research writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking

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Unit 4	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,D RL.K.2 RI.K.2 RF.K.2B,C,D,E RL.K.4 RI.K.3 RF.K.3B,C,D RL.K.7 RI.K.4 RF.K.4A,B RL.K.9 RI.K.7 RL.K.10 RI.K.8 RI.K.9 RI.K.10	Primary Focus Standards: W.K.1 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6
	Text Type: • Literary • Informational	Writing Focus: • Opinion writing • Narrative writing • Shared research/writing	Task type: • Respond to and interact with peers in small & whole group discussion	Skill focus: • Demonstrate command of standard English grammar and mechanics when writing or speaking
Suggested Open Educational Resources	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.jenniferserravallo.com/blog • http://www.wegivebooks.org/books • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ 	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.schrockguide.net/ - http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html • http://www.seymoursimon.com/index.php/blog/ 	
Intervention Checklist: https://docs.google.com/spreadsheets/d/1AqMBNyteomM2Y2PbMI0GqeRUJl6Cmi2S-5HAnzYaJeo/edit#gid=0				
<u>Understand and use technology systems.</u>	<u>8.1.8.A.1</u> Demonstrate knowledge of a real world problem using digital tools.			
<u>Select and use applications effectively and productively.</u>	<u>8.1.8.A.2</u> Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. <u>8.1.8.A.3</u> Use and/or develop a simulation that provides an environment to solve a real world problem or theory.			

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Unit 1 Kindergarten		
Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and Skills	
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		<ul style="list-style-type: none"> ● Provide a description of characters in a story using key details. ● Provide a description of the setting of a story using key details. ● Provide a description of the major events in a story using key details.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	RI.K.5. Identify the front cover, back cover, and title page of a book.	RL.K.5: <ul style="list-style-type: none"> ● Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)
		RI.K.5: <ul style="list-style-type: none"> ● Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		<ul style="list-style-type: none"> ● Identify the author and illustrator of a story ● Explain the role of the author and illustrator in creating the text
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.A. Follow words from left to right, top to bottom, and page by page. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> ● Understand basic print features <ul style="list-style-type: none"> – Books have a correct position – Print has specific directionality – Print has meaning and is made up of letters ● Track text left to right, top to bottom and page by page ● Name all upper and lower case letters

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RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words.	<ul style="list-style-type: none"> ● Recognize the differences in syllables, sounds and phonemes (cat, bat,fat) ● Identify and produce rhyming words
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills . RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.	<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding
Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none"> ● Draw tell, write about topics that is well known ● Name what is being written about ● Supply additional information about the topic
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<ul style="list-style-type: none"> ● Tell, draw and write a story about something that happened ● Show what happens first ● Put the pages in order ● Tell what happens last
W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details) .	<ul style="list-style-type: none"> ● Add details to written stories ● Turn and talk to reflect on writing ● Use writing partners and teacher conferences to strengthen writing
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<ul style="list-style-type: none"> ● Participate in a variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas ● Speak audibly to naturally express ideas

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Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.K.1.B. Use frequently occurring nouns and verbs.</p> <p style="padding-left: 20px;">L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p style="padding-left: 20px;">L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<ul style="list-style-type: none"> ● Utilize formal grammar and usage of spoken and written standard English ● Use frequently occurring nouns and verbs correctly ● Understand and use question words (e.g., who, what, where, when, why, how) appropriately ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> ● Explore word relationships and nuances in word meaning ● Categorize common objects ● Sort common objects ● Draw conclusions about the category representations
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ● Listen, share and read a variety of texts ● Highlight ● Use new words and phrases when writing, reading and responding to texts

Unit 1 Grade K	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments

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District/School Texts	District/School Supplementary Resources								
Reading Street Reading Series (Units K.1/2)	Reading A-Z.com, Youtube, abcy.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, XL								
Vocabulary	Instruction and Pacing								
<p>story, key details, retell, describe, main topic, rhyming words, syllables, story elements, character, setting, question, question words, front cover, back cover, title page, opinion, favorite, informational text, rules, connection, discuss, conversation, information, illustrator, author, illustrate, picture</p> <p>Cuentos, detalles, relatar. elementos, personajes, escenario, preguntas, palabras, cubierto, página del título, opinión, favorita/o, texto informativo, reglas, conexión, discutir, conversa, información, ilustrador, autor, fotos, laminas, y dibujos</p>	<table border="1"> <tr> <td>Diagnostic testing</td> <td style="text-align: center;">1 week</td> </tr> <tr> <td>Story Structure Main Idea Opinion Writing Rhyming Questioning /Write Facts Text Connections/Story Retell Identify Letters/Letter Sounds</td> <td style="text-align: center;">7 weeks</td> </tr> <tr> <td>Unit Benchmark/GRL testing</td> <td style="text-align: center;">1 week</td> </tr> <tr> <td style="text-align: right;">total</td> <td style="text-align: center;">9 weeks</td> </tr> </table>	Diagnostic testing	1 week	Story Structure Main Idea Opinion Writing Rhyming Questioning /Write Facts Text Connections/Story Retell Identify Letters/Letter Sounds	7 weeks	Unit Benchmark/GRL testing	1 week	total	9 weeks
Diagnostic testing	1 week								
Story Structure Main Idea Opinion Writing Rhyming Questioning /Write Facts Text Connections/Story Retell Identify Letters/Letter Sounds	7 weeks								
Unit Benchmark/GRL testing	1 week								
total	9 weeks								
Differentiation and Accommodations	ELL Differentiation and Accommodations								
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation (up to teacher and district discretion)</p> <p>Teach for mastery; not the test</p> <p>Teaching concepts in different modalities</p> <p>Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments</p> <p>Offer performance tasks of varied levels</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary</p> <p>Picture books</p> <p>Simplified language for understanding</p>								

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<p>Include more scaffolding questions and tasks</p>	<p>Reader's Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p> <p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
<p>Meaning</p>	
<p>Enduring Understanding Essential Questions</p>	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● They can communicate in a variety of different ways: reading, speaking, drawing, writing, dramatizing, and asking and answering questions in English and Spanish. ● In a story, who relates to a character, where relates to the setting and what relates to what happened in the story. ● Good readers use appropriate strategies as needed to construct meaning. ● Good writers are able to communicate their thoughts, feelings, 	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> ● Why do people read? ● Why do people write? ● Why is it important to retell or share a text you have read? ● How do you listen? ● Why do we write? ● What is the importance of sharing our writing?

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<p>stories, ideas and information.</p> <ul style="list-style-type: none"> • Through practice, good listeners and speakers will become clear and effective communicators. • Our speaking and listening skills grow through experience and feedback from peers and teachers. 		
Common Misconceptions	Proper Conception	
<p>Everyone’s writing should look the same. They are the only audience. They are not real authors. Capital and lowercase letters are interchangeable. Publishing means students get to color their pictures. I can’t spell it so I can’t write it. Writing can be read in any directions. Spacing is optional when writing.</p>	<p>Use scribble writing, inventive spelling, labels to represent thoughts and ideas. Can produce pictures that represent their oral story. Shared writing experiences (teacher is the scribe). Write for different audiences. Use capitals at the beginning of sentences and important words. Represent a complete thought through oral retelling, illustrations and/or writing. Publishing means students have completed the writing process. Students use appropriate spacing and write from left to right.</p>	
District/School Writing Tasks		
<p>Primary Focus</p> <p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p>Secondary Focus</p> <p><i>Develop and apply strategies and skills to speaking, listening, reading, writing, as well as asking and answering questions. Develop a sense of story structure. Develop an understanding of letter sounds and their use / Develop and apply letter sounds to build words in Spanish and English</i></p>	<p>Routine Writing</p> <p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>
<u>Connections to other content areas, including 21st Century Skills:</u>		

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21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction

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- Demonstrating Flexibility and Responsiveness

Unit 2 Kindergarten		
Unit 2 Reading Standards	Unit 2 Reading Critical Knowledge and Skills	
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompting and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> ● Provide a description of characters in a story using key details. ● Provide a description of the setting of a story using key details. ● Provide a description of the major events in a story using key details.
	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word
	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.	<ul style="list-style-type: none"> ● Identify the author and illustrator of a story ● Explain the role of the author and illustrator in creating the text
	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of		<ul style="list-style-type: none"> ● Recognize that print has meaning and is made up of letters in a specific order

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<p>print.</p> <p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.C. Understand that words are separated by spaces in print.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text ● Name all upper and lower case letters
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.A. Recognize and produce rhyming words.</p> <p>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<ul style="list-style-type: none"> ● Identify and produce rhyming words ● Demonstrate knowledge of syllables in a word ● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words)
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p>	<ul style="list-style-type: none"> ● Use specific strategies for decoding words, including letter sound correspondence ● Associate a letter with a sound and apply these sounds when decoding words ● Identify common high-frequency words by sight in isolation and also in a text
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding
<p>Unit 2 Writing Standards</p>	<p>Unit 2 Writing Critical Knowledge and Skills</p>
<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<ul style="list-style-type: none"> ● Draw tell, write about topics that is well known ● Name what is being written about ● Supply additional information about the topic
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<ul style="list-style-type: none"> ● Tell, draw and write a story about something that happened ● Show what happens first ● Put the pages in order ● Tell what happens last
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<ul style="list-style-type: none"> ● Add details to written stories ● Turn and talk to reflect on writing ● Use writing partners and teacher conferences to strengthen writing
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to</p>	<ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about

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<p>others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.</p>	<p>topics and texts</p> <ul style="list-style-type: none"> Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
<p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<ul style="list-style-type: none"> Ask and answer questions about a text read aloud or information through other media to better student understanding Practice asking questions for clarification
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> Use strategies for asking questions that are on a topic Use strategies for understanding and answering questions asked of them
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> Describe familiar people Tell about familiar places Describe memorable events Explain familiar events Report facts and details about an experience
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> Construct drawings or gather other visual media when describing Present information to others using appropriate visual displays to add detail
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> Express thoughts and feelings and ideas Speak audibly to naturally express ideas
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.A. Print many upper- and lowercase letters. L.K.1.B. Use frequently occurring nouns and verbs. L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<ul style="list-style-type: none"> Utilize formal grammar and usage of spoken and written standard English Distinguish between upper and lower case letters Print a variety upper- and lowercase letters Use frequently occurring nouns and verbs correctly appropriately Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<ul style="list-style-type: none"> Explore word relationships and nuances in word meanings Relate nouns and verbs to their antonyms
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking

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Unit 3 Grade K	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments
District/School Texts	District/School Supplementary Resources
Reading Street Reading Series (Units K.3/4)	Reading A-Z.com, Youtube, abcy.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, XL
Vocabulary	Instruction and Pacing

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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Respond to Questions Public Speaking Rhyming Words High Frequency Words Phonemes Letter Sounds/Print Letters Draw Illustrations</td> <td style="width: 20%; text-align: center;">8 weeks</td> </tr> <tr> <td>Unit Benchmark/GRL testing</td> <td style="text-align: center;">1 week</td> </tr> <tr> <td style="text-align: right;">total</td> <td style="text-align: center;">9 weeks</td> </tr> </table>	Respond to Questions Public Speaking Rhyming Words High Frequency Words Phonemes Letter Sounds/Print Letters Draw Illustrations	8 weeks	Unit Benchmark/GRL testing	1 week	total	9 weeks
Respond to Questions Public Speaking Rhyming Words High Frequency Words Phonemes Letter Sounds/Print Letters Draw Illustrations	8 weeks						
Unit Benchmark/GRL testing	1 week						
total	9 weeks						
Differentiation and Accommodations	ELL Differentiation and Accommodations						
<p>Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation (up to teacher and district discretion) Teach for mastery; not the test Teaching concepts in different modalities Adjust pace and homework assignments Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall Adjust pace and homework assignments Offer performance tasks of varied levels Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary</p> <p>Picture books</p> <p>Simplified language for understanding</p> <p>Reader's Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p> <p>Read directions and stories</p>						

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	<p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
Meaning	
Enduring Understanding Essential Questions	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● They can communicate in a variety of different ways: reading, speaking, drawing, writing, dramatizing, and asking and answering questions in English and Spanish. ● In a story, who relates to a character, where relates to the setting and what relates to what happened in the story. ● Good readers use appropriate strategies as needed to construct meaning. ● Good writers are able to communicate their thoughts, feelings, stories, ideas and information. ● Through practice, good listeners and speakers will become clear and effective communicators. ● Our speaking and listening skills grow through experience and feedback from peers and teachers. 	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> ● Why do people read? ● Why do people write? ● Why is it important to retell or share a text you have read? ● How do you listen? ● Why do we write? ● What is the importance of sharing our writing?

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Common Misconceptions		Proper Conception	
<p>Everyone’s writing should look the same. They are the only audience. They are not real authors. Capital and lowercase letters are interchangeable. Publishing means students get to color their pictures. I can’t spell it so I can’t write it. Writing can be read in any directions. Spacing is optional when writing.</p>		<p>Use scribble writing, inventive spelling, labels to represent thoughts and ideas. Can produce pictures that represent their oral story. Shared writing experiences (teacher is the scribe). Write for different audiences. Use capitals at the beginning of sentences and important words. Represent a complete thought through oral retelling, illustrations and/or writing. Publishing means students have completed the writing process. Students use appropriate spacing and write from left to right.</p>	
District/School Writing Tasks			
Primary Focus	Secondary Focus	Routine Writing	
<p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p><i>Develop and apply strategies and skills to speaking, listening, reading, writing, as well as asking and answering questions. Develop a sense of story structure. Develop an understanding of letter sounds and their use / Develop and apply letter sounds to build words in Spanish and English</i></p>	<p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>	
<u>Connections to other content areas, including 21st Century Skills:</u>			
<p>21st Century Themes - Global Awareness, Civic Literacy 21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p>			
<u>Career Ready Practices</u>			

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- CRP1 Act as a Responsible and contributing citizen and employee.
 - CRP2 Apply appropriate academic and technical skills.
 - CRP4 Communicate clearly and effectively within reason.
 - CRP5 Consider the environmental, social and economic impacts of decisions.
 - CRP 6 Demonstrate creativity and innovation.
 - CRP7 Employ valid and reliable research strategies.
 - CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP9 Model integrity, ethical leadership and effective management.
 - CRP11 Use technology to enhance productivity.
 - CRP12 Work productively in teams while using cultural global competence.
- Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

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Unit 3 Kindergarten		
Unit 3 Reading Standards	Unit 3 Reading Critical Knowledge and Skills	
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support
RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RL.K.2: <ul style="list-style-type: none"> ● Retell a familiar story, putting key details in a sequential order
		RI.K.2: <ul style="list-style-type: none"> ● Identify the main topic of a text ● Retell key details in a text ● Name or illustrate some of the details about the topic
	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> ● Provide a description of characters in a story using key details. ● Provide a description of the setting of a story using key details. ● Provide a description of the major events in a story using key details.
RL.K.4 Ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.K.9: <ul style="list-style-type: none"> ● Compare similarities and differences in character’s experiences within a story
		RI.K.9: <ul style="list-style-type: none"> ● Discuss similarities and differences between two texts on the same topic
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities Model and develop engaging reading habits that lead to reading texts independently
RF.K.1. Demonstrate understanding of the organization and basic features of		<ul style="list-style-type: none"> ● Recognize that print has meaning and is made up of letters in a specific order

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<p>print.</p> <p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text ● Name all upper and lower case letters
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.A. Recognize and produce rhyming words.</p> <p>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> ● Identify and produce rhyming words ● Demonstrate knowledge of syllables in a word ● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) ● Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds ● Name the sound for each letter in a CVC word and then blend sounds to make a word ● Create new one-syllable words by adding or substituting phonemes
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<ul style="list-style-type: none"> ● Identify common high-frequency words by sight in isolation and also in a text ● Compare similarly spelled words by identifying letter sounds that differ
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on-level text fluently with understanding
<p>Unit 3 Writing Standards</p>	<p>Unit 3 Writing Critical Knowledge and Skills</p>
<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<ul style="list-style-type: none"> ● Express opinion or likes and dislikes about a topic or book ● State an opinion or preference ● Dictate thinking and/or illustrate ideas and write ideas ● Choose 3 self-selected topics ● Begin to develop ability to support opinion or preference with a reason
<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<ul style="list-style-type: none"> ● Draw tell, write about topics that is well known ● Name what is being written about ● Supply additional information about the topic
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<ul style="list-style-type: none"> ● Add details to written stories ● Turn and talk to reflect on writing ● Use writing partners and teacher conferences to strengthen writing

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W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> Understand their job and how they will contribute to the project from beginning to end
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> Participate in a variety of rich structured conversations about grade appropriate topics and texts Follow agreed upon rules for listening to others and taking turns speaking about topics and texts Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> Ask and answer questions about a text read aloud or information through other media to better student understanding Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> Use strategies for asking questions that are on a topic Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> Describe familiar people Tell about familiar places Describe memorable events Explain familiar events Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> Construct drawings or gather other visual media when describing Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> Express thoughts and feelings and ideas Speak audibly to naturally express ideas
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.A. Print many upper- and lowercase letters. L.K.1.B. Use frequently occurring nouns and verbs. L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> Utilize formal grammar and usage of spoken and written standard English Distinguish between upper and lower case letters Print a variety upper- and lowercase letters Use frequently occurring nouns and verbs correctly Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) Understand and use question words (e.g., who, what, where, when, why, how) appropriately

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<p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) ● Produce and expand complete sentences in shared language activities
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> ● Knows how to write a sentence ● Demonstrate convention in one’s own writing: capitalization ● Demonstrate convention in one’s own writing: end punctuation ● Demonstrate convention: produce phonemes in one’s own writing ● Demonstrate convention: show understanding of basic phonics when writing
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> ● Identify new meanings for familiar words ● Apply new meanings to familiar words accurately ● Use frequently occurring affixes as clues to define unknown words
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> ● Explore word relationships and nuances in word meanings ● Connect words to real-life situations ● Explore variations of verbs
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ● Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking

Unit 3 Kindergarten What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

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District/School Texts		District/School Supplementary Resources	
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>		<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>	
District/School Writing Tasks			
Primary Focus	Secondary Focus	Routine Writing	
<i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	<i>This may be to develop a skill or connect to writing from resources or research writing.</i>	<i>This is daily writing or writing that is done several times over a week.</i>	
Instructional Best Practices and Exemplars			
<i>This is a place to capture examples of standards integration and instructional best practices.</i>			

Unit 4 Kindergarten		
Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills	
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support

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<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p>	<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>RL.K.2:</p> <ul style="list-style-type: none"> ● Retell a familiar story, putting key details in a sequential order <p>RI.K.2:</p> <ul style="list-style-type: none"> ● Identify the main topic of a text ● Retell key details in a text ● Name or illustrate some of the details about the topic
	<p>RI.K.3. With prompting and support, describe the connection between two individuals, events ideas or pieces of information in a text.</p>	<ul style="list-style-type: none"> ● Explain two individuals, events, ideas or information are linked together ● Describe how the individuals or ideas are the same or different
<p>RL.K.4 Ask and answer questions about unknown words in a text.</p>	<p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<ul style="list-style-type: none"> ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content ● Use strategies when faced with an unknown word
<p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support
	<p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> ● Develop ability to recognize the reasons an author gives to support points in the text
<p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RL.K.9:</p> <ul style="list-style-type: none"> ● Compare similarities and differences in character’s experiences within a story <p>RI.K.9:</p> <ul style="list-style-type: none"> ● Discuss similarities and differences between two texts on the same topic
<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> ● Name all upper and lower case letters ● Recognize that print has meaning and is made up of letters in a specific order ● Recognize that spaces separate the words ● Recognize specific words in a sentence or text 	
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of syllables in a word 	

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<p>(phonemes). RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> ● Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words) ● Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds ● Name the sound for each letter in a CVC word and then blend sounds to make a word ● Create new one-syllable words by adding or substituting phonemes
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3.C. Read high-frequency and sight words with automaticity. RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<ul style="list-style-type: none"> ● Apply understanding of long and short vowels in common spelling ● Identify common high-frequency words by sight in isolation and also in a text ● Compare similarly spelled words by identifying letter sounds that differ
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read emergent reader text fluently with understanding ● Demonstrate the ability to use meaning, visuals, and structure (MVS) to read on-level text fluently with understanding
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<ul style="list-style-type: none"> ● Express opinion or likes and dislikes about a topic or book ● State an opinion or preference ● Dictate thinking and/or illustrate ideas and write ideas ● Choose self-selected topics ● Begin to develop ability to support opinion or preference with a reason
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<ul style="list-style-type: none"> ● Tell, draw and write a story about something that happened ● Show what happens first ● Put the pages in order ● Tell what happens last
<p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<ul style="list-style-type: none"> ● Add details to written stories ● Turn and talk to reflect on writing ● Use writing partners and teacher conferences to strengthen writing
<p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> ● Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)
<p>W.K.7. Participate in shared research and writing projects (e.g., explore a number</p>	<ul style="list-style-type: none"> ● Understand their job and how they will contribute to the project from beginning

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of books by a favorite author and express opinions about them).	to end
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B. Continue a conversation through multiple exchanges.</p>	<ul style="list-style-type: none"> Participate in a variety of rich structured conversations about grade appropriate topics and texts Follow agreed upon rules for listening to others and taking turns speaking about topics and texts Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> Ask and answer questions about a text read aloud or information through other media to better student understanding Practice asking questions for clarification
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> Use strategies for asking questions that are on a topic Use strategies for understanding and answering questions asked of them
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> Describe familiar people Tell about familiar places Describe memorable events Explain familiar events Report facts and details about an experience
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> Construct drawings or gather other visual media when describing Present information to others using appropriate visual displays to add detail
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> Express thoughts and feelings and ideas Speak audibly to naturally express ideas
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A. Print many upper- and lowercase letters.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> Utilize formal grammar and usage of spoken and written standard English Distinguish between upper and lower case letters Print a variety upper- and lowercase letters Use frequently occurring nouns and verbs correctly Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) Understand and use question words (e.g., who, what, where, when, why, how) appropriately Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) Produce and expand complete sentences in shared language activities

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<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> ● Write a sentence ● Demonstrate convention in one’s own writing: capitalization ● Demonstrate convention in one’s own writing: end punctuation ● Demonstrate convention: produce phonemes in one’s own writing ● Demonstrate convention: show understanding of basic phonics when writing
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> ● Identify new meanings for familiar words ● Apply new meanings to familiar words accurately ● Use frequently occurring affixes as clues to define unknown words
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> ● Explore word relationships and nuances in word meanings ● Connect words to real-life situations ● Explore variations of verbs
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ● Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking

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Unit 3 Grade K							
District/School Formative Assessment Plan	District/School Summative Assessment Plan						
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio/ Open-Ended Responses ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments 						
District/School Texts	District/School Supplementary Resources						
<p>Reading Street Reading Series (Units K.5/9)</p>	<p>Reading A-Z.com, Youtube, abcy.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, XL</p>						
Vocabulary	Instruction and Pacing						
<p>Blend, separate, reason, opposite, meaning, finger space, similar and different, author, illustrator, experiences/adventures, sounds, consonant, vowel, long sound, short sound, memorize, clearly</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> Identify Details Make Predictions/ Text Features Opinion Writing/Opinion Blend/Segment words Short/Long Vowel Sounds Writing Rules/Story Retell </td> <td style="text-align: center; vertical-align: middle; width: 100px;">8 weeks</td> </tr> <tr> <td style="padding: 5px;"> End of Year Benchmark/GRL testing </td> <td style="text-align: center; vertical-align: middle;">1 week</td> </tr> <tr> <td style="text-align: right; padding: 5px;">total</td> <td style="text-align: center; vertical-align: middle;">9 weeks</td> </tr> </table>	Identify Details Make Predictions/ Text Features Opinion Writing/Opinion Blend/Segment words Short/Long Vowel Sounds Writing Rules/Story Retell	8 weeks	End of Year Benchmark/GRL testing	1 week	total	9 weeks
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End of Year Benchmark/GRL testing	1 week						
total	9 weeks						
Differentiation and Accommodations	ELL Differentiation and Accommodations						

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<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation (up to teacher and district discretion)</p> <p>Teach for mastery; not the test</p> <p>Teaching concepts in different modalities</p> <p>Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments</p> <p>Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary</p> <p>Picture books</p> <p>Simplified language for understanding</p> <p>Reader's Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
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Meaning

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Enduring Understanding Essential Questions		
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are many strategies we can use to figure out an unknown word. ● Some characters in a story have similar experiences and some characters have different experiences. ● An author gives reasons to support what he/she says in a text. ● It is important to understand what we read. ● Illustrations, phonics, and sight words helps us to read new text. ● Writing can be improved when we ask for help and listen to the suggestions of other students and adults. 	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> ● How can we figure out unfamiliar words in a text? ● How are the adventures of characters in two or more stories the same? How are they different? ● What reasons does an author give to support what he says? ● How can the illustrations help me understand what the story is about? ● How are all of the characters in the story different? ● Can I explain the story I read to someone else? 	
Common Misconceptions		Proper Conception
<p>Students have limited background knowledge and experiences to discuss a topic with peers and/or answer teacher prompts. Students will request assistance from peers when writing. Mapping and graphing is not writing. Active participation is not necessary. Hearing and listening is the same thing. Listening only involves your ears</p>		<p>Students need exposure to new experiences and spiral review to develop background knowledge. Students will be taught how to work together cooperatively to write a story to express an opinion. Represent a complete thought through oral retelling, illustrations and/or writing. Communicate complete thoughts from personal experiences, or text. Participate orally as the teacher produces informational writing (i.e. Notes, lists, labels, graphs, and maps).</p>
District/School Writing Tasks		
Primary Focus	Secondary Focus	Routine Writing
<p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p><i>Increase cooperation with peers by responding positively to suggestions to improve writing. Increase independence in applying reading, writing, listening, and speaking skills. Share the adventures of characters in a familiar story with peers and adults.</i></p>	<p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques

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- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness