

**Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum**

**Reading
Grade Kindergarten**

Revised June 2017

**Oradell Public School
River Edge Public Schools**

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KINDERGARTEN READING CALENDAR

Unit	Schedule
Unit 1: Readers Build Good Habits- Launching Reading Workshop	September/October
Unit 2: Readers Comprehend What They Read, Interact with Text and Respond to Reading through Accountable Talk	November/December
Unit 3: Readers Use Strategies when Reading Nonfiction in Order to Learn New Information	January/February
Unit 4: Readers Read Just Right Books and use Print Strategies	March/April
Unit 5: Readers Read a Variety of Genres	April/May
Unit 6: Readers Put it All Together	June

KINDERGARTEN READING

UNIT ONE: READERS BUILD GOOD HABITS

NEW JERSEY STUDENT LEARNING STANDARDS

- 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).
- RL.K.5** Recognize common types of texts (e.g., storybooks, poems)
- 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.
- RI.K.5** Identify the front cover, back cover, and title page of a book.
- 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.
- SL.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 rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
- 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.
- SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.4** 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*).
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

BIG IDEAS/COMMON THREADS

All students will sustain reading complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers use concepts of print, routines and the meaning of text to build a community of readers.

ESSENTIAL QUESTIONS

How do readers use concepts of print, routines and the meaning of text to build a community of readers?

MODULE ASSESSMENT

Shared Reading and Read Aloud Lessons participation
 Informal observations, approximate reading using emergent story books, star books, and other familiar favorites
 Mondo Oral Language Assessment

UNIT OBJECTIVES

Students will be able to...

- follow routines and procedures of Reading Workshop (see appendix for a list of routines and procedures)
- build a community of readers - whole group, small group, and partnerships
- listen silently to direct instruction

- predict, ask and answer questions about text
- retell familiar stories with prompting and support
- approximate reading familiar story books

SKILLS

Students will be able to...

- show respect for fellow readers and teacher by not interrupting and using whisper voices
- begin to use some concepts of print during shared reading: spacing, directionality, punctuation
- in group discussion, talk about the relationships between pictures and words
- use dependable story patterns to track print and approximate reading
- identify the front cover, back cover, title, author, illustrator
- begin to classify emergent texts into genres (fiction, nonfiction, poems and song)

RESOURCES

MONDO

Big Books

Little Bears

It Didn't Frighten Me

What Comes First?

I Eat Leaves

At Work

Five Little Monkeys

My Picture Dictionary

Hands Hands

Charts and Songs

Open, Shut Them

Walking in the Woods

Three Little Monkeys

AUTHENTIC LITERATURE

Star Books

Chicka Chicka Boom Boom

The Very Hungry Caterpillar

Rosie 's Walk

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RE BOE Approved (7/26/17)

OPS BOE Approved

Mary Wore Her Red Dress
Timothy Goes to School

Suggested Read Alouds

Pfister, Marcus, RainbowFish
Wells, Rosemary, Bunny Cakes
Wells, Rosemary, Max's Breakfast
Henkes, Kevin Chrysanthemum

KINDERGARTEN READING

UNIT TWO: READERS COMPREHEND WHAT THEY READ

NEW JERSEY STUDENT LEARNING STANDARDS

- RL.K.2** With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- 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.
- SL.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 rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
- 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

- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers derive meaning through text by interacting with the text and responding through accountable talk.

ESSENTIAL QUESTIONS

How do readers derive meaning through text, interact with the text and respond through accountable talk?

MODULE ASSESSMENT

Retell the beginning, middle and end of a story with prompting and support
Identify story elements through illustrations with prompting and support
Identify rhyming words in Shared Reading
Informal, ongoing observations and conference notes
DRA

UNIT OBJECTIVES

Students will be able to...

- use pictures to read predictable text
- distinguish between letters and words
- recognize and name the rhyming words in emergent story books
- with prompting and support use schema to make connections (text to self, text to text, text to world)
- have meaningful discussion about books
- in group discussions, name the story elements (character, setting, problem and solution)
- retell the beginning, middle and end of a story
- make connections to self, text and world.

- make reasonable predictions
- use story elements to retell familiar storybooks
- chorally read rhyming books
- compare and contrast characters

SKILLS

Students will be able to...

- point to words when tracking print and identify the difference between letters and words
- identify high frequency words in big books, poems and songs
- identify story elements (character, setting, problem, solution)
- retell what happened in the beginning, middle and end of a story
- use clues from the text and their schema to make predictions throughout the story
- use accountable talk and agreed upon language for discussions in whole group, small group, and partnerships
- identify rhyming patterns

RESOURCES

MONDO

Big Books

Itch Itch

A week with Aunt

Bea A trip to the City

Oh No!

Crunchy Munchy

Selections from Jewels (Poem anthology)

My Picture Dictionary

Charts/Song

Three Bears

1,2,3

Run Away

WRIGHT GROUP

Big Books

Mrs. Wishy Washy Books

Dan the Flying Man

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AUTHENTIC LITERATURE

Star Books

Corduroy

Ira Sleeps Over

If You Give a Mouse a Cookie

Cookie's Week

Suggested read alouds

Time to Sleep by Denise

Fleming Old Bear by Kevin

Henkes Stories written by

Mercer Mayer Stories written by

Jan Brett

KINDERGARTEN READING
UNIT THREE: READERS USE STRATEGIES FOR
NONFICTION/INFORMATIONAL READING

NEW JERSEY STUDENT LEARNING STANDARDS

- 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).
- RI.K.5** Identify the front cover, back cover, and title page of a book.
- RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4** With prompting and support, ask and answer questions about unknown words in a 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).
- 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.
- RF.K.4** Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.
- a. Read emergent-readers with purpose and understanding.

- b. Read grade level text for purpose and understanding.
- L.K.4** 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*).
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex text through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers acquire and connect new facts by reading nonfiction/informational text.

ESSENTIAL QUESTIONS

How do readers acquire and connect new facts by reading nonfiction/informational text?

How do readers build their schema while reading nonfiction/informational books on the same topic?

MODULE ASSESSMENT

Informal conferences and ongoing observations

Fountas and Pinnell picture sorts

UNIT OBJECTIVES

Students will be able to...

- learn new information from nonfiction text
- use features of nonfiction
- recognize features of nonfiction informational texts
- connect new information with prior knowledge

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- use illustrations and text to talk about nonfiction information
- recognize and read some high frequency words
- apply a variety of strategies to read some emergent text (high frequency words, letter sound correspondence, context clues)

SKILLS

Students will be able to

- use pictures and words to gather facts
- attempt to decode unknown words by using initial, medial and final sounds
- locate different features of nonfiction/informational text.
- understand the responsibility of nonfiction/informational authors and illustrators
- use information from illustrations, diagrams and graphs in text.
- make text to text and text to world connections about informational books on the same topic
- with prompting and support, compare and contrast books on the same topic
- classify and categorize new information learned
- use schema to make predictions
- ask and answer questions about key details and content specific words

RESOURCES

MONDO

Big Books

Chickens

Is this a Monster?

Who lives in the Sea?

Make a Valentine

Little Bears

What Comes First?

I Eat Leaves

At Work

My Picture Dictionary

Charts and Songs

Walking in the Woods

Let's Sing it

A Honking Jam

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AUTHENTIC LITERATURE

Suggested Read Alouds

Gail Gibbons Chicks and Chickens

Gail Gibbons Coral Reefs

Gail Gibbons Penguins

Gail Gibbons Grizzly Bears

Gail Gibbons Polar Bear

Gail Gibbons Panda Bear

Gail Gibbons Sharks

Gail Gibbons Valentines Day

Gail Gibbons Whales

**KINDERGARTEN READING
UNIT FOUR: READERS READ JUST- RIGHT BOOKS AND
USE PRINT STRATEGIES**

NEW JERSEY STUDENT LEARNING STANDARDS

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- 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).
- RL.K.5** Recognize common types of texts (e.g., storybooks, poems)
- 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.
- RI.K.5** Identify the front cover, back cover, and title page of a book.
- RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.10** Actively engage in group reading activities with purpose and understanding.
- 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.
- 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. 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 //, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- 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.
- b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- c. Read high-frequency and sight words with automaticity.
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)

RF.K.4 Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.

- a. Read emergent-readers with purpose and understanding.
- b. Read grade level text for purpose and understanding.

9.1.4.A.1 Apply critical thinking and problem solving skills to solve problems

9.1.4.E.1 Integrate digital media to enhance communication

9.1.4.F.1 Promote ethical behavior and accountability

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex text through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers read just right books and use print strategies.

ESSENTIAL QUESTIONS

What is a just right book?

What are print strategies needed to support conventional reading?

MODULE ASSESSMENT

Readers will be able to use print strategies to facilitate reading just right books

UNIT OBJECTIVES

Students will be able to...

- read a book at their just-right level
- use illustrations and text to help them read
- identify genre
- use syllables, sounds and phonemes
- with prompting and support, retell their books
- demonstrate knowledge of letter sound correspondence
- read common high frequency words

SKILLS

Students will be able to...

- follow the patterns of predictable text
- use phonemic awareness as a reading strategy
- apply grade level decoding skills to read emergent book
- utilize features of print to make meaning
- choose among grade appropriate strategies to decode unknown words

RESOURCES

MONDO

Refer to the shared reading list in MONDO as various genres are presented

Authentic Literature

Leveled texts from book baskets

KINDERGARTEN READING UNIT FIVE: READERS READ A VARIETY OF GENRES

NEW JERSEY STUDENT LEARNING STANDARDS

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- RL.K.5** Recognize common types of texts (e.g., storybooks, poems)
- 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.
- 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).
- RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 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).
- RI.K.10** Actively engage in group reading activities with purpose and understanding.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers explore books by genre

ESSENTIAL QUESTIONS

What types of genres do readers read?

MODULE ASSESSMENT

Identify different genres

Readers' response – Choose your favorite genre and explain why.

(Opinion writing)

UNIT OBJECTIVES

Students will be able to...

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- read for an authentic purpose
- recognize the different genres
- interact with different genres
- name the author and/or illustrator and explain what each does
- ask and answer questions about the text
- identify the main topic and retell key details
- identify similarities and differences between multiple texts on the same topic

SKILLS

Students will be able to...

- use books for different purposes
- classify books into genres
- compare and contrast books of the same topic
- understand the difference between a question and a statement
- build a bank of question words
- build a bank of words that are specific to story elements

RESOURCES

MONDO

Refer to the shared reading list in MONDO as various genres are presented

Authentic Literature

Yes Day! Amy Krauss

Time To Sleep Denise Fleming

Old Bear Kevin Henkes

Corduroy Don Freeman/

Planting a Rainbow Lois Elhert

Growing Vegetable Soup Lois Ehlert

Harold and the Purple Crayon Crockett Johnson

Knuffle Bunny series Mo Willems

Star Books:

The Very Hungry Caterpillar Eric Carle

Bunny Cakes Rosemary Wells

If You Give a Mouse a Cookie Laure Numeroff

Book Pairs:

A Weekend With Wendell Kevin

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Henkes *Ira Sleeps Over* Waber
Chrysanthemum Kevin Henkes
Timothy Goes to School Rosemary Wells

Poetry:

Kids Poems Regie Routman
Handsprings Douglas Florian
Flashy Clashy and Oh So Splashy Laura Purdie Salas
Mary Had a Little Jam Bruce Lansky
Dog-ku Andrew Clements
Pizza the Size of the Sun Jack Prelutsky

Informational Text/Non Fiction:

Gail Gibbons *Chicks and Chickens*
Gail Gibbons *Coral Reefs*
Gail Gibbons *Penguins*
Gail Gibbons *Grizzly Bears*
Gail Gibbons *Polar Bear*
Gail Gibbons *Panda Bear*
Gail Gibbons *Sharks*
Gail Gibbons *Valentines Day*
Gail Gibbons *Whales*
Let's Find Out (Scholastic Magazine)
National Geographic Magazine Young Explorer
Websites: teachers will select from a variety of web sites

KINDERGARTEN READING UNIT SIX: READERS PUT IT ALL TOGETHER

NEW JERSEY STUDENT LEARNING STANDARDS

RL.K.5 Recognize common types of texts (e.g., storybooks, poems)

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- 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.
- RF.K.4** Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.
- a. Read emergent-readers with purpose and understanding.
 - b. Read grade level text for purpose and understanding.
- SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers reflect on their growth as readers

ESSENTIAL QUESTIONS

How have we grown as readers?

MODULE ASSESSMENT

Reflective self-assessment writing piece on reading growth

UNIT OBJECTIVES

Students will be able to...

- recognize that they have skills as readers
- recognize that they have acquired strategies as readers
- identify different types of texts
- read with an author's purpose and voice
- discuss books using accountable talk with a partner

SKILLS

Students will be able to...

- select books willingly
- exhibit preferences when selecting books
- learn to identify themselves as readers
- participate in partner and whole group discussions

RESOURCES

MONDO

Refer to the shared reading list in MONDO as various genres are presented

Authentic Literature

Leveled texts from book baskets

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and

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various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students’

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

Modifications

Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.

Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).

Use project-based science learning to connect social studies with real-life experiences.

Structure the learning around explaining or solving a social or community-based issue.

Provide ELL students with multiple literacy strategies.

Collaborate with after-school programs or clubs to extend learning opportunities.

Restructure lesson using UDL principles

<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD UA>

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Gifted and Talented (*content, process, product and learning environment*)

N.J.A.C. 6A:8--3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is

responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Students at Risk of School Failure

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.

- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

Students with Disabilities (*appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team*)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher--initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.