



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools **Springfield, New Jersey 07081**

English Language Arts **Grade 1**

Curriculum Guide

2024

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board
approved on July 29, 2024*

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of July 2024.

SEAL

A handwritten signature in black ink, appearing to read 'Michelle Calas', is written above a horizontal line.

Michelle Calas
School Business Administrator/ Board Secretary



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Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Candice Schiano ~ Supervisor of Humanities

Deborah Ricardo ~ First Grade Teacher

Michelle Blazquez ~ First Grade Teacher



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Unit 1 Overview

Content Area: ELA **Grade Level:** 1 **Unit Title:** My Neighborhood

Unit Summary: This unit is about how neighborhoods and how people in neighborhoods can help each other and do many things together.

Primary Interdisciplinary Connections: Social Studies, Science and Technology

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: It is important for students to understand how important neighbors are in a community.

Career Readiness (Standard 9):

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1: Demonstrate openness to new ideas.

9.4.2.CT.3: Use a variety of thinking to solve problems (e.g., inductive, deductive)

Learning Targets

Standards: NJ Student Learning Standards for English, Technology, Social-Emotional Learning, and World Language

Print Concepts, Phonics and Word Recognition, Spelling, Sentence Composition (Grammar, Syntax and Punctuation), Central Ideas and Themes of Text, Explanatory Writing, Speaking and Listening

CPI#:	Cumulative Progress Indicator (CPI):
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about topics and texts under discussion).
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds



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SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.5.1	Establish and maintain healthy relationships
7.1.NL.IP.ET.3	Recognize a few common gestures associated with the target culture(s). • 7
7.1.NL.IP.ET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

Unit Essential Questions:

- What is a neighborhood?
- How can neighbors help each other?
- What can I see in a neighborhood?
- How do signs in our neighborhood help us?
- How can I get to know my neighbors?
- What does a neighborhood look like?

Unit Enduring Understandings:

- Neighbors help each other in many ways.
- There are many things to do in a neighborhood.
- Signs and traffic signals in the neighborhood can help people and keep them safe.
- Neighbors can get together to make their neighborhood a better place.
- There are different kinds of neighborhoods: urban, suburban and rural.
- Maps can help us find things in a neighborhood.
- There are many helpful workers in every neighborhood.

Unit Learning Targets:

Students will....

- Demonstrate and apply phonetic knowledge.
- Decode words with the short a sound.
- Identify and read common high-frequency words
- Produce and expand complete simple and compound sentences in response to prompts.
- Write sentences to create a procedural text.

Evidence of Learning

Summative Assessment: Unit 1 Test, Project: People in My Neighborhood

Equipment Needed: laptop, projector, interactive whiteboard, document camera

Teacher Resources: Teacher's Edition, Savvasrealize.com, brainpopjr.com

Formative Assessments:

- Weekly Spelling Assessments
- Exit Tickets Weekly Progress Check-Ups
- Weekly Selection Quizzes
- Writing Assessments
- Cold Reads for Fluency and Comprehension



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Lesson Plans	
Lesson	Time Frame
Lesson 1 Phonics (short a)	40 minutes/day
Lesson 2 High Frequency Words	40 minutes/day
Lesson 3 Author's Craft-Word choice	40 minutes/day
Teacher Notes: There are additional resources for this unit on brainpopjr.com .	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: Brainpop Jr. http://www.brainpopjr.com/ MyView Literacy Site: www.savvasrealize.com	



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Lesson Plan 1

Content Area: ELA **Lesson Title:** Phonics (short a) **Time Frame:** 40 min/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies and Technology

Integration of Technology:

savaas realize website, Jack Hartman video “Let’s learn the letter a:

<https://www.youtube.com/watch?v=YeIqzrdlhWk>

Equipment Needed:

Teacher Laptop, Projector, Interactive Whiteboard, Document Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will • Demonstrate and apply phonetic knowledge. • Decode words with the short a sound.	Lesson Sequence • Teacher will introduce the short a sound by displaying the Sound-Spelling Card 1-apple. • Teacher will show the picture of the apple, and then say the /a/ sound and the word apple to model the /a/ sound. • Students will say the /a/ sound out loud several times. (see Teacher’s Manual pages T14-15). • Teacher will show the Jack Hartman video: Let’s learn the letter a: https://www.youtube.com/watch?v=YeIqzrdlhWk • TW guide students as they read and say short a words for each picture on Student Interactive page 12.	• SW complete Student Interactive page 13.

Differentiation:

BL: Students may need short a words repeated and may need assistance with formation of the letter a.



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AL: Students will independently write and or draw pictures of more examples of short a words.

Resources Provided:

- Sound Spelling Card 1
- myView Teacher's Edition
- Student Interactive



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Lesson Plan 2

Content Area: ELA

Lesson Title: High Frequency Words

Time Frame: 40 min/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies and Technology

Integration of Technology:

Savvas Realize website

Equipment Needed:

Teacher Laptop, Projector, Interactive Whiteboard, Document Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and read common high-frequency words: <i>go, me, for, here, where</i>	Lesson Sequence - Teacher will display the word cards for this week's high-frequency words. - Teacher follow the following procedure for each high-frequency word: - Write the word (say each letter as it is written), and then read the word. - Have students write each word on a whiteboard (or write the word in the air) then read the word. - Teacher will call on volunteers to use the word in a sentence. - Students will find and highlight the High Frequency words in their Word Books. (See TE page TM page T415)	Students will complete Student Interactive page 227.
Differentiation: BL: Students will make individual High Frequency Word cards for daily practice. AL: Students will write sentences using High Frequency Words.		
Resources Provided: - High Frequency Word Cards - Words I Use When I Write Books		



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- myView Teacher's Edition
- Student Interactive



Lesson Plan 3

Content Area: ELA **Lesson Title:** Author's Craft: Word Choice **Time Frame:** 40 min/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem-Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies and Technology

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Projector, Interactive Whiteboard, document camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Produce and expand complete simple and compound sentences in response to prompts. - Write sentences to create a procedural text.	Lesson Sequence: - Teacher will tell students that authors use words such as <i>first, next, then, and last</i> to help readers follow the steps. - Teacher will review the example from “Making a Map” from Student Interactive page 208 to show how authors choose words to follow a procedure.	Students will write sentences to tell how to make or do something (ex: brush my teeth, get ready for school, etc.) on Student Interactive page 208.

Differentiation:

BL: Students may need to dictate to a teacher when writing the procedural text.

AL: Students will work independently to write a detailed procedural text about “how to” do something.

Resources Provided:

- myView Teacher's Edition
- Student Interactive
- High Frequency Word Cards



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem-solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 1	Unit Title: My Neighborhood
Created: Deborah Ricardo and Michelle Blazquez		Board Approved on:



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Unit 2 Overview

Content Area: ELA

Grade Level: 1

Unit Title: I Spy

Unit Summary: This unit is about how all living things grow and change.

Primary Interdisciplinary Connections: Science, Social Studies and Technology

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ ICT Literacy
X Information Literacy **X** Life and Career Skills ☐ Communication and Collaboration **X** Media Literacy

Unit Rationale: It is important for students to develop an understanding of how living things grow and change.

Career Readiness (Standard 9):

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1: Demonstrate openness to new ideas.

9.4.2.CT.3: Use a variety of thinking to solve problems (e.g., inductive, deductive)

Learning Targets

Standards: NJ Student Learning Standards for English, Technology, Social-Emotional Learning, and World Language

Content Statements: Print Concepts, Phonics and Word Recognition, Spelling, Sentence Composition (Grammar, Syntax and Punctuation), Central Ideas and Themes of Text, Explanatory Writing, Speaking and Listening

CPI#:	Cumulative Progress Indicator (CPI):
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under LRF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, why, how).
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.1.2.A	Introduce a topic.
W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.



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W.IW.1.2.C	Provide a conclusion.
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about topics and texts under discussion).
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
WL.NL.7.1. NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced
WL.NL.7.1. NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.

Unit Essential Questions:

- How do things grow and change?
- How do animals grow and change?
- How do plants grow and change?
- How are baby animals different from their parents?
- How do animals change with the seasons?
- How do people grow and change?

Unit Enduring Understandings:

- Living things have needs that must be met in order for them to grow and change.
- Animals grow and change in various ways.
- Plants have parts that are needed in order for them to grow and change.
- Some baby animals look like their parents, but others do not.
- Animal babies cannot do all of the things their parents do.
- Animals adapt to changing seasons in various ways.
- As people grow, they change in many ways.
- People continue to change until they are all grown up.

Unit Learning Targets:

Students will ...

- Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.
- Decode words with /ck/ in isolation and in context by applying letter sound correspondences.
- Edit drafts using capitalization for the beginning of sentences and the pronoun I.
- Blend spoken phonemes to form one-syllable words.
- Isolate and pronounce initial, medial, and final sounds in spoken, single-syllable words.
- Decode words with initial and final consonant blends, digraphs and trigraphs.
- Identify and read common high-frequency words.



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- Read informational text.

Evidence of Learning

Summative Assessment: Unit 2 Test, Project: New at the Zoo!, Writing Assessment: Informational Book

Equipment Needed: laptop, projector, interactive whiteboard, document camera

Teacher Resources: Teacher's Edition, Savaasrealize.com, brainpopjr.com

Formative Assessments:

- Weekly Spelling Assessments
- Exit Tickets
- Weekly Progress Check-Ups
- Weekly Selection Quizzes
- Writing Assessments
- Cold Reads for Fluency and Comprehension



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Lesson Plans

Lesson	Time Frame
Lesson 1 Comprehension (Main Idea)	40 min/1 day
Lesson 2 Phonics	40 min/1 day
Lesson 3 Writing-Revising	40 min/1 day

Teacher Notes: There are additional resources for this unit on brainpopjr.com.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Brainpop Jr. <http://www.brainpopjr.com/>

MyView Literacy Site: www.savvasrealize.com



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Lesson Plan 1

Content Area: ELA **Lesson Title:** Main Idea-The Life of a Frog **Time Frame:** 40 minutes/1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Technology

Integration of Technology:

Internet resources, Savvas Realize website

Brainpop on Main Idea- <https://jr.brainpop.com/readingandwriting/comprehension/mainidea/>

Equipment Needed:

Interactive Whiteboard, Laptops, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.	Lesson Sequence - Teacher will show Brainpop Jr. video: Main Idea stopping at times to discuss important points from the video about Main Idea. - Teacher will follow procedures for 'Find the Main Idea' lesson on pages T44-T45.	- Teacher Review of Student Interactive page 39 - Exit Ticket

Differentiation:

BL: Students may need to dictate information needed to complete Student Interactive page 39.

AL: Students will independently identify the main idea and provide reasons for how they identified the main idea of The Life of a Frog.

Resources Provided:

- myView Teacher's Edition
- Student Interactive
- Exit Ticket



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Lesson Plan 2

Content Area: ELA **Lesson Title:** Phonics (words with -ck) **Time Frame:** 40 min/1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Interactive Whiteboard, Laptops, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Decode words with /ck/ in isolation and in context by applying letter sound correspondences.	Lesson Sequence - Teacher will introduce and write the rimes -ack, -eck, -ick and -uck on the board. - Teacher and students will read each word part and then blend the sounds to read the whole word. Then the teacher will lead the students in decoding and reading words with -ack, eck, ick, -uck. First, students will say each word part and then blend the sounds to read the whole word (see Teacher's Manual pages T82-83). - TW guide students as they complete Student Interactive pages 58-59.	Students will complete an Exit Ticket on words that end with -ck.
Differentiation: BL: Teacher will review ending -ck skill in small groups using Skill Group lesson on T94. AL: Students will generate sentences using words that end with -ck.		
Resources Provided: - myView Teacher's Edition - Student Interactive - Letter tiles		



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Lesson Plan 3

Content Area: ELA **Lesson Title:** Revise and Edit for Capitalization **Time Frame:** 40 min/1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Technology

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Laptop computer, Projector, Interactive Whiteboard, Document Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Edit drafts using capitalization for the beginning of sentences and the pronoun I.	Lesson Sequence - Teacher will review the steps in the writing process that the students have already followed (prewriting, drafting) and explain that students will now learn about how to edit. - Teacher will remind students that good writers capitalize the beginning of sentences, the word I, days and months, and names of people. - Teacher will model how good writers use capitalization by displaying Mentor Printable 17 to show proper capitalization. - Students will complete Student Interactive p. 133. - Students will write their own sentence in their writing notebooks. Teacher will check to see that students are utilizing the correct capitalization.	Students will return to their Informational Book to check for the correct use of capital letters. Teacher will circulate to conference with students about their drafts.

Differentiation:



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BL: Teacher will meet with students who are unable to capitalize words in sentences to help them revise their Informational Book to include correct capitalization.

AL: Students will write more than one sentence during “Practice”.

Resources Provided:

- myView Teacher’s Edition
- Student Interactive
- Mentor Printable



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem-solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA

Grade Level: 1

Unit Title: I Spy

Created: Michelle Blazquez and Deborah Ricardo

Board Approved on:



Unit 3 Overview

Content Area: ELA

Grade Level: 1

Unit Title: Imagine That!

Unit Summary: In this unit, students will read and discuss many texts about the various ways we use imagination in our lives.

Primary Interdisciplinary Connections: Art, Music, and Technology

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ ICT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: It is important for students to understand the importance of using their imaginations in their lives.

Career Readiness (Standard 9):

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1: Demonstrate openness to new ideas.

9.4.2.CT.3: Use a variety of thinking to solve problems (e.g., inductive, deductive)

Learning Targets

Standards: NJ Student Learning Standards for English, Technology and World Language

Content Statements: Print Concepts, Phonics and Word Recognition, Spelling, Sentence Composition (Grammar, Syntax and Punctuation), Central Ideas and Themes of Text, Opinion Writing, Speaking and Listening

CPI#:	Cumulative Progress Indicator (CPI):
L.RF.1.3.A	Know the sound-spelling correspondences for common digraphs (two letters that represent one sound).
L.RF.1.3.C	Know the final -e common vowel team conventions for representing long vowels.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.VL.1.2.B	Identify the words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under LRF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.WF.1.3.A	Write sentences with increasing complexity.



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SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about topics and texts under discussion).
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
WL.NL.7.1. NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced
WL.NL.7.1. NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.

Unit Essential Questions:

- How can we use our imaginations?
- Why is it important to plan ahead?
- How do tricky characters use their imaginations?
- How can imagination lead to a new idea?
- How can stories help us learn lessons?
- Why are art and Music classes important?

Unit Enduring Understandings:

- People use their imaginations to create new and interesting things.
- Using imagination to plan ahead can help people be better prepared for an experience.
- People use their imaginations in their daily lives.
- Using imagination can find new ways to do things.
- Using imagination makes life more enjoyable.
- Art and music play an integral part in a child's education.

Unit Learning Targets:

Students will...

- Decode words with initial and final consonant digraphs and trigraphs.
- Use text evidence to support an appropriate response.
- Discuss rhyme, rhythm, repetition, in a variety of poems.
- Read informational text.
- Recognize the persuasive text with adult assistance.
- State what the author is trying to persuade the reader to do.
- Write sentences with increasing complexity.

Evidence of Learning

Summative Assessment: Unit 3 Test, Middle of the Year Test, Project: More Than a Tale, Writing Assessment: Opinion Book

Equipment Needed: laptop, projector, interactive whiteboard, document camera



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Teacher Resources: Teacher's Edition, Savaasrealize.com, brainpopjr.com

Formative Assessments:

- Weekly Spelling Assessments
- Exit Tickets
- Weekly Progress Check-Ups
- Weekly Selection Quizzes
- Writing Assessments
- Cold Reads for Fluency and Comprehension



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Lesson Plans

Lesson	Time Frame
Lesson 1: Digraphs and Trigraphs	40 min/day
Lesson 2: Elements of Poetry	40 min/day
Lesson 3: Identify Persuasive Text	40 min/day

Teacher Notes: There are additional resources for this unit on brainpopjr.com.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Brainpop Jr. <http://www.brainpopjr.com/>

MyView Literacy Site: www.savaasrealize.com



Lesson Plan 1

Content Area: ELA **Lesson Title:** Digraphs and Trigraphs **Time Frame:** 40 min/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Art and Technology

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Laptop computer, Projector, Interactive Whiteboard, Document Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Decode words with initial and final consonant digraphs and trigraphs.	Lesson Sequence: - Teacher will review the meaning of digraphs and trigraphs: Digraphs are two letters that spell one sound and trigraphs are the - ee letters that spell one sound. - Teacher will write words with digraphs and trigraphs on the board: ranch, catch, while, match, chip, rich, Phil and then review what sounds the digraphs and trigraphs make. - Teacher will lead the students in decoding each of the words. - Class will create a T-Chart to sort whether each word has a digraph or trigraph at the beginning or end of each word. - Partners will read the words on Student Interactive page 20.	- Students will independently complete “My Turn” activities on Student Interactive pages and 21. - Students will complete the Exit Ticket.

Differentiation:

BL: Teacher will review digraphs and trigraphs in small groups using Skill Group lesson on T42.



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AL: Students will generate sentences using words with digraphs and trigraphs..

Resources Provided:

- myView Teacher's Edition
- Student Interactive
- Exit Ticket



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Lesson Plan 2

Content Area: ELA **Lesson Title:** Elements of Poetry **Time Frame:** 40 min/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Art and Technology

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Teacher laptop, Projector, Interactive Whiteboard, Document Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Use text evidence to support an appropriate response. ● Discuss rhyme, rhythm, repetition, in a variety of poems.	Lesson Sequence: ● Teacher will remind students that the Elements of Poetry include repetition, alliteration, rhythm and rhyme. ● Teacher will choose one of the poems from The Poetry Collection. ● Class will discuss the Elements of Poetry in the Poem using Close Read notes on pp. 121 and 123 in the Student Interactive to help students find and underline examples of repetition and alliteration. (see pp. T158-159)	● Students will complete Student Interactive page 133: “Find Elements of Poetry”. ● Students will complete an Exit Ticket on finding elements of poetry.

Differentiation:

BL: If students have difficulty identifying the elements of poetry, they will participate in Skills Group lesson (found on p. T162) with the teacher.

AL: Students will choose a different poem from the Poetry Collection and find examples of alliteration and repetition in that poem.

Resources Provided:

- myView Teacher’s Edition
- Student Interactive/Exit Ticket



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Lesson Plan 3

Content Area: ELA **Lesson Title:** Identify Persuasive Text **Time Frame:** 40 min/day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Art, Music and Technology

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Projector, Teacher Laptop, Student Laptop, Interactive Whiteboard

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will - Recognize the persuasive text with adult assistance. - State what the author is trying to persuade the reader to do.	Lesson Sequence: - Teacher will discuss with students that the author of a persuasive text tries to get readers to think or do something. - Using “Why Kids Need Chores” on T238-239, teacher will guide students through the process of recognizing characteristics of persuasive text. - Teacher will ask students to reread pages 196-197 to determine what the author wants readers to think or do. Students will underline the persuasive text.	- Students will independently complete “My Turn” activities on Student Interactive page and 209. - Students will complete the Exit Ticket.
Differentiation: BL: Teacher will review persuasive text in small groups using Skill Group lesson on T266. AL: Students will write at least two sentences that include persuasive text, then exchange with a partner to identify the persuasive text.,		
Resources Provided: - myView Teacher’s Edition - Student Interactive - Exit Ticket		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 1	Unit Title: Imagine That!
Created: Deborah Ricardo and Michelle Blazquez		Board Approved on:



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Unit 4 Overview

Content Area: ELA

Grade Level: 1

Unit Title: Making History

Unit Summary: In this unit, students will read various texts to understand how history is made in different aspects.

Primary Interdisciplinary Connections: Social Studies and Technology

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: It is important for students to understand history in order to connect it to present life.

Career Readiness (Standard 9):

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1: Demonstrate openness to new ideas.

9.4.2.CT.3: Use a variety of thinking to solve problems (e.g., inductive, deductive)

Learning Targets

Standards: NJ Student Learning Standards for English, Technology and World Language

Content Statements: Print Concepts, Phonics and Word Recognition, Spelling, Sentence Composition (Grammar, Syntax and Punctuation), Central Ideas and Themes of Text, Narrative Writing, Speaking and Listening

CPI#:	Cumulative Progress Indicator (CPI):
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
W.NW.1.3.A	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
W.NW.1.3.B	Provide dialogue and/or description and details of experiences, events, or characters.
W.NW.1.3.C	Use transitional words to manage the sequence of events.
W.NW.1.3.D	Provide a reaction to the experiences or events



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SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
WL.NL.7.1. NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced
WL.NL.7.1. NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.

Unit Essential Questions:

- Why is the past important?
- How do artists of the past help us see the world differently?
- How can a person's actions change the world?
- How can technology change the world?
- Why is it important to learn about our country's past?
- What can people from the past teach us about helping others?

Unit Enduring Understandings:

- Understanding the past can lead to a better future
- Understand how actions can have consequences as well as lead to change
- There are many things we can learn from the past in regards to country, art, music, etc..
- History plays an integral part of a child's education
- Learning from the past, we can help one another grow in different ways

Unit Learning Targets:

Students will...

- Decode words with r-controlled vowels, trigraphs and diphthongs
- Determine theme and connect to other texts
- Read biographies, historical fiction and informational texts
- Plan, draft and revise personal narratives
- Read and recognize high frequency words
- Understand first person vs. third person views

Evidence of Learning

Summative Assessment: Unit 4 Test, Project: My Interview, Writing Assessment: Personal Narrative

Equipment Needed: laptop, projector, interactive whiteboard, document camera

Teacher Resources: Teacher's Edition, Savaasrealize.com, brainpopjr.com

Formative Assessments:

- Weekly Spelling Assessments
- Exit Tickets Weekly Progress Check-Ups



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- Weekly Selection Quizzes
- Writing Assessments
- Cold Reads for Fluency and Comprehension



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Lesson Plans	
Lesson	Time Frame
Lesson 1 Decode and Write Words with r-Controlled Vowel ar	40 min/day
Lesson 2 Author's Craft: Read Like a Writer, Write for a Reader	40 min/day
Lesson 3 Writing Draft: Problem and Resolution	40 min/day
Teacher Notes: There are additional resources for this unit on brainpopjr.com	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: Brainpop Jr. http://www.brainpopjr.com/ MyView Literacy Site: www.savaasrealize.com	



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Lesson Plan 1

Content Area: ELA **Lesson Title:** Decode and Write Words with r-Controlled Vowel ar
Time Frame: 40 min/day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Art and Technology

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Laptop, Projector, Interactive Whiteboard, Document Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Decode words with closed syllables; open syllables;VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	Lesson Sequence: - Teacher will review the meaning of r-controlled vowel- when a vowel is followed by the consonant r, the r changes the sound of the vowel - Teacher will write words with /ar/ vowel on the board- bark, park, dark, spark and then review what sounds the r-controlled vowel makes. - Teacher will lead the students in decoding each of the words. - Partners will read the words on Student Interactive page 20 and 21.	- Students will independently complete “My Turn” activities in Phonics book p. 205 - Students will complete the Exit Ticket.
Differentiation: BL: Teacher will review r-controlled vowel /ar/ in small groups using Skill Group lesson on T46-47 AL: Students will generate sentences using words with r-controlled vowel /ar/		
Resources Provided: - myView Teacher’s Edition - Student Interactive - Exit Ticket		



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Lesson Plan 2

Content Area: ELA **Lesson Title:** Author's Craft: Read Like a Writer, Write for a Reader
Time Frame: 40 min/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies and Technology

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Laptop, Projector, Interactive Whiteboard, Document Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify who is telling a story at various points in a text	Lesson Sequence - Teacher will explain first person view- when a character in the text tells their events - Teacher will explain use of pronouns and difference of dialogue - Read aloud example at the top of p. 140 in Student Interactive book - Display and read aloud a passage from Before the Railroad Came and another from "From Horse to Car" help students determine which text is first-person view	Students will complete the activity at the bottom of p. 140 in Student Interactive book
Differentiation: BL: Teacher will review first-person view in small groups using Skill Group lesson on T164-T165 AL: Students will independently complete weekly independent activity options on p. T142-T143		
Resources Provided: - myView Teacher's Edition - Student Interactive		



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Lesson Plan 3

Content Area: ELA **Lesson Title:** Writing Draft: Problem and Resolution
Time Frame: 40 min/day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Art and Technology

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Laptop, Interactive Whiteboard, Projector, Document Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details. - Write narratives that recount two or more appropriately sequenced events, including details regarding what happened, use temporal words to signal event order, and provide closure	Lesson Sequence - Teacher will remind students they are finishing drafting or writing personal narratives to tell classmates about something important that happened to us in the past. - Teacher will model using writing examples from the previous day about trips to the beach. - Students will work in pairs or small groups to think about a problem and how it was resolved - Students will draw and write a problem and solution for their personal narrative	Teacher will hold independent conferences assessing their drafts using prompts if needed (What did you want or need? Did anything go wrong? Was anything difficult?)
Differentiation: BL: Use mentor text: Jackie Robinson and have students identify problem and resolution, reconnect the story to their personal narrative. Teacher will then prompt and guide students to find a problem and resolution in their story. AL: Students will continue independently drafting their problem and resolution in their story		



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Resources Provided:

- myView Teacher's Edition
- Spelling and High Frequency Words
- Mentor Text: Jackie Robinson



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA

Grade Level: 1

Unit Title: Making History

Created: Deborah Ricardo and Michelle Blazquez

Board Approved on:



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Unit 5 Overview

Content Area: ELA

Grade Level: 1

Unit Title: Beyond My World

Unit Summary: This Unit is all about how seasons change and how each season affects us.

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT
 Literacy **X** Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media
 Literacy

Unit Rationale: It is important for students to know and understand each season and their effect on us and the world around us.

Career Readiness (Standard 9):

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1: Demonstrate openness to new ideas.

9.4.2.CT.3: Use a variety of thinking to solve problems (e.g., inductive, deductive)

Learning Targets

Standards: NJ Student Learning Standards for English, Technology and World Language

Content Statements: Print Concepts, Phonics and Word Recognition, Spelling, Sentence Composition (Grammar, Syntax and Punctuation), Central Ideas and Themes of Text, Explanatory Writing, Speaking and Listening

CPI#:	Cumulative Progress Indicator (CPI):
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.1.2.A	Introduce a topic.
W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
W.IW.1.2.C	Provide a conclusion.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals



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SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
WL.NL.7.1. NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced
WL.NL.7.1. NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.

Unit Essential Questions:

- How do the seasons affect us?
- What happens during the seasons?
- What are seasons like around the world?
- What do people like about seasons?
- How do we know when the seasons are changing?
- What do living things do in the winter?

Unit Enduring Understandings:

- Understand the four different seasons
- Seasons have different characteristics
- Seasons are different around the world
- There are ways to identify when seasons are changing
- Living things endure different things in different seasons
- People like specific seasons for different reasons

Unit Learning Targets:

Students will...

- Decode words with long o and long i sounds
- Read informational text.
- Recognize the persuasive text with adult assistance.
- Use pictures and text to identify key idea,
- State what the author is trying to persuade the reader to do.
- Plan, draft and revise a how-to book.



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Evidence of Learning

Summative Assessment: Unit 5 Test, Project: The Best Season, Writing Assessment: How-to Book

Equipment Needed: laptop, projector, interactive whiteboard, document camera

Teacher Resources: Teacher's Edition, Savaasrealize.com, brainpopjr.com

Formative Assessments:

- Weekly Spelling Assessments
- Exit Tickets Weekly Progress Check-Ups
- Weekly Selection Quizzes
- Writing Assessments
- Cold Reads for Fluency and Comprehension



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Lesson Plans

Lesson	Time Frame
Lesson 1 Phonics: Decode and Write Words with Long o Spelled oa, ow, oe	40 minutes/day
Lesson 2 Genre: Persuasive Texts	40 minutes/day
Lesson 3 Comprehension: Use Pictures and Text	40 minutes/day

Teacher Notes: There are additional resources for this unit on brainpopjr.com.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Brainpop Jr. <http://www.brainpopjr.com/>

MyView Literacy Site: www.savaasrealize.com



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 1

Content Area: ELA **Lesson Title:** Decode and Write Words with Long o Spelled oa, ow, oe
Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Technology

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Laptop, Projector, Interactive Whiteboard, Document Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Decode words with closed syllables; open syllables;VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	Lesson Sequence: - Teacher will tell students how long o can be spelled using oa, ow, and oe - Teacher will write words with long o sound on board; on the board- oak, foam, boast then write- mow, flow, and snow. Teacher will continue with foe, woe, and toe - Teacher will lead the students in decoding each of the words identifying in each word which two letters make the long o sound - Partners will read the words on Student Interactive page 20 and 21.	- Students will independently complete “My Turn” activities in Phonics book p. 273 - Students will complete the Exit Ticket.
Differentiation: BL: Teacher will review long o sound in small groups using Skill Group lesson on T50 and T51 AL: Students will generate sentences using words with long o sound		
Resources Provided: - myView Teacher’s Edition - Student Interactive/Exit Ticket		



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 2

Content Area: ELA **Lesson Title:** **Genre:** Persuasive Texts **Time Frame:** 40 min/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Technology and Art

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Laptop, Interactive Whiteboard, Projector, Document Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recognize characteristics of persuasive texts with adult assistance and state what the author is trying to persuade the reader to think or do	Lesson Sequence - Teacher will either review or create anchor chart with students on persuasive texts and explain that in persuasive texts, an author write to convince readers to think or do something - Teacher will model determining whether a text is persuasive using “Reading is Fun!” from Student Interactive book p. 100 - Students will work with a partner to complete a turn and talk on p. 100 in student interactive book.	- Teacher will monitor student discussion during turn and talk on p. 100 in the student interactive book. - Students will complete the Exit Ticket.
Differentiation: BL: If students cannot identify persuasive text or cannot complete the exit ticket, use the skill group on p. T136-T137 AL: Students will read books independently, identifying persuasive texts as well as what the author is trying to persuade		
Resources Provided: - myView Teacher’s Edition - Student Interactive/Exit Ticket		



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 3

Content Area: ELA

Lesson Title: Comprehension: Use Pictures and Text

Time Frame: 40 min/day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Technology and Science

Integration of Technology:

Internet resources, Savvas Realize website

Equipment Needed:

Laptop, Interactive Whiteboard, Projector, Document Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Use illustrations and texts the student is able to read or hear to learn or clarify word meanings ● Distinguish between information provided by pictures or other illustrations and information provided by words in text ● Use the illustrations and details in a text to describe its key ideas	Lesson Sequence ● Teacher will teach how pictures and words in a text give information about the topic and describe key ideas in a text ● Teacher will model using text and pictures, from P. 71 of Seasons Around the World ● Students will go back to closed reading notes on p. 191 and 193 in Student Interactive book and underline text features used to understand text ● Students will complete p. 207 in Student Interactive book	● Teacher will monitor student work on p. 207 in the student interactive book. ● Students will complete the Exit Ticket.
Differentiation: BL: If students cannot use pictures and text to learn key ideas in Signs of Winter or cannot complete exit ticket, use the skill group on p. T266 AL: Students will work independently on Weekly Independent Activity options on p. T243		
Resources Provided: ● myView Teacher's Edition ● Student Interactive/Exit Ticket		



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 1	Unit Title: Beyond My World
Created: Deborah Ricardo and Michelle Blazquez		Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
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
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

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



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator 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



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.