



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

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

English Language Arts **Kindergarten**

Curriculum Guide

2024

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

Springfield Board of Education
Approved 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



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- Humanities Supervisor

Paige Matt- Kindergarten Teacher

Lisa Schoch- Kindergarten Teacher



Unit 1 Overview

Content Area:	ELA	Grade Level:	Kindergarten	Unit Title:	Going Places
Unit Summary: Students will be able to talk about what makes a place special, identify the physical characteristics of a place such as landforms, bodies of water, natural resources, and weather.					
Primary Interdisciplinary Connections: Social Studies/Science					
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: Students will relate sound awareness, phonics skills, and writing to an interdisciplinary unit on what makes a place special.					
Career Readiness (Standard 9):					
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives					
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).					

Learning Targets

Standards: Student Learning Standards for ELA, World Languages, 21st Century Life and Career Skills, Social Emotional Learning, and World Language Skill	
Content Statements: Reading Literature Text, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening, Language	
CPI#:	Cumulative Progress Indicator (CPI):
RL.K.3	With prompting and support, identify characters, setting, and major events in a story.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.
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).
RI.K.8	With prompting and support, identify the reasons an author gives to support points 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).
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters
RF.K.1.C	Understand that words are separated by spaces in print.
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.3.C	Read high-frequency and sight words with automaticity
RF.K.4.A	Read emergent-readers with purpose and understanding.



RF.K.4.B	Read grade level text for purpose and understanding.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
L.K.1.A	Print many upper- and lowercase letters.
L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
7.1.NL.IPR 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.
7.1.NL.IPR ET.3:	Recognize a few common gestures associated with the target culture(s).
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12. 3.2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others
DA.K-2.1.1. 2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
DA.K-2.1.1. 2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.

Unit Essential Questions:

- What makes a place special?

Unit Enduring Understandings:

- How does imagination make a place seem different?
- What is exciting about moving to a new place?
- What makes us want to visit a special place?
- What is fun about exploring new places?



- How can we describe special places?

Unit Learning Targets:

Students will....

- Identify high-frequency words *I, am, the, like, to, a, have, is, he, my, we, make, for, me, with*
- Identify the letters Mm, Tt, Aa, Ss, Pp, Cc, Ii, Nn, Bb, Rr and their sounds
- Identify and describe characters
- Describe plot
- Find the main idea
- Describe setting
- Discuss author's purpose

Evidence of Learning

Summative Assessment: Unit 1 Assessment

Equipment Needed: pencils, crayons, iPads

Teacher Resources: Teacher's manual Unit 1

Formative Assessments:

- Guided Reading Groups
- Student Interactive
- Inquiry-Based Project
- Portfolio Assessments



Lesson Plans

Lesson	Time Frame
Lesson 1 Mission Accomplished!	60 min./day
Lesson 2 Too Many Places to Hide	60 min./day
Lesson 3 At the Library	60 min./day

Teacher Notes:

Introduce students to capital and lowercase letters, high frequency words, writing skills and story elements that tie in with the unit reading selections.

Curriculum Development Resources/Technology Resources:

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

myView Literacy

savvasrealize.com



Lesson Plan 1

Content Area: ELA Lesson Title: Mission Accomplished! Time Frame: 60 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, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for Mm and Tt - Identify the sight words <i>I, am, the</i> - Read about special places - Be introduced to writer's workshop - Identify the parts of a book - Identify types of books	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions	- Student responses to oral questions - Student Interactive pages 16-45
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20 - OL: Page 18 of <i>ABC Rhyme Time</i>, "Mister Monkey's Muffins" and "Tiger's Tennis Lesson", myFocus intervention teacher's guide lessons 5-20 - AL: Student interactive pages 18-19, use infographic to ask questions about ways people use their imagination.		
Resources Provided: - Teacher's Edition - Reading Routines Companion - Language Awareness Handbook - Student Interactive - Big Book Collection		



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- myFocus Intervention Teacher's guide
- [SavvasRealize.com](https://www.savvasrealize.com)



Lesson Plan 2

Content Area: ELA Lesson Title: Too Many Places to Hide Time Frame: 60 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, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for Aa and Ss - Identify the sight words <i>a, to, like</i> - Read about special places - Identify the parts of a book - Identify types of books	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions	- Student responses to oral questions - Student Interactive pages 48-77
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20 - OL: Decodable book <i>I Am</i>, myFocus intervention teacher's guide lessons 5-20 - AL: Have students talk with a partner about what they think it would be like if their families moved, Extension Activities book pages 51-55		
Resources Provided: - Teacher's Edition - Reading Routines Companion - Language Awareness Handbook - Student Interactive		



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- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



Lesson Plan 3

Content Area: ELA Lesson Title: At the Library Time Frame: 60 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, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for Pp and Cc - Identify the sight words <i>he, is, have</i> - Read about special places - Write an opinion book	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write an opinion book	- Student responses to oral questions - Student Interactive pages 80-109
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20 - OL: Decodable book <i>Tam and Sam</i>, myFocus intervention teacher's guide lessons 5-20 - AL: Have students use the infographic on pages 82-83 of the Student Interactive to talk with a partner about some of the places they think are special.		
Resources Provided: - Teacher's Edition - Reading Routines Companion - Language Awareness Handbook - Student Interactive		



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- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



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: Kindergarten	Unit Title: Going Places
Created: 2024	Board Approved on:	



Unit 2 Overview

Content Area: ELA **Grade Level:** Kindergarten **Unit Title:** Living Together

Unit Summary: In this unit, students will read many texts to learn about the different things that plants and animals need. Reading texts in a variety of genres is important; each author gives different information and writes about the theme in a different way.

Primary Interdisciplinary Connections: Science

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: Students will relate sound awareness, phonics skills, and writing to an interdisciplinary unit on animals, plants, and their environments.

Career Readiness (Standard 9):

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

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

Learning Targets

Standards: Student Learning Standards for ELA, World Languages, 21st Century Life and Career Skills, Social Emotional Learning, and World Language Skill

Content Statements: Reading Literature Text, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening, Language

CPI#:	Cumulative Progress Indicator (CPI):
RL.K.2.	With prompting and support, retell familiar stories, including key details (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.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. A	Follow words from left to right, top to bottom, and page by page.
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.C	Understand that words are separated by spaces in print.
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.



RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3.C	Read high-frequency and sight words with automaticity
RF.K.4.A	Read emergent-readers with purpose and understanding.
RF.K.4.B	Read grade level text for purpose and understanding
W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened
W.K.5.	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
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.1.A	Print many upper- and lowercase letters.
L.K.1.B	Use frequently occurring nouns and verbs
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
7.1.NL.IPR 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.
7.1.NL.IPR ET.3:	Recognize a few common gestures associated with the target culture(s).
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others



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DA.K-2.1.1. 2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
DA.K-2.1.1. 2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.



Evidence of Learning

Summative Assessment: Unit 2 Assessment

Equipment Needed: pencils, crayons, iPads

Teacher Resources: Teacher's manual Unit 2

Formative Assessments:

- Guided Reading Groups
- Student Interactive
- Inquiry-Based Project
- Portfolio Assessments



Lesson Plans

Lesson	Time Frame
Lesson 1 Animals on the Move	60 min./day
Lesson 2 From Nectar to Honey	60 min./day
Lesson 3 Do We Need This?	60 min. /day

Teacher Notes:

Introduce students to capital and lowercase letters, high frequency words, writing skills and story elements that tie in with the unit reading selections.

Curriculum Development Resources/Technology Resources:

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

myView Literacy

savvasrealize.com



Lesson Plan 1

Content Area: ELA Lesson Title: Animals on the Move Time Frame: 60 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: Science, Math, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for Dd and Kk - Identify the sight words <i>are, that, of</i> - Read informational text - Write informational text	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write a list book	- Student responses to oral questions - Student Interactive pages 16-44 - Student List Book
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20, 22, 46 - OL: Decodable book <i>My Cat, Nip</i>, myFocus intervention teacher's guide lessons 5-20 - AL: Student interactive pages 18-19, use infographic to generate questions about animals on the map		



Resources Provided:

- Teacher's Edition
- Reading Routines Companion
- Language Awareness Handbook
- Student Interactive
- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



Lesson Plan 2

Content Area: ELA Lesson Title: From Nectar to Honey Time Frame: 60 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: Science, Math, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for Oo and Ff - Identify the sight words <i>they, you, do</i> - Read informational text - Write informational text	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write a list book	- Student responses to oral questions - Student Interactive pages 45-75 - Student List Book
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20, 22, 46 - OL: Decodable book <i>We Did It</i>, myFocus intervention teacher's guide lessons 5-20 - AL: Student interactive pages 48-49, use infographic to generate questions about how some living things make what they need		
Resources Provided:		



- Teacher's Edition
- Reading Routines Companion
- Language Awareness Handbook
- Student Interactive
- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



Lesson Plan 3

Content Area: ELA Lesson Title: Do We Need This? Time Frame: 60 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: Science, Math, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for Hh and Ll - Identify the sight words <i>one, two, three</i> - Read about what living things need - Write informational text	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write a list book	- Student responses to oral questions - Student Interactive pages 78-107 - Student List Book
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20, 22, 46 - OL: Decodable book <i>For Tom and Ron</i>, myFocus intervention teacher's guide lessons 5-20 - AL: Student interactive page 80, explore weekly question		
Resources Provided: - Teacher's Edition - Reading Routines Companion		



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- Language Awareness Handbook
- Student Interactive
- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



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

Content Area: ELA	Grade Level: Kindergarten	Unit Title: Living Together
Created: 2024	Board Approved on:	



Unit 3 Overview

Content Area: ELA **Grade Level:** Kindergarten **Unit Title:** Tell Me a Story

Unit Summary: In this unit, students will read stories in a variety of genres. This variety is important because each story shows the theme in a different way.

Primary Interdisciplinary Connections: Social Studies/Science

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: Students will relate sound awareness, phonics skills, and writing to an interdisciplinary unit on traditional stories.

Career Readiness (Standard 9):

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

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

Learning Targets

Standards: Student Learning Standards for ELA, World Languages, 21st Century Life and Career Skills, Social Emotional Learning, and World Language Skill

Content Statements: Reading Literature Text, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening, Language

CPI#:	Cumulative Progress Indicator (CPI):
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.4	Ask and answer questions about unknown words in a text.
RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.C	Understand that words are separated by spaces in print.
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.



RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3.C	Read high-frequency and sight words with automaticity
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
L.K.1.A	Print many upper- and lowercase letters.
L.K.1.B	Use frequently occurring nouns and verbs.
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
7.1.NL.IPR 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.
7.1.NL.IPR ET.3:	Recognize a few common gestures associated with the target culture(s).
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills



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SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others
DA.K-2.1.1. 2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
DA.K-2.1.1. 2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.



Evidence of Learning

Summative Assessment: Unit 3 Assessment

Equipment Needed: pencils, crayons, iPads

Teacher Resources: Teacher's manual Unit 3

Formative Assessments:

- Guided Reading Groups
- Student Interactive
- Inquiry-Based Project
- Portfolio Assessments



Lesson Plans

Lesson	Time Frame
Lesson 1 How Anansi Got His Stories	60 min./day
Lesson 2 The Gingerbread Man and The Story of the Cornbread Man	60 min./day
Lesson 3 Poetry Collection	60 min./day

Teacher Notes:

Introduce students to capital and lowercase letters, high frequency words, writing skills and story elements that tie in with the unit reading selections.

Curriculum Development Resources/Technology Resources:

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

myView Literacy

savvasrealize.com



Lesson Plan 1

Content Area: ELA Lesson Title: How Anansi Got His Stories Time Frame: 60 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, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for Jj and Xx - Identify the sight words <i>was, said, where</i> - Talk with others about why people like stories - Read traditional stories - Write an opinion	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write an opinion writing piece	- Student responses to oral questions - Student Interactive pages 16-44 - Student opinion piece
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20, 23, 38 - OL: Decodable book <i>What Is It?</i>, myFocus intervention teacher's guide lessons 5-20 - AL: Students will use the anchor chart on student interactive page 21 and brainstorm a question they could ask about the characters, setting, or theme		
Resources Provided: - Teacher's Edition - Reading Routines Companion - Language Awareness Handbook		



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- Student Interactive
- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



Lesson Plan 2

Content Area: ELA Lesson Title: The Gingerbread Man and The Story of the Cornbread Man Time Frame: 60 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, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for Jj and Xx - Identify the sight words <i>was, said, where</i> - Talk with others about why people like stories - Read traditional stories - Write an opinion piece	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write an opinion writing piece	- Student responses to oral questions - Student Interactive pages 45-75 - Student opinion piece
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20, 23, 38 - OL: Decodable book <i>They Are Lost!</i>, myFocus intervention teacher's guide lessons 5-20 - AL: Students will use infographic on pages 48-49 in the student interactive to think of a traditional story		
Resources Provided:		



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- Teacher's Edition
- Reading Routines Companion
- Language Awareness Handbook
- Student Interactive
- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



Lesson Plan 3

Content Area: ELA Lesson Title: Poetry Collection Time Frame: 60 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, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for Zz and Qq - Identify the sight words <i>her, how, down</i> - Talk with others about why people like stories - Read traditional stories - Write an opinion piece	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write an opinion writing piece	- Student responses to oral questions - Student Interactive pages 78-107 - Student opinion piece
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 1-13, 29, 40 - OL: Decodable book <i>We Like to Play!</i> - AL: Students will use infographic on pages 48-49 in the student interactive to think of a traditional story		
Resources Provided: - Teacher's Edition - Reading Routines Companion - Language Awareness Handbook		



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- Student Interactive
- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



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: Kindergarten	Unit Title: Tell Me a Story
Created: 2024	Board Approved on:	



Unit 4 Overview

Content Area: ELA **Grade Level:** Kindergarten **Unit Title:** Then and Now

Unit Summary: In this unit, students will be reading many narrative nonfiction and fiction texts about the past and the present. Students will acknowledge the importance of reading two different types of texts because each author discusses the theme or important idea in his or her own way.

Primary Interdisciplinary Connections: Social Studies

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: Students will relate sound awareness, phonics skills, and writing to an interdisciplinary unit on stories from the past.

Career Readiness (Standard 9):

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

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

Learning Targets

Standards: Student Learning Standards for ELA, World Languages, 21st Century Life and Career Skills, Social Emotional Learning, and World Language Skill

Content Statements: Reading Literature Text, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening, Language

CPI#:	Cumulative Progress Indicator (CPI):
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.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.C.	Understand that words are separated by spaces in print.
RF.K.1.D	D. Recognize and name all upper- and lowercase letters of the alphabet.



RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3.C	Read high-frequency and sight words with automaticity.
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
L.K.1A	Print many upper- and lowercase letters
L.K.1.F	Produce and expand complete sentences in shared language activities.
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
7.1.NL.IPR 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.
7.1.NL.IPR ET.3:	Recognize a few common gestures associated with the target culture(s).
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ



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SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others
DA.K-2.1.1. 2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
DA.K-2.1.1. 2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.



Evidence of Learning

Summative Assessment: Unit 4 Assessment

Equipment Needed: pencils, crayons, iPads

Teacher Resources: Teacher's manual Unit 4

Formative Assessments:

- Guided Reading Groups
- Student Interactive
- Inquiry-Based Project
- Portfolio Assessments



Lesson Plans

Lesson	Time Frame
Lesson 1 Cars Are Always Changing	60 min./day
Lesson 2 Uncovering the Past	60 min./day
Lesson 3 Grandma's Phone	60 min./day

Teacher Notes:

Introduce students to capital and lowercase letters, high frequency words, writing skills and story elements that tie in with the unit reading selections.

Curriculum Development Resources/Technology Resources:

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

myView Literacy

savvasrealize.com



Lesson Plan 1

Content Area: ELA Lesson Title: Cars Are Always Changing Time Frame: 60 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: Science, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for short and long Oo - Identify the sight words <i>find, over, again</i> - Read narrative nonfiction - Write a story about themselves	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write a story about themselves	- Student responses to oral questions - Student Interactive pages 16-44 - Student personal narrative
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20, 29, 46 - OL: Decodable book <i>Bugs in a Dump</i>. - AL: Students will use the infographic on pages 18-19 in the student interactive to generate questions about interventions or technology and then choose one to investigate.		
Resources Provided: - Teacher's Edition - Reading Routines Companion - Language Awareness Handbook - Student Interactive		



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- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



Lesson Plan 2

Content Area: ELA Lesson Title: Uncovering the Past Time Frame: 60 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: Science, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for Uu - Identify the sight words <i>all, now, pretty</i> - Read narrative nonfiction - Write a story about themselves	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write a story about themselves	- Student responses to oral questions - Student Interactive pages 45-75 - Student personal narrative
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20, 27, 46 - OL: Decodable book <i>Book Bones!</i> - AL: Students will use the anchor chart on page 51 in the student interactive to think of some questions they have about the past.		
Resources Provided: - Teacher's Edition - Reading Routines Companion - Language Awareness Handbook		



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- Student Interactive
- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



Lesson Plan 3

Content Area: ELA Lesson Title: Grandma's Phone Time Frame: 60 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, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the letters and sounds for short and long Ee - Identify the sight words <i>black, brown, white</i> - Read narrative nonfiction - Write a story about themselves	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write a story about themselves	- Student responses to oral questions - Student Interactive pages 78-107 - Student personal narrative
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20, 29, 39 - OL: Decodable book <i>Paint the Past</i> - AL: Students will use the infographic on pages 80-81 of the student interactive to generate questions about how communication has changed over time		
Resources Provided: - Teacher's Edition - Reading Routines Companion - Language Awareness Handbook - Student Interactive		



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- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



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: Kindergarten	Unit Title: Then and Now
Created: 2024	Board Approved on:	



Unit 5 Overview

Content Area: ELA **Grade Level:** Kindergarten **Unit Title:** Outside My Door

Unit Summary: In this unit, students will be reading texts in the informational, poetry, and drama genres to learn about different weather that we experience.

Primary Interdisciplinary Connections: Social Studies

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: Students will relate sound awareness, phonics skills, and writing to an interdisciplinary unit on stories about the weather.

Career Readiness (Standard 9):

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

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

Learning Targets

Standards: Student Learning Standards for ELA, World Languages, 21st Century Life and Career Skills, Social Emotional Learning, and World Language Skill

Content Statements: Reading Literature Text, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening, Language

CPI#:	Cumulative Progress Indicator (CPI):
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information 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.A	Follow words from left to right, top to bottom, and page by page.
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.C	Understand that words are separated by spaces in print.
RF.K.1.D	D. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.



RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3.C	Read high-frequency and sight words with automaticity.
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4.A	Read emergent-readers with purpose and understanding.
RF.K.4.B	Read grade level text for purpose and understanding.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
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.1.B	Use frequently occurring nouns and verbs.
L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
L.K.2.B	Recognize and name end punctuation.
L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.D	D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
7.1.NL.IPR 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.
7.1.NL.IPR ET.3:	Recognize a few common gestures associated with the target culture(s).



SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others
DA.K-2.1.1. 2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
DA.K-2.1.1. 2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.



Evidence of Learning

Summative Assessment: Unit 5 Assessment

Equipment Needed: pencils, crayons, iPads

Teacher Resources: Teacher's manual Unit 5

Formative Assessments:

- Guided Reading Groups
- Student Interactive
- Inquiry-Based Project
- Portfolio Assessments



Lesson Plans

Lesson	Time Frame
Lesson 1 Weather Around the World	60 min./day
Lesson 2 A Desert in Bloom	60 min./day
Lesson 3 Poetry Collection	60 min./day

Teacher Notes:

Introduce students to capital and lowercase letters, high frequency words, writing skills and story elements that tie in with the unit reading selections.

Curriculum Development Resources/Technology Resources:

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

myView Literacy

savvasrealize.com



Lesson Plan 1

Content Area: ELA Lesson Title: Weather Around the World Time Frame: 60 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: Science, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Review and reinforce the letters and sounds for Cc, Tt, short and long Oo - Identify the sight words <i>be, saw, our</i> - Read informational text - Write a nonfiction text	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write a nonfiction text	- Student responses to oral questions - Student Interactive pages 16-44 - Student nonfiction text
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20, 29, 46 - OL: Decodable book <i>Rex and Luke</i> - AL: Students will generate questions about weather. Then they will choose one question to investigate during this week.		
Resources Provided: - Teacher's Edition - Reading Routines Companion - Language Awareness Handbook - Student Interactive		



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

- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



Lesson Plan 2

Content Area: ELA Lesson Title: A Desert in Bloom Time Frame: 60 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: Science, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Review words for Bb, Jj - Identify the sight words <i>eat, soon, walk</i> - Read informational text - Write a nonfiction text	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write a nonfiction text	- Student responses to oral questions - Student Interactive pages 45-71 - Student nonfiction text
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 5-20, 30, 46 - OL: Decodable book <i>Life on the Sand</i> - AL: Students will use the infographic on pages 46-47 of the student interactive to learn about plants in the desert.		
Resources Provided: - Teacher's Edition - Reading Routines Companion - Language Awareness Handbook - Student Interactive		



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- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



Lesson Plan 3

Content Area: ELA Lesson Title: Poetry Collection Time Frame: 60 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: Science, SEL

Integration of Technology: myView Literacy, SavvasRealize.com

Equipment Needed: Computer, projector, Word Cards, Letter Cards, Student Interactive, Big Book Collection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Review words for Gg, Qq - Identify the sight words <i>who, there, into</i> - Read informational text - Write a nonfiction text	Lesson Sequence - Teacher will introduce and discuss the phonics skills and sight words - Teacher will introduce and read story - Teacher will introduce vocabulary - Students will answer comprehension questions - Students will write a nonfiction text	- Student responses to oral questions - Student Interactive pages 74-101 - Student nonfiction text
Differentiation: - BL: Oral responses, articulation videos, myFocus intervention teacher's guide lessons 1-13, 23, 40 - OL: Teacher will use picture cards to review blends - AL: Students will use the information on pages 78-79 of the student interactive to generate questions about the difference in the way weather is described in poems and in informational text		
Resources Provided: - Teacher's Edition - Reading Routines Companion - Language Awareness Handbook		



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

- Student Interactive
- Big Book Collection
- myFocus Intervention Teacher's guide
- SavvasRealize.com



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: Kindergarten	Unit Title: Outside My Door
Created: 2024	Board Approved on:	



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**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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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



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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.