

Grade: Kindergarten	Course: ELA
Pacing Guide: 9 weeks	
Unit: 1: Modules 1 - 3 Writer's Workshop: Module 2: Narrative	Big Idea: Module 1: Curious About Kindergarten "Kindergarten brings lot of discoveries" Module 2: There's Only One Me!"Each of us is special" Module 3: My Community Heroes Heroes make up our communities" Writer's Workshop: Personal Narrative "Writing a story about you"
<i>Content Area NJSLs Performance Expectations Addressed</i>	
Reading Domain: <ul style="list-style-type: none"> • RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how). • RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. • RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book). • RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book). • RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. • RL.MF.K.6. 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). • RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). Writing Domain: <ul style="list-style-type: none"> • W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. A. Introduce a topic. 	

- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
 - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - B. Provide limited details of experiences, events, or characters.
 - C. Provide a reaction to the experiences or events.
- W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.II.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.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Domain:

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - A. Use frequently occurring nouns and verbs.
 - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Interdisciplinary Connections

Visual and Performing Arts:

- 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

Social Studies:

- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good

Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

21st Century Skills Standards:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- 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
- 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.
- Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)
- Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)
- Identify the author and illustrator of a story
- Explain the role of the author and illustrator in creating the text
- 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
- 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
- Understand basic print features
- Understand books have a correct position
- Understand print has specific directionality
- Understand 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
- Recognize the differences in syllables, sounds and phonemes (cat, bat,fat)
- Identify and produce rhyming words
- 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

Writing Domain:

- Draw tell, write about topics that is well known

- Name what is being written about
- Supply additional information about the topic
- Tell, draw and write a story about something that happened
- Show what happens first
- Put the pages in order
- Tell what happens last
- Add details to written stories
- Turn and talk to reflect on writing
- Use writing partners and teacher conferences to strengthen writing

Speaking and Listening Domain:

- 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
- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about an experience
- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to add detail

Language Domain:

- 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)
- Students will identify new meanings for familiar words and apply them accurately (e.g., knowing "duck" as a bird and learning the verb "to duck").
- Using the most frequently occurring affixes (e.g., -ed, -s, -ing), students will use these as clues to determine the meaning of unknown words.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring adjectives by relating them to their opposites (antonyms).
- Explore word relationships and nuances in word meaning
- Categorize common objects

- Sort common objects
- Draw conclusions about the category representations
- Listen, share and read a variety of texts
- Highlight text
- Use new words and phrases when writing, reading and responding to texts

Academic Vocabulary

Answer, Question, Detail, Character, Setting, Event, Illustration, Text, Author, Illustrator, Write, Draw, Topic, Detail, Sequence, Reflect, Partner, Conference, Talk, Listen, Share, Discuss, Question, Describe, Explain, Facts, Visuals, Present, Word, Noun, Verb, Question Words, Preposition, Meaning, Category, Sentence, Book, Letter

Essential Questions

- What is a letter, and how do letters form words?
- What is the difference between a letter, a word, and a sentence?
- What sound does this letter make?
- Can you find the beginning, middle, and end of a story?
- Who are the characters in this story, and what happens to them?
- What is the setting of the story, and how does it affect what happens?
- What is the problem in the story, and how is it solved?
- Can you identify the title and author of the book?
- How do the pictures help tell the story?
- What do you think will happen next in the story?
- What is the main idea of the story?
- Writer's Workshop: Narrative
- What is a story you would like to share?

Enduring Understandings

- Students understand the basics of letters and their connection to words.
- Letters correspond to specific sounds and that these sounds combine to form words is essential for decoding and word recognition..
- Stories have a beginning, middle, and end
- Readers use both pictures and words to understand a story.
- Story characters have feelings, and their actions affect the plot.
- Books have different parts like the cover, title, author, and illustrator
- Reading is a way to gain information and enjoy stories.
- Readers make predictions about what will happen in a story
- The main idea of a story can be understood by paying attention to key details
- Everyone has a story to tell, and writing helps us share our experiences with others.
- Personal narratives tell about things that really happened in our lives.
- Good stories include details that help others understand our experiences.

	<ul style="list-style-type: none"> • Writing helps us remember and reflect on important moments in our lives
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> • Social Emotional Learning: Module 2, week 2 “I Like Myself” by Karen Beaumont • Diversity, Equity and Inclusion: Module 2, week 1 “I am Rene the Boy, Soy Rene le nino” by Rene Colato Lainez • Holocaust Law: Module 3, week 4 “A Piece of Home” by Jeri Watts • Amistan Law: Module 1, week 1 “ Keisha Ann Can by Daniel Kirk • HMH Into Reading Know It Show It workbook • HMH Into Reading Student Reading book • HMH Into Reading anchor charts • HMH Into Reading graphic organizers • HMH Into Reading Display and Engage cards • HMH Into Reading Interactive Vocabulary activities • HMH Writer’s Workshop Focal Text: “I am Rene the Boy, Soy Rene le nino” by Rene Colato Lainez • iReady Student Learning Path and Assignments • RazKids • EPIC • Kahoot • Prodigy Vocabulary • Quizziz • BrainPop • Blooket • Flipgrid • Padlet • Teacher Created Materials • Jennifer Serravallo Blog 	<p>Formative</p> <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes • Daily writing/journals • Small and whole group discussions <p>Summative</p> <ul style="list-style-type: none"> • Tests • Skills assessment/Benchmarks • Essays/Writing Assignments <p>Alternative</p> <ul style="list-style-type: none"> • Centers/activities/games • Performance assessments • Projects

- [FirstBook](#)
- [Sight Words](#)
- [Linda Hoyt- Excellence in Reading](#)
- [Read Write Think](#)
- [Kathy Schrock's Guide to Everything](#)
- [Two Writing Teachers](#)
- [Teachers College Reading and Writing Project](#)
- [Seymour Science blog](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Special Education:

General Modifications:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support

At Risk (Intervention):

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition

- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior Modifications:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalation strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

Grade: Kindergarten	Course: ELA
Pacing Guide: 9 weeks	
Unit: 2: Module 4 - 5 Writer's Workshop: Informational Text, Research Writing	Big Idea: Module 4: Happy Healthy Me Module 5: I Can Do It! Writer's Workshop: Research writing "How we can stay healthy"
<i>Content Area NJSLs Performance Expectations Addressed</i>	
<p>Reading Domain:</p> <ul style="list-style-type: none"> • RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). • RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. • RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book). • RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. • RI.MF.K.6. 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). • RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text. • RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). <p>Writing Domain:</p> <ul style="list-style-type: none"> • W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. <ul style="list-style-type: none"> A. Introduce a topic. B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures. • W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events. 	

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.
- C. Provide a reaction to the experiences or events.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.II.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.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Domain:

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - C. Read high-frequency words and grade level irregular words with automaticity.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.WF.K.1. Demonstrate command of the conventions of writing.
 - A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.

- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.
 - E. Attempting phonetic spellings of unknown words.
 - F. Writing initial and final consonant blends (must, slab, plump).
- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - A. Repeat a sentence, identifying how many words are in the sentence.
 - B. Write simple sentences.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - A. Use frequently occurring nouns and verbs.
 - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - E. Produce and expand complete sentences in shared language activities.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Interdisciplinary Connections

Visual and Performing Arts:

- 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

Social Studies:

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills**Technology Standards:**

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

21st Century Skills Standards:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Inquire about and discuss who, what, where, when, why, and how related to details in a text.
- Respond using specific details from the text when prompting and answering questions.
- Identify and explain key details within a text.
- Understand the significance of key details.
- Discuss and respond to questions about key details, with support.
- Describe characters in a story using key details.
- Describe the setting of a story using key details.

- Describe major events in a story using key details.
- Demonstrate comprehension of unfamiliar words in literary or informational texts using story context.
- Employ strategies for encountering unfamiliar words.
- Identify the author and illustrator of a story.
- Explain the roles of the author and illustrator in creating the text.
- Identify important illustrations in a story.
- Clarify the connection between illustrations and the story or text.
- Explain how illustrations help to understand the story or text, with evidence.
- Participate in group reading exercises.
- Articulate the purpose of group reading activities.
- Model and cultivate engaging reading habits that foster independent reading.
- Understand that printed text carries meaning and is composed of letters in a specific sequence.
- Recognize that words are separated by spaces.
- Identify specific words within sentences or texts.
- Recognize all uppercase and lowercase letters.
- Identify and generate rhyming words.
- Demonstrate knowledge of syllables within words.
- Identify and produce initial, medial, and final sounds in three-sound words (CVC words).
- Use specific techniques for decoding words, including letter-sound correspondences.
- Associate sounds with letters and apply these skills when decoding words.
- Recognize common high-frequency words both in isolation and within texts.
- Read emergent reader texts fluently with comprehension, using meaning, visuals, and structure.
- Read on-level texts using meaning, visuals, and structure.

Writing Domain:

- Draw, describe, and write about familiar topics.
- Clearly identify the subject of writing.
- Provide additional details on a topic.
- Tell, draw, and write stories about personal experiences.
- Sequence events by identifying what happens first and last.
- Enhance written stories with additional details.
- Reflect on writing through paired discussions.
- Strengthen writing through partnerships with peers and teacher conferences.

Speaking and Listening Domain:

- Engage in structured conversations on various grade-appropriate topics and texts.
- Adhere to rules for listening and speaking during discussions on topics and texts.

- Participate in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles).
- Ask and answer questions about texts read aloud or presented through other media to deepen understanding.
- Practice asking questions for clarification.
- Use strategies to formulate relevant questions.
- Employ strategies to comprehend and answer questions posed.
- Describe familiar individuals.
- Provide descriptions of familiar places.
- Narrate memorable events.
- Explain events that are familiar.
- Present factual information and details about personal experiences.
- Create drawings or collect visual media to illustrate descriptions.
- Present information to others using appropriate visual aids for added clarity.
- Speak audibly to convey ideas naturally.

Language Domain:

- Use formal grammar and standard English in spoken and written communication.
- Differentiate between uppercase and lowercase letters.
- Write a variety of uppercase and lowercase letters.
- Properly use frequently occurring nouns and verbs.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing "duck" as a bird and learning the verb "to duck").
- Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to determine the meaning of an unknown word.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Apply commonly used prepositions accurately (e.g., to, from, in, out, on, off, for, of, by, with).
- Explore relationships between words and nuances in their meanings.
- Connect nouns and verbs with their antonyms.
- Demonstrate understanding of newly acquired vocabulary by making deliberate language choices for effective communication in writing and speaking.

Academic Vocabulary

Inquire, Discuss, Details, Text, Prompting, Answering, Key, Significance, Characters, Setting, Events, Comprehension, Literary, Informational, Context, Strategies, Author, Illustrator, Illustrations, Connection, Evidence, Group, Reading, Exercises, Purpose, Model, Cultivate, Habits, Independent, Printed, Sequence, Spaces, Rhyming, Syllables, Sounds, Decoding, Correspondences, Fluently, Structure, Writing, Subject,

Additional, Personal, Experiences, Sequence, Events, Partnerships, Peers, Teacher, Conferences, Structured, Conversations, Adhere, Collaborative, Discussions, Book, Clubs, Buddy, Literature, Circles, Clarification, Formulate, Antonyms

<i>Essential Questions</i>	<i>Enduring Understandings</i>
<ul style="list-style-type: none"> • How do asking and answering questions help us understand the story? • What words can we use to ask questions? • How can we find answers to our questions? • What can we learn from the pictures in a book? • What is a story plot? • How can pictures and words help us guess what might happen next in a story? • Why do we make predictions before and during reading? • How are the characters in the story the same? • How are the characters in the story different? • Writer's Workshop: Research Writing: How do I write steps in sequential order? 	<ul style="list-style-type: none"> • Good readers ask questions before, during, and after reading to help them understand a story. • Asking questions helps us learn new things and make sense of what we read. • Books and pictures can help us find answers to our questions. • Question words (who, what, when, where, why, how) help us ask and answer questions clearly. • A story's plot includes a beginning, middle and an end • We can use pictures and words to help us understand the events in a story's plot • Readers use clues in the story (pictures, words, and patterns) to predict what might happen next • Characters have different traits • Understanding characters helps us understand the story • Writing a "how to" is sequencing steps of a procedure
<i>Core Instruction/Supplemental Materials</i>	<i>Assessments</i>
<ul style="list-style-type: none"> • Social Emotional Learning:Module 5 week 3 "ish" by Peter Reynolds • Diversity, Equity and Inclusion: Module 5, week 4 :Emmanuel's Dream by Laura Ann Thompson • Amistad Law: Module 4, week 1: "Jambari Jumps" by Gaii Cornwall • HMH Into Reading Know It Show It workbook • HMH Into Reading Student Reading book • HMH Into Reading anchor charts • HMH Into Reading graphic organizers • HMH Into Reading Display and Engage cards • HMH Into Reading Interactive Vocabulary activities 	<p>Formative</p> <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes • Daily writing/journals • Small and whole group discussions <p>Summative</p> <ul style="list-style-type: none"> • Tests • Skills assessment/Benchmarks • Essays/Writing Assignments <p>Alternative</p> <ul style="list-style-type: none"> • Centers/activities/games

- HMH Writer's Workshop Focal Text: "Being Fit" by Valerie Bodden
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- [Jennifer Serravallo Blog](#)
- [FirstBook](#)
- [Sight Words](#)
- [Linda Hoyt- Excellence in Reading](#)
- [Read Write Think](#)
- [Kathy Schrock's Guide to Everything](#)
- [Two Writing Teachers](#)
- [Teachers College Reading and Writing Project](#)
- [Seymour Science blog](#)

- Performance assessments
- Projects

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

<ul style="list-style-type: none"> • Flexible groupings of students to facilitate differentiated instruction and curriculum. <p>Learning Environments:</p> <ul style="list-style-type: none"> • Extensive outside reading • Active classroom discussion • Innovative oral and written presentations • Deductive and inductive reasoning • Independent writing and research • Divergent thinking • Challenging problem solving situations • Interactive, independent and interdisciplinary activities 	
<p>Special Education</p> <p>General Modifications:</p> <ul style="list-style-type: none"> • Allow outlining, instead of writing for an essay or major project • Computerized spell-check support • Word bank of choices for answers to test questions • Provision of calculator and/or number line for math tests • Film or video supplements in place of reading text • Reworded questions in simpler language • Projects instead of written reports • Highlighting important words or phrases in reading assignments • Modified workload or length of assignments/tests • Modified time demands • Pass/no pass option • Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> • Breaks between tasks • Cue expected behavior • Daily feedback to student • Use de-escalation strategies • Use positive reinforcement • Use proximity/touch control • Use peer supports and mentoring • Model expected behavior by adults • Have parent sign homework/behavior chart 	<p>At Risk (Intervention)</p> <ul style="list-style-type: none"> • Maximize use of community resources • Connect family to school and school activities • Support through transition • Help develop compensating strategies • Increase opportunity for positive peer group influences • Supplemental courses • Placement in small and interactive groups

- | | |
|---|--|
| <ul style="list-style-type: none">• Set and post class rules• Chart progress and maintain data | |
|---|--|

Grade: Kindergarten	Course: ELA
Pacing Guide: 9 weeks	
Unit: 3: Modules 6-7 Writer's Workshop: Creative Writing	Big Idea: Module 6: Home of the Free and the Brave “USA is special” Module 7: Zoom In “Exploring nature and looking closely can help me discover new things” Writer's Workshop: Creative Writing “Creative writing is type of narrative that uses imagination to make up characters and settings
<i>Content Area NJSLs Performance Expectations Addressed</i>	
Reading Domain: <ul style="list-style-type: none"> • RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how). • RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). • RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. • RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book). • RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book). • RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text. • RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). • RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). Writing Domain: <ul style="list-style-type: none"> • W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...). 	

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
 - A. Introduce a topic.
 - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.II.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.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Domain:

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Orally repeat multi-syllable words and pronounce the separate syllables.
 - E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
 - F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - C. Read high-frequency words and grade level irregular words with automaticity.
 - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.WF.K.1. Demonstrate command of the conventions of writing.
 - A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.
 - E. Attempting phonetic spellings of unknown words.
 - F. Writing initial and final consonant blends (must, slab, plump).
- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - A. Repeat a sentence, identifying how many words are in the sentence.
 - B. Write simple sentences.
 - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - D. Use end punctuation.
 - E. Use manipulatives or digital tools to construct complete sentences.
 - F. Write sentences with increasing complexity.
 - G. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
 - J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - A. Use frequently occurring nouns and verbs.
 - B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
 - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - E. Produce and expand complete sentences in shared language activities.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Interdisciplinary Connections

Visual and Performing Arts:

- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama)

Social Studies:

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

21st Century Skills Standards:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- 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
- Name or illustrate some of the details about the topic
- 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
- 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
- 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
- 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
- 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
- Name all upper and lower case letters
- 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
- Identify common high-frequency words by sight in isolation and also in a text

- Compare similarly spelled words by identifying letter sounds that differ
- 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

Writing Domain:

- 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
- Draw, tell, write about topics that are well known
- Name what is being written about
- Supply additional information about the topic
- Add details to written stories
- Turn and talk to reflect on writing
- Use writing partners and teacher conferences to strengthen writing
- 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)
- Understand their job and how they will contribute to the project from beginning to end
- Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support

Speaking and Listening Domain:

- 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)
- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about an experience
- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to add detail

Language Domain:

- Utilize formal grammar and usage of spoken and written standard English
- Distinguish between uppercase and lowercase letters
- Print a variety of uppercase 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)
- Identify new meanings for familiar words and apply them accurately (e.g., knowing "duck" as a bird and learning the verb "to duck").
- Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to determine the meaning of an unknown word.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Produce and expand complete sentences in shared language activities
- 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
- Identify new meanings for familiar words
- Apply new meanings to familiar words accurately
- Use frequently occurring affixes as clues to define unknown words
- Explore word relationships and nuances in word meanings
- Connect words to real-life situations
- Explore variations of verbs
- Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking

Academic Vocabulary

Prompt, Details, Text, Key, Illustrate, Description, Characters, Setting, Events, Statement, Unknown words, Strategies, Illustrations, Relationship, Explain, Activities, Purpose, Model, Develop, Reading habits, Print, Letters, Spaces, Words, Syllables, Sounds, Phoneme, CVC words, Blend, Phonemes, High-frequency words, Sight, Fluently, Understanding, Express, Opinion, Likes, Dislikes, Topic, Preference, Dictate, Ideas, Write, Topics, Support, Reason, Draw, Tell, Additional information, Details, Reflect, Writing partners, Teacher conferences, Digital tools, Publish, Keyboard, Log in, Computer stations, Handheld devices, Digital meeting, Project, Research questions, Participate, Structured conversations,

Topics, Texts, Rules, Listening, Speaking, Collaborative conversations, Active listening, Group discussion, Buddy reading, Partner writing, Questions, Clarification, Strategies, Familiar people, Familiar places, Memorable events, Familiar events, Facts, Details, Experience, Drawings, Presentation, Visual displays, Utilize , Formal grammar, Usage, Standard English, Uppercase letters, Lowercase letters, Print, Nouns, Verbs, Plural nouns, Question words, Prepositions, Sentences, Capitalization, End punctuation, Phonemes, Phonics, New meanings, Affixes, Word relationships, Real-life situations, Variations, Vocabulary, Language choices

Essential Questions

- How do questions help us understand a story?
- What words can we use to ask questions?
- How do good readers ask and answer questions while reading?
- What can we learn from the pictures in a book?
- What is the author's purpose for writing a story?
- How can you retell what happened in the story?
- Who are the main characters in the story?
- Where does the story take place?
- What was the problem in the story?
- How can we make connections to the stories we read to our own lives, other books, or the world around us?
- What makes a poem different from a story?
- What are rhyming words, and why do poets use them in poems?
- Writer's Workshop: How can I use my imagination to write a made up story?

Enduring Understandings

- Good readers ask questions before, during, and after reading to help them understand a story.
- Asking questions helps us learn new things and make sense of what we read.
- Authors write for different reasons – to entertain, inform, or persuade
- Stories have a beginning, middle, and end, and events take place in that order
- The main characters of a story are the most important and who the story is mostly about
- The setting of a story is where and when the story takes place
- The problem in a story is the challenge, conflict, or situation that the characters face and need to solve.
- Stories can help us understand ourselves and the world around us.
- Books and stories can remind us of other books or things we have experienced.
- We can find similarities and differences between characters, events, and settings in stories and real life.
- Poetry uses words and sounds to express feelings, ideas, and stories in creative ways.
- Rhyming and rhythm are important features of poetry that help create patterns and music in language.
- Everyone Can Be a Storyteller
- We can use words, pictures, and actions to tell stories in our own special way.

	<ul style="list-style-type: none"> • Creative writing is a narrative that uses imagination to make up characters and settings
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> • Social Emotional Learning: Module 7, week 4: “Hey, Little Ant” by Philip and Hannah Hoose • Diversity, Equity and Inclusion: Module 6, week 4 “ Apple pie on the 4th of July” by Janet S. Wong • Amistad Law: Module 7, week 1 “ Last Stop on Market Street” by de la Pena • Holocaust Law: Module 6, week 3 “Martin Luther King Jr.”by Marion Dane Bauer • HMH Into Reading Know It Show It workbook • HMH Into Reading Student Reading book • HMH Into Reading anchor charts • HMH Into Reading graphic organizers • HMH Into Reading Display and Engage cards • HMH Into Reading Interactive Vocabulary activities • HMH Writer’s Workshop Focal Text: “Last Stop on Market Street” by de la Pena • iReady Student Learning Path and Assignments • RazKids • EPIC • Kahoot • Prodigy Vocabulary • Quizziz • BrainPop • Blooket • Flipgrid • Padlet • Teacher Created Materials • Jennifer Serravallo Blog 	<p>Formative</p> <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes • Daily writing/journals • Small and whole group discussions <p>Summative</p> <ul style="list-style-type: none"> • Tests • Skills assessment/Benchmarks • Essays/Writing Assignments <p>Alternative</p> <ul style="list-style-type: none"> • Centers/activities/games • Performance assessments • Projects

- [FirstBook](#)
- [Sight Words](#)
- [Linda Hoyt- Excellence in Reading](#)
- [Read Write Think](#)
- [Kathy Schrock's Guide to Everything](#)
- [Two Writing Teachers](#)
- [Teachers College Reading and Writing Project](#)
- [Seymour Science blog](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

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- Innovative oral and written presentations
- Deductive and inductive reasoning
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- Divergent thinking
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Multilingual Learners

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- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Special Education

General Modifications:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support

At Risk (Intervention)

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition

- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior Modifications:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalation strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

Grade: Kindergarten	Course: ELA
Pacing Guide: 9 weeks	
Unit: 4: Module 8-9 Writer's Workshop: Opinion Writing	Big Idea: Module 8: From Plant to Plate "Some plants are food" Module 9: Animal Habitats "Animals live in varying habitats" Writer's Workshop: Opinion Writing "What I liked in Kindergarten"
<i>Content Area NJSLs Performance Expectations Addressed</i>	
<p>Reading Domain:</p> <ul style="list-style-type: none"> ● RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). ● RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ● RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how). ● RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). ● RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ● RL.MF.K.6. 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.MF.K.6. 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). ● RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text. ● RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). ● RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). <p>Writing Domain:</p> <ul style="list-style-type: none"> ● W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...). ● W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. <ul style="list-style-type: none"> A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end). 	

- B. Provide limited details of experiences, events, or characters.
- C. Provide a reaction to the experiences or events.
- W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.II.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.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Domain:

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Orally repeat multi-syllable words and pronounce the separate syllables.
 - E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
 - F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency words and grade level irregular words with automaticity.
 - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
 - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.WF.K.1. Demonstrate command of the conventions of writing.
 - A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.
 - E. Attempting phonetic spellings of unknown words.
 - F. Writing initial and final consonant blends (must, slab, plump).
- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - A. Repeat a sentence, identifying how many words are in the sentence.
 - B. Write simple sentences.
 - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - D. Use end punctuation.
 - E. Use manipulatives or digital tools to construct complete sentences.
 - F. Write sentences with increasing complexity.
 - G. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
 - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - I. With support, distinguish between a complete sentence and a sentence fragment.
 - J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - A. Use frequently occurring nouns and verbs.
 - B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
 - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Interdisciplinary Connections

Social Studies:

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Visual and Performing Arts:

- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama)
- 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.4: Explain why access to devices need to be secured.

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

21st Century Skills Standards:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- 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
- Identify the main topic of a text
- Retell key details in a text
- Name or illustrate some of the details about the topic
- Explain two individuals, events, ideas or information are linked together
- Describe how the individuals or ideas are the same or different
- 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
- 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
- Develop ability to recognize the reasons an author gives to support points in the text
- 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
- 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
- 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
- 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
- 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

Writing Domain:

- 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
- Tell, draw and write a story about something that happened
- Show what happens first
- Put the pages in order
- Tell what happens last
- Add details to written stories
- Turn and talk to reflect on writing
- Use writing partners and teacher conferences to strengthen writing
- 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)
- Understand their job and how they will contribute to the project from beginning to end
- Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support

Speaking and Listening Domain:

- 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)
- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about an experience
- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to add detail
- Speak audibly to naturally express ideas

Language Domain:

- 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
- Identify new meanings for familiar words and apply them accurately (e.g., knowing "duck" as a bird and learning the verb "to duck").
- Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to determine the meaning of an unknown word.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- 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
- 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
- Identify new meanings for familiar words
- Apply new meanings to familiar words accurately

- Use frequently occurring affixes as clues to define unknown words
- Explore word relationships and nuances in word meanings
- Connect words to real-life situations
- Explore variations of verbs
- Sort common objects into categories, such as shapes and foods, to develop a foundational understanding of the concepts that these categories represent.
- Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way, whether in writing or speaking

Academic Vocabulary

Key, Understand, Determine, Topic, Retell, Illustrate, Explain, Individuals, Events, Ideas, Information, Link, Describe, Support, Unknown words, Strategies, Illustrations, Relationship, Develop, Author, Group activities, Purpose, Model, Reading habits, Print, Spaces, Syllables, Sounds, Phoneme, CVC words, Blend sounds, One-syllable words, Phonemes, Long vowels, Short vowels, High-frequency words, Compare, Fluently, Understanding, Express, Opinion, Likes, Dislikes, State, Preference, Dictate, Illustrate, Ideas, Write, Topics, Support, Reason, Draw, Story, First, Order, Last, Details, Reflect, Writing partners, Teacher conferences, Digital tools, Keyboard, Log in, Computer stations, Handheld devices, Digital meeting, Project, Background knowledge, Research questions, Participate, Conversations, Topics, Texts, Rules, Listening, Speaking, Collaborative conversations, Active listening, Group discussion, Buddy reading, Partner writing, Questions, Clarification, Strategies, Events, Facts, Experience, Drawings, Visual media, Presentation, Visual displays, Speak audibly, Utilize, Formal grammar, Plural nouns, Question words, Prepositions, Capitalization, End punctuation, Phonemes, Phonics, New meanings, Affixes, Word relationships, Nuances, Real-life situations, Variations, Verbs, Vocabulary, Language choices

Essential Questions

- Can you retell the important parts of the story?
- Who are the main characters in the story?
- Where does the story take place?
- What was the problem in the story?
- What did the characters learn in the story?
- How do you know what the character is feeling?
- What clues from the picture or words help you understand the story?
- How can the story remind you of something in your own life?
- How do the characters in the story feel, and how does that remind you of your own feelings?

Enduring Understandings

- Stories have a beginning, middle, and end
- Retelling a story shows understanding of the story
- Many stories have a problem and a solution
- Illustrations and pictures add meaning to the story
- We can use clues from the text and pictures to make guesses about what's happening or how characters are feeling.
- Both the pictures in a story and the words help us make inferences that help understand the story
- Making inferences helps us become better readers and thinkers.

<ul style="list-style-type: none"> • How do the setting and events in the story remind you of something in the world around you? • What can we tell about the setting from the pictures or words? • Writing Workshop: Opinion writing 	<ul style="list-style-type: none"> • Making connections in stories help us understand ourselves and others. • Books and stories are a way to share ideas, stories, and experiences with others. • Setting is where and when the story happens. • Different settings influence characters and events • Opinions tell how we think and feel about certain topics
<i>Core Instruction/Supplemental Materials</i>	<i>Assessments</i>
<ul style="list-style-type: none"> • Social Emotional Learning: Module 9, week 2 “Welcome Home Bear” by Il Sung Na • Diversity, Equity, and Inclusion: Module 8, week 4 “Rainbow Stew” by Cathryn Fallwell • HMH Into Reading Know It Show It workbook • HMH Into Reading Student Reading book • HMH Into Reading anchor charts • HMH Into Reading graphic organizers • HMH Into Reading Display and Engage cards • HMH Into Reading Interactive Vocabulary activities • HMH Writer’s Workshop Focal Text: “Hey, Little Ant” by Philip and Hannah Hoose • iReady Student Learning Path and Assignments • RazKids • EPIC • Kahoot • Prodigy Vocabulary • Quizziz • BrainPop • Blooket • Flipgrid • Padlet 	<p>Formative</p> <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes • Daily writing/journals • Small and whole group discussions <p>Summative</p> <ul style="list-style-type: none"> • Tests • Skills assessment/Benchmarks • Essays/Writing Assignments <p>Alternative</p> <ul style="list-style-type: none"> • Centers/activities/games • Performance assessments • Projects

<ul style="list-style-type: none"> • Teacher Created Materials • Jennifer Serravallo Blog • FirstBook • Sight Words • Linda Hoyt- Excellence in Reading • Read Write Think • Kathy Schrock's Guide to Everything • Two Writing Teachers • Teachers College Reading and Writing Project • Seymour Science blog 	
Modifications/Differentiated Activities	
<p>Enrichment/Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiated curriculum for the gifted learner. • Regular classroom curricula and instruction that is adapted, modified, or replaced. • Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials. • Integrated G&T programming into the general education school day. • Flexible groupings of students to facilitate differentiated instruction and curriculum. <p>Learning Environments:</p> <ul style="list-style-type: none"> • Extensive outside reading • Active classroom discussion • Innovative oral and written presentations • Deductive and inductive reasoning • Independent writing and research • Divergent thinking • Challenging problem solving situations • Interactive, independent and interdisciplinary activities 	<p>Multilingual Learners</p> <ul style="list-style-type: none"> • Alternate Responses • Notes in Advance • Extended Time • Simplified Instruction (written and verbal) • Online Dictionary • Use lots of visuals • Use physical activity; model, role-play • Repeat/Rephrase often • Use lower level materials when appropriate
<p>Special Education General Modifications:</p>	<p>At Risk (Intervention)</p> <ul style="list-style-type: none"> • Maximize use of community resources

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior Modifications:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalation strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups