



SOMERS POINT
SCHOOL DISTRICT

the learning starts here!™

Curriculum

English Language Arts

Grade Kindergarten

July 2017

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SOMERS POINT SCHOOL DISTRICT

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers Name: Nicole Stanewich, Deanna Haas

Supervisor of Curriculum: Kim Tucker

Secretarial Staff: Suzanne Klotz

Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Somers Point's balanced literacy program provides students with literacy instruction in phonemic awareness, phonics, comprehension, fluency, and vocabulary. Beginning in pre-school, students gain skills that are the foundation for later reading and writing. Using the Diagnostic Reading Assessment (DRA2) data, the needs of individual students are met at their reading level in guided reading, strategy groups, and through conferring with students. Teachers in the upper grades provide students the opportunity to use their literacy skills through project-based learning activities that enable students to work collaboratively on real world issues using technology. The district uses Writer's Workshop, an interdisciplinary writing program, to build students fluency in writing through continuous repeated exposure to the process of writing.

Educational Goals & Beliefs

Students are unique and reflect a wide range of diversity.

- Therefore, a variety of instructional strategies and resources will be used to reflect and respect a wide range of diversity.

All students will become empowered by developing their literacy abilities to their fullest potential.

- Therefore, the skills of literacy will be taught in meaningful ways, using research-based instructional strategies that aligned to the learning needs of the individual student.

Students learn best through a variety of language experiences that actively engage them in the acquisition of both basic and higher level thinking skills.

- Therefore, curriculum needs to be presented in an integrated format, which utilizes a balanced literacy approach.

Learning is best enhanced when assessment informs and drives instruction.

- Therefore, assessment will be systematic and closely linked to instruction in order to facilitate sound instructional decisions for each student.

Becoming literate is dependent upon strong links among home, school, and the community.

- Therefore, the various roles of home, school, and community will be highlighted through effective communication and reinforcement of partnerships.

Core Curriculum Content Standards

A note about Language Arts Literacy Common Core Standards:

Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.

- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

For more information: <http://www.state.nj.us/education/cccs/2016/ela/>

ELA Curriculum Map
Grade K

Big Idea: We are all Writers

Writing/Marking Period 1

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Writers use words and pictures to tell us stories.</p> <p>Writers can brainstorm ideas to write about.</p> <p>Writers know that when they think they're done they've just begun.</p> <p>Vocabulary: Draw Picture Story Details Narrative Author Readers Illustration Illustrator Words Letters Share</p>	<p>How can you share story?</p> <p>Where can you get ideas to write your story?</p> <p>How do you decide when you are finished or how to add more details to your writing?</p> <p>SE,ELL,BSI,GT Modifications: Small group instruction Visual Aids Graphic organizers Pre-teach vocabulary</p>	<p>Draw a picture and tell a story</p> <p>Draw a story in the order it happened</p> <p>Edit and confer</p> <p>Write upper and lowercase</p> <p>Use prepositions when speaking or writing in complete sentences</p> <p>Use capitalization, punctuation and sight words when writing</p> <p><i>Create stories using pictures and words</i></p> <p><i>Collaborate with partners</i></p> <p><i>Think critically to brainstorm ideas for my writing</i></p>	<p>W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from an adult respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L.K.1 Demonstrate command of the convention of standard English grammar and usage when</p>	<p>Benchmark Assessments: Work samples Observation Writing Rubrics On-demand writing pieces Conference Notes Literacy Profile</p> <p>Suggested Resources: Storytown Fundations Anchor Charts Graphic Organizer Units of Study in Opinion, Information, and Narrative Writing Lucy Calkins</p>

			<p>writing or speaking.</p> <p>a. Print many upper/lowercase letters</p> <p>c. use the most frequently occurring prepositions (to, from, in, out, on)</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2a-d</p> <p>Demonstrate command of the conventions of standard of English capitalization, punctuation, and spelling when writing.</p>	
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ELA Curriculum Map
Grade K

Big Idea: List and Label Books

Writing- Marking Period 1

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Scientist and writers, both, observe carefully and then work to capture exactly what they see onto the page.</p> <p>Good writers are resourceful word solvers, saying words slowly and listening for the sounds, representing each sound with a letter. Writers also use what they know to spell the words (and parts of words) they don't know.</p> <p>Vocabulary: Inform Explain Questions Drawing Details Complete Sentences Short vowel sounds</p>	<p>How can I learn to look really closely at the world like a scientist and write down what I see?</p> <p>How can I notice what mentor authors do in their books to make mine even better?</p> <p>How can I be my own problem-solver, stretching our words I want to use, whispering to a friend for help, or looking at a chart or book without anyone telling?</p> <p>SE,ELL,BSI,GT Modifications: Check often for understanding/review Peer Buddies Give oral clues Use small groups</p>	<p>Dictate, draw and write an informative/explanatory piece. <i>Think critically</i> <i>Collaborate by responding to peers text</i> Write upper and lowercase letters Create a writing piece using pictures and words Use Capitalization and punctuation <i>Communicate Ideas</i></p>	<p>W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L.K.1 Demonstrate command of the convention of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper/lowercase letters</p> <p>f. Produce and expand complete sentences in shared language activities</p>	<p>Benchmark Assessments: Work samples Observation Writing Rubrics On-demand writing pieces</p> <p>Suggested Resources: Different Lined paper Fundations Anchor Charts Mentor text</p>

			<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>c. Write a letter or letters for most consonant and short vowel sounds</p>	
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ELA Curriculum Map

Grade K

Big Idea: Reader's Build Reading Habits

Reading Marking Period 1

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Readers read to learn</p> <p>Readers read to have fun</p> <p>Readers need many tools to help them read with intention, purpose and joy.</p> <p>Vocabulary:</p> <p>Demonstrate Features</p> <p>Print</p> <p>Recognize Rhyming</p> <p>Syllables</p> <p>Author</p> <p>Illustrator</p> <p>Text</p> <p>Sight Words (Somers Point, Northfield)</p> <p>Focus Words/Sight words (Linwood)</p>	<p>How can friends help me become a better reader</p> <p>What can I learn from a book?</p> <p>What kinds of books do I read to enjoy?</p> <p>SE, ELL, BSI, GT Modifications:</p> <p>Small Group Instruction</p> <p>Picture Clues</p> <p>Reading Buddy to read aloud</p> <p>Visual Aids</p> <p>Repeat, Reward and Clarify</p>	<p>Track print when reading</p> <p>Count and blend syllables</p> <p>Recognize letter sounds</p> <p>Ask and answer questions</p> <p>Retell stories orally</p> <p>Name characters, setting and events</p> <p>Tell what author and illustrator does</p> <p><i>Collaborate with others</i></p> <p><i>Creatively respond to books</i></p> <p><i>Communicate to classmates about what I read</i></p> <p><i>Think critically about what I read</i></p>	<p>RF.K.1a-d Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2a-e Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>RF.K.3a-d Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support retell familiar stories including details.</p> <p>RL.K.3 With prompting and support identify characters, settings and major events in a story.</p> <p>RL.K.5 With prompting and support name author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Benchmark Assessments:</p> <p>Literacy Profile (Linwood, Northfield)</p> <p>Letter/Sound Inventory (Somers Point)</p> <p>DSA (Somers Point)</p> <p>Suggested Resources:</p> <p>Storytown Fundations Anchor Charts</p>

ELA Curriculum Map
Grade K

Big Idea: Readers Read, Think and Talk about Emergent Story Books
Reading-Marking Period 1

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Readers don't just say "I can't" We figure out how to read the story.</p> <p>Readers Study books, we think between books. We grow ideas about books.</p> <p>Readers Can invent Fun things to do with stories we know really well.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Syllables Letters Sounds Rhyme Characters Setting Illustration Author Illustrator Text Story 	<p>What tricks does a successful reader use to solve problems as they read?</p> <p>How do readers think about books?</p> <p>What are some fun things readers can do with books?</p> <p>SE, ELL,BSI,GT Modifications:</p> <ul style="list-style-type: none"> Small groups Repeat directions Reading Buddies Immediate Feedback Confer to check understanding Students repeat directions Extended time requirements 	<p>Recognize spoken words are represented by specific sequence of letters</p> <p>Recognize upper and lower case letters</p> <p>Produce and recognize Rhyming</p> <p>Identify Syllables</p> <p>One to one letter sound correspondences</p> <p>Read Emergent texts critically with purpose and understanding</p> <p>Ask and answer questions about key details in a text.</p> <p>Retell a story including key details</p> <p>Identify characters setting and major events in the story</p> <p><i>Collaborate with peers to discuss text</i></p> <p>Describe relationship of illustrations to pictures</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>RF.K.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.K.3 Demonstrate understanding of the organization and basic features of print.</p> <p>RL.K.2 With prompting and support retell familiar stories including details.</p> <p>RL.K.3 With prompting and support identify characters, settings and major events in a story.</p> <p>RK.K.5 With prompting and support name author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.9 With prompting and support, compare</p>	<p>Benchmark Assessments:</p> <p>Literacy Profile Fundations assessments</p> <p>Suggested Resources:</p> <p>Mentor text Anchor Charts Storytown Reading Strategy cards Reading A - Z Fundations</p>

			<p>and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	
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Big Idea: Discovering Patterns

Reading - Marking Period 2

Enduring Understandings	Essential Questions	Skills/21st Cent.	Standards	Assessments
<p>Readers understand that there are different kinds of patterns in books and these patterns help them to read.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Patterns Retell Prediction Rhyming Syllables Author Illustrator Text Sight Words (Somers Point, Northfield) Focus Words/Sight words (Linwood) 	<p>What is a pattern?</p> <p>How can I use patterns to read?</p> <p>How can I use the patterns in books to help me retell and make predictions about a story?</p> <p>SE, EII, BSI, GT Modifications:</p> <ul style="list-style-type: none"> Small Group Instruction Visual Aids 	<p>Identifies various patterns within texts</p> <p>Connects patterns to reading strategies to enhance fluency and comprehension</p> <p>Identify the beginning, middle, and end of the story</p> <p>Uses patterns in text to make draw conclusions about the story</p> <p>Retell stories orally</p> <p>Ask and answer questions</p> <p><i>Communicate to classmates about what I read</i></p> <p><i>Think critically about what I read</i></p>	<p>RF.K.1 a-d Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 a-e Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support retell familiar stories including details.</p> <p>RL.K.3 With prompting and support identify characters, settings and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6 With prompting and support name author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts</p> <p>RL.K.10 Actively engage in group</p>	<p>Benchmark Assessments:</p> <p>DRA2 (Somers Point)</p> <p>Literacy Profile (Linwood, Northfield)</p> <p>Letter/Sound Inventory (Somers Point)</p> <p>DSA (Somers Point)</p> <p>Suggested Resources:</p> <p>trade books</p> <p>Reading A-Z</p> <p>decodable books</p> <p>Storytown</p> <p>Fundations</p>

			reading activities with purpose and understanding.	
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Big Idea: Story Elements

-Marking Period 2

Enduring Understandings	Essential Questions	Skills/21st Cent.	Standards	Assessments
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<p>Readers identify characters, setting, main topic and key details through pictures and/or words.</p> <p>Readers understand that the characters, setting, main topic and key details are helpful in understanding the story.</p> <p>Readers understand that stories sometimes have a problem and solution.</p> <p>Vocabulary: Author Illustrator Text Characters Setting Main topic Key Details Story Elements Problem/Solution Prediction Describe Alike/Different</p>	<p>Why are story elements important?</p> <p>How do story elements help to answer who, what, and where questions?</p> <p>How does knowing that a story has a problem and solution help me understand the story?</p> <p>Suggested Modifications:</p> <ul style="list-style-type: none"> Small Group Instruction Picture Clues Visual Aids 	<p>Ask and answer questions</p> <p>Retell stories orally</p> <p>Name characters, setting, main topic, and key details</p> <p>Applies story elements to aid reading comprehension</p> <p>Identify problem/solution of stories</p> <p>Tell what author and illustrator does</p> <p><i>Collaborate with others</i></p> <p><i>Creatively respond to books</i></p> <p><i>Communicate to classmates about what I read</i></p> <p><i>Think critically about what I read</i></p>	<p>RF.K.1 a-d Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.3 a-d Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support retell familiar stories including details.</p> <p>RL.K.3 With prompting and support identify characters, settings and major events in a story.</p> <p>RL.K.5 With prompting and support name author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Benchmark Assessments:</p> <p>DRA2 (Somers Point)</p> <p>Literacy Profile (Linwood, Northfield)</p> <p>Letter/Sound Inventory (Somers Point)</p> <p>DSA (Somers Point)</p> <p>Suggested Resources:</p> <p>Reading A-Z Storytown Fundations Decodable books</p>
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Big Idea: Strategies for learning to write sentences (Teaching Skills and Strategies)

Reading- Marking Period 2

Enduring Understandings	Essential Questions	Skills/21st Cent.	Standards	Assessments
<p>Writers use sentences to organize their writing, which allows readers to be able to experience and understand information.</p> <p>Writers organize their sentences to share stories that make sense and have a correct sequence.</p> <p>Vocabulary: Word Phrases Sentence Punctuation (. , ? , !) Capital letters Share Reader Spaces</p>	<p>What is a sentence?</p> <p>Why is punctuation, capital letters, and proper spacing important to have in my writing?</p> <p>How do I organize my writing to make it easy for readers to read?</p> <p>SE,ELL,BSI,GT Modifications:</p> <p>use positive reinforcement use concrete reinforcement give directions in small, distinct steps allow copying from paper/book/word wall</p>	<p>Stretch words and write letters for the sounds heard</p> <p>Groups of words create sentences</p> <p>Sentences make sense</p> <p>Word order and endings (s, ed, ing) in sentences are important</p> <p>Use capital letters at the beginning of sentences and names</p> <p>Use proper punctuation including . , ? , !</p> <p>Write learned sight words correctly</p> <p>Leave spaces between words</p> <p><i>Collaborate with partners Creativity and Innovation</i></p>	<p>W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from an adult respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L.K.1a-f Demonstrate command of the convention of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 Demonstrate command of the conventions of standard of English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> a.Capitalize the first word in a sentence and the pronoun I. b.Recognize and name end punctuation. 	<p>Benchmark Assessments:</p> <p>Work samples</p> <p>Observation Writing Rubrics</p> <p>On-demand writing pieces(Somers Point)</p> <p>Conference Notes</p> <p>Literacy Profile (Linwood and Northfield)</p> <p>Suggested Resources: Lucy Calkins' Units of Study</p>

Big Idea: Small Moments: Personal Narrative Writing
Writing-Marking Period 2

Enduring Understandings	Essential Questions	Skills/21st Cent.	Standards	Assessments
<p>Writers write true stories from their lives.</p> <p>Writers add details about actions, characters, and setting to their pictures and stories.</p> <p>Writers use feelings and reactions to make their writing more interesting.</p> <p>Writers use a sequence of events to tell their stories.</p> <p>Vocabulary: Story Storytelling Details Feeling Reaction Characters Setting Action Illustrations</p>	<p>What do I want to share about myself with readers?</p> <p>How do I add details to make my writing more interesting?</p> <p>How can I use feelings and reactions to build up my writing?</p> <p>What is the sequence of events for my story?</p> <p>SE, ELL, BSI, GT Modifications: use positive reinforcement use concrete reinforcement</p>	<p>Write a story in the order it happened and share a feeling or reaction to it.</p> <p>Add details to strengthen a story.</p> <p>Stretch words and write letters for the sounds heard</p> <p>Write learned sight words correctly</p> <p>Use correct spacing and punctuation when writing</p> <p><i>Create stories using pictures and words</i></p> <p><i>Collaborate with partners</i></p> <p><i>Think critically to brainstorm ideas for my writing</i></p>	<p>L.K.1 a-f Demonstrate command of the convention of standard English grammar and usage when writing or speaking.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from an adult respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.2 a,b Demonstrate command of the conventions of standard of English capitalization, punctuation, and spelling when writing</p>	<p>Benchmark Assessments: Work samples Observation Writing Rubrics On-demand writing pieces(Somers Point) Conference Notes Literacy Profile (Linwood and Northfield)</p> <p>Suggested Resources: Lucy Calkins' Units of Study LillyPod Anchor Charts Storytown Fundations</p>

Big Idea: Non-Fiction: Readers Read to Learn
Reading/Marking Period 3

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Readers read books for information.</p> <p>Readers will distinguish between nonfiction and fiction books.</p> <p>Readers will identify key factual details from text.</p> <p>Vocabulary: Details Interesting Illustrations Non-fiction Fiction Author Text Setting Heading Sub-heading Describe Fact Topic Glossary Table of Contents</p>	<p>How can I identify non-fiction text?</p> <p>What type of information can I get from a non-fiction text?</p> <p>What are the elements of a non-fiction text?</p> <p>SE,ELL,BSI,GT Modifications: Small Group Instruction Visual Aids Picture Clues Research Resources</p>	<p>Identify nonfiction and fiction books.</p> <p>Verbally compare and contrast fiction and nonfiction books on the same topic.</p> <p>Identify non-fiction story elements.</p> <p>Read learned sight words correctly.</p> <p>Tap/sound out words for the sounds heard and taught.</p> <p>Read factual sentences with prompting and support.</p> <p>Identify and retell key details from a text with prompting and support.</p> <p><i>Collaborate with others</i></p> <p><i>Build critical thinking skills</i></p> <p><i>Communicate ideas</i></p>	<p>RI.K.1 Ask and answer questions about key details in a text.</p> <p>RI.K.2 Identify the main topic and retell key details of a text.</p> <p>RI.K.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 Ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>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.</p> <p>RI.K.7 Describe the relationship between illustrations and text.</p> <p>RI.K.8 Identify the reasons an author gives support points in a text.</p> <p>RI.K.9 Identify basic similarities in and differences between two texts on the same topic.</p>	<p>Benchmark Assessments: Work Samples Observation Conference Notes Literacy Profile</p> <p>Suggested Resources: Fundations Storytown The Education Center Scholastic News KWL Chart Story Maps Venn Diagram Anchor Charts</p>

Big Idea: Non-Fiction, Report Writing; Cross Curricular

Writing/ Marking Period 3

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Writers can write facts about the stories they read.</p> <p>Writers add factual details to make their writing more interesting.</p> <p>Writers express their opinions about non-fiction stories they read.</p> <p>Vocabulary: Non-fiction Fact Opinion Details Interesting Illustrations</p>	<p>How do I write facts about nonfiction books I have read?</p> <p>How can I add details to make my writing more interesting?</p> <p>What is nonfiction and fiction?</p> <p>SE, ELL, BSI, GT Modifications: Small Group Instruction Visual Aids Picture Clues Research Resources</p>	<p>Compare and contrast nonfiction and fiction.</p> <p>Add details to strengthen a story.</p> <p>Use correct spacing and punctuation.</p> <p>Write learned sight words correctly.</p> <p>Tap/sound out words and write letters for the sounds heard.</p> <p>Write factual sentences.</p> <p><i>Collaborate with others</i></p> <p><i>Build critical thinking skills</i></p> <p><i>Communicate ideas</i></p>	<p>W.K.2. Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7. Participate in shared research and writing projects.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.2 a-d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Benchmark Assessments: Work Samples Observation Writing Rubrics Conference Notes Literacy Profile</p> <p>Suggested Resources: Anchor Charts Fundations Storytown The Education Center</p>

**Big Idea: Non-Fiction, Readers to Learn, How to Do Things; Cross Curricular
Reading/ Marking Period 3**

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Readers can recognize ordinal words when reading “how to” text.</p> <p>Readers use context clues.</p> <p>Readers can make predictions.</p> <p>Readers can retell in proper order.</p> <p>Vocabulary: Non-fiction Details Illustrations First Next Last Ordinal Words Sequence Context clues Prediction</p>	<p>What are “ordinal words”?</p> <p>How do I use context clues to show understanding?</p> <p>How do I use what I’ve read/experienced to make a prediction?</p> <p>What words or phrases do I use to retell in proper order?</p> <p>SE, ELL, BSI, GT Modifications: Small Group Instruction Visual Aids Picture Clues Research Resources</p>	<p>Read learned sight words correctly.</p> <p>Tap/sound out words for the sounds heard and taught.</p> <p>Read factual how to sentences.</p> <p>To understand sequential events in text.</p> <p>Students will present and read their work to peers.</p> <p><i>Collaborate with others</i></p> <p><i>Build critical thinking skills</i></p> <p><i>Communicate ideas</i></p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify main topic and retell key details of a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p>	<p>Benchmark Assessments: Work Samples Observation Conference Notes Literacy Profile</p> <p>Suggested Resources: Fundations Storytown The Education Center Internet</p>

Big Idea: Non-Fiction, How-To; Cross-Curricular Writing

Marking Period 3

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Writers can use ordinal words to communicate steps in the writing process.</p> <p>Writers can organize facts using a variety of graphic organizers.</p> <p>Writers can edit work.</p> <p>Writers can illustrate their text.</p> <p>Vocabulary: Non-fiction Fact Opinion Details Illustrations First Next Last Edit Graphic Organizer Ordinal Words Sequence</p>	<p>What are “ordinal words”?</p> <p>How do I organize my thoughts when writing a “how to”?</p> <p>What are the symbols used to edit work?</p> <p>What are ways to illustrate my text?</p> <p>SE, ELL, BSI, GT Modifications: Small Group Instruction Visual Aids Picture Clues Research Resources</p>	<p>Use correct spacing and punctuation.</p> <p>Write learned sight words correctly.</p> <p>Tap/sound out words and write letters for the sounds heard.</p> <p>Write factual how to sentences.</p> <p>Organize ideas through a graphic organizer.</p> <p>To understand sequential events.</p> <p>Edit work with proper symbols.</p> <p>Students will present their work with peers.</p> <p><i>Collaborate with others</i></p> <p><i>Build critical thinking skills</i></p> <p><i>Communicate ideas</i></p>	<p>W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear</p> <p>SL.K.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p> <p>L.K.2a-d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Benchmark Assessments: Work Samples Observation Writing Rubrics Conference Notes Literacy Profile</p> <p>Suggested Resources: Fundations Storytown The Education Center Internet Graphic Organizers Anchor Cha</p>

Big Idea: Developing Opinions about What I Read

Reading-Marking Period 3

Enduring Understandings	Essential Questions	Skills/21st Cent.	Standards	Assessments
<p>Readers have opinions about what they read and share them with others.</p> <p>Readers read books for information which enables them to draw conclusions.</p> <p>Vocabulary: Author Illustrator Text Opinion Conclusions Critique Characters Setting Main topic Key Details Story Elements Problem/Solution Prediction Describe</p>	<p>How do I share opinions about what I read?</p> <p>How do I use new information to draw conclusions about the story I read?</p> <p>Suggested Modifications:</p> <ul style="list-style-type: none"> Small Group Instruction Picture Clues Visual Aids 	<p>Ask and answer questions</p> <p>Develop and share opinions about a text</p> <p>Analyze new information read</p> <p>Use information from the text to prove or support your opinion</p> <p>Critique text</p> <p><i>Collaborate with others</i></p> <p><i>Creatively respond to books</i></p> <p><i>Communicate to classmates about what I read</i></p> <p><i>Think critically about what I read</i></p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Benchmark Assessments :</p> <p>DRA2 (Somers Point)</p> <p>Literacy Profile (Linwood, Northfield)</p> <p>Letter/Sound Inventory (Somers Point)</p> <p>DSA (Somers Point)</p> <p>Suggested Resources: Storytown Fundations Reading A-Z Decodable books/leveled readers trade books</p>

Big Idea: Opinion Writing
Writing-Marking Period 3

Enduring Understandings	Essential Questions	Skills/21st Cent.	Standards	Assessments
<p>Writers use their writing to share opinions.</p> <p>Writers can write opinions about the stories they read.</p> <p>Writers add details to make their writing more interesting.</p> <p>Vocabulary: Opinions Details Feelings Likes Dislikes Interesting Illustrations</p>	<p>How do I share opinions in my writing?</p> <p>After reading a story, how do I share my feelings about it?</p> <p>How can I add details to make my story more interesting?</p> <p>SE, ELL, BSI, GT Modifications:</p> <ul style="list-style-type: none"> use positive reinforcement use concrete reinforcement give directions in small, distinct steps 	<p>Write a story and state an opinion about it.</p> <p>Develop opinions about a story and write about them.</p> <p>Add details to strengthen a story.</p> <p>Stretch words and write letters for the sounds heard</p> <p>Write learned sight words correctly</p> <p>Use correct spacing and punctuation when writing</p> <p><i>Collaborate with partners</i> <i>Create stories using pictures and word</i></p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>W.K.5 With guidance and support from an adult respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.1a-f Demonstrate command of the convention of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>Benchmark Assessments:</p> <p>Work samples</p> <p>Observation</p> <p>Writing Rubrics</p> <p>On-demand writing pieces(Somers Point)</p> <p>Conference Notes</p> <p>Literacy Profile (Linwood and Northfield)</p> <p>Suggested Resources: Lucy Calkins' Units of Study Fundations Anchor Charts Lilly Pod</p>

Big Idea: Characters
Reading/Marking Period 4

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Readers can identify key characters in a story.</p> <p>Readers can make self to text connections.</p> <p>Readers can compare and contrast characters across texts.</p> <p>Readers can express character traits and details.</p> <p>Vocabulary: Fiction Details Character Compare Contrast Character traits</p>	<p>Who are the main characters in the story?</p> <p>What do you and the main character have in common?</p> <p>How can you compare and contrast characters?</p> <p>How would you describe this character?</p> <p>SE, ELL, BSI, GT Modifications: Small Group Instruction Visual Aids Picture Clues Research Resources</p>	<p>Read learned sight words correctly.</p> <p>Tap/sound out words for the sounds heard and taught.</p> <p>Students will present and read their work to peers.</p> <p>Students will identify the characters in a story.</p> <p><i>Collaborate with others</i></p> <p><i>Build critical thinking skills</i></p> <p><i>Communicate ideas</i></p>	<p>With prompting & support... RL.K.1 Ask and answer questions about key details in a text. RL.K.2 Retell familiar stories, including details. RL.K.3 Identify characters, settings and major events. RL.K.6 Name the author and illustrator of a story and define the role of each telling the story. RL.K.9 Compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10 Actively engage in group reading activities with purpose and understanding. L.K.4a-b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.5a-d With guidance, explore word relationships and nuances in word meanings. L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Benchmark Assessments: Work Samples Observation Conference Notes Literacy Profile</p> <p>Suggested Resources: Fundations Storytown The Education Center Internet Venn Diagram Anchor Charts</p>

Big Idea: Fiction/Author Study

Writing/ Marking Period 4

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Writers can compose fictional pieces.</p> <p>Writers can create their opinion on a book through telling sentences.</p> <p>Vocabulary: Fiction Author Illustrator Opinion Telling Sentence</p>	<p>What are the characteristics of a fictional piece?</p> <p>What is an example of an opinion statement ?</p> <p>Suggested Modifications: Small Group Instruction Visual Aids Picture Clues</p>	<p>Use correct spacing and punctuation.</p> <p>Write learned sight words correctly.</p> <p>Tap/sound out words and write letters for the sounds heard.</p> <p>Edit work with proper symbols.</p> <p>Complete book report form correctly.</p> <p><i>Collaborate with others</i></p> <p><i>Build critical thinking skills</i></p> <p><i>Communicate ideas</i></p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the book.</p> <p>W.K.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>L.K.2a- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Benchmark Assessments: Work Samples Observation Writing Rubrics Conference Notes Literacy Profile</p> <p>Suggested Resources: Fundations Storytown The Education Center Internet Book Report Forms</p>

Big Idea: Fairy Tales
May-Marking Period 4

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Readers use events in sequence when retelling a story.</p> <p>Characters in a fairy tale can be people, animals, or things.</p> <p>Fairy tale characters can be good and evil and have magical powers.</p> <p>Vocabulary: Characters Fiction Magic Retell Beginning Middle End Problem Solution Setting Plot</p>	<p>How can I retell a story?</p> <p>How can I identify characters and settings in a story?</p> <p>How are characters in fairy tales, different from characters in other stories?</p> <p>SE, ELL, BSI, GT Modifications: Small Group Instruction Picture Clues Reading Buddy to read aloud Visual Aids Repeat, Reward and Clarify</p>	<p>Ask and Answer Questions</p> <p>Identify characters, settings, and major events in story.</p> <p>Retell key details</p> <p>Describe how characters are connected</p> <p><i>Communicate thoughts clearly</i></p> <p>Compare and contrast adventures and experiences of characters in familiar stories.</p> <p>Recognize common types of books.</p> <p><i>Collaborate others</i></p> <p><i>Communicate to classmates about what is read</i></p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story.</p> <p>RL.K. 2 With prompting and support, retell familiar stories, including key details.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events ideas, or pieces of information in a text</p>	<p>Benchmark Assessments:</p> <p>DRA2</p> <p>Letter/Sound Inventory</p> <p>DSA</p> <p>Suggested Resources:</p> <p>Mentor texts</p> <p>Graphic organizers</p> <p>Fundations</p> <p>Anchor Charts</p> <p>Graphic Organizers</p>

Big Idea: Story Elements
Writing-Marking Period 4

Enduring Understandings	Essential Questions	Skills/21st Century	Standards	Assessments
<p>Readers use events in sequence when retelling a story.</p> <p>Characters in a fairy tale can be people, animals, or things.</p> <p>Fairy tale characters can be good and evil and have magical powers.</p> <p>Vocabulary: Characters Fiction Magic Retell Beginning Middle End Problem Solution Setting Plot</p>	<p>How can I retell a story?</p> <p>How can I identify characters and settings in a story?</p> <p>How are characters in fairy tales, different from characters in other stories?</p> <p>Suggested Modifications: Anchor Charts Small groups Peer partners Leveled Books Manipulatives Picture clues</p>	<p>Ask and Answer Questions</p> <p>Identify characters, settings, and major events in story.</p> <p>Retell key details</p> <p>Describe how characters are connected</p> <p>Compare and contrast adventures and experiences of characters in familiar stories.</p> <p>Recognize common types of books.</p> <p><i>Collaborate with others</i></p> <p>Communicate ideas clearly</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story.</p> <p>RL.K. 2 With prompting and support, retell familiar stories, including key details.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events ideas, or pieces of information in a text</p>	<p>Benchmark Assessments: Work samples Observation Writing Rubrics On-demand writing pieces(Somers Point) Conference Notes Literacy Profile (Linwood and Northfield) DRA</p> <p>Suggested Resources: Fundations Reading a-z anchor charts Graphic organizers</p>

Big Idea: Celebrating Myself as a Reader

Reading-Marking Period 4

Enduring Understandings	Essential Questions	Skills/21st Century	Standards	Assessments
<p>Readers recall all that they have read and learned this year.</p> <p>Readers reflect on their growth as readers</p> <p>Readers can reflect on the kinds of books they enjoy and how they help them become a better reader</p> <p>Vocabulary: Nonfiction Fiction Author Illustrator Syllables Fairy Tales Recognize Rhyming Print Features Text Words Focus/sight words Patterns Reading strategies Characters</p>	<p>In what ways do readers recall all that they have learned this year?</p> <p>Why should I reflect on my growth as a reader?</p> <p>How can I reflect on my growth as a reading?</p> <p>Suggested Modifications: Small group Reading Buddy Visual Aids Repeat, Reward, and Clarify Small Group Anchor charts</p>	<p>Ask and Answer questions about key details in a story</p> <p>Identify favorite story</p> <p>List reading strategies learned</p> <p>Name something they do better now than in September</p> <p>Identify something that was hard to learn or do</p> <p>Identify and describe successes</p> <p>Set future goals for the summer and first grade</p> <p><i>Collaborate with others</i></p> <p><i>Communicate to classmates about what I read</i></p> <p><i>Think critically about what I read</i></p> <p><i>Creatively responds to books</i></p>	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.1 Participate in collaborative conversation with diverse partners about kindergarten topics with peers and adults in small or large groups</p> <p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.4 Read emergent reader texts with purpose and understanding</p>	<p>Benchmark Assessments: DRA2 (Somers Point) Literacy Profile (Linwood, Northfield) Letter/Sound Inventory (Somers Point) DSA (Somers Point)</p> <p>Suggested Resources: Poems Songs Class Books Nursery Rhymes Sight word Books Read Aloud Books Word Family Books Emergent readers Anchor charts</p>

Big Idea: Poetry
Writing-Marking Period 4

Enduring Understandings	Essential Questions	Skills/21st Cent	Standards	Assessments
<p>Poetry is a way to explain feelings, experiences, senses and sounds</p> <p>We read rhyming poems differently than storybooks emphasizing words that sound alike at the end.</p> <p>Authors can choose to write narrative or informational poems depending on what they want to tell their reader.</p> <p>Vocabulary: Poems Forms Rhyming Senses Feelings/Emotions Narrative Informational</p>	<p>What is Poetry?</p> <p>How does rhyme affect the way we read and hear poetry?</p> <p>How do authors choose what form of poetry to write?</p> <p>Suggested Modifications: Small Group instruction Picture Clues Visual aids Repeat, reward, clarify Positive reinforcement</p>	<p>Recognize common types of text</p> <p>Recognize and produce rhyming words</p> <p>Use combination of drawing, dictating and writing to compose informative or explanatory texts.</p> <p>Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events.</p> <p>Participate in shared reading and writing</p> <p><i>Collaborate with others</i></p> <p><i>Creatively respond to writing</i></p> <p><i>Communicate to classmates what I wrote</i></p> <p><i>Create poems</i></p>	<p>RL.5 Recognize common types of texts.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>W.K.2 Use a combination of drawing, dictating and writing compose informative/explanatory texts in which they name what they are writing about supply some information about the topic</p> <p>W.K.3 Use a combination of drawing, dictating, and writing narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.</p> <p>W.K.6 With guidance and support from adults, explore digital tools to produce and publish writing, including in collaboration with</p> <p>W.K.7 Participate in shared research and writing projects.</p>	<p>Benchmark Assessments:</p> <p>Rubrics</p> <p>Observation</p> <p>Conference notes</p> <p>On demand writing (SP)</p> <p>Work Samples</p> <p>Suggested Resources:</p> <p>Lined paper Fundations Poetry text Anchor charts</p>