

Kittatinny Regional Consortium

K-6

English Language Arts Curriculum

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INTRODUCTION

The Kittatinny Region English Language Arts committee has developed a common English Language Arts curriculum to be implemented in each of the five regional schools. This curriculum addresses all areas of language Speaking & Listening, Writing, Reading Foundational Skills, Reading Literature, Reading Informational Texts, and Language. All areas are addressed in the content outline and units of study for each grade level. This curriculum was written by representatives from each of the regional school districts. The March 2019 revisions to this curriculum embrace foundations of the Teachers College Reading and Writing Project. Along with the New Jersey Student Learning Standards for English Language Arts, the team utilized the following resources:

- *Units of Study for Teaching Reading* by: Lucy Calkins and Colleagues of the Teachers College Reading and Writing Project, Columbia University
- *Units of Study in Opinion, Information, and Narrative Writing* by: Lucy Calkins and Colleagues of the Teachers College Reading and Writing Project, Columbia University
- *Units of Study in Argument, Information, and Narrative Writing* by: Lucy Calkins and Colleagues of the Teachers College Reading and Writing Project, Columbia University
- *A Guide to the Reading Workshop* by: Lucy Calkins
- *Reading Pathways: Performance Assessment and Learning Progressions* by: Lucy Calkins
- *A Guide to the Writing Workshop* by: Lucy Calkins
- *Writing Pathways: Performance Assessment and learning Progressions* by: Lucy Calkins

This curriculum guide is divided by grade level into those units suggested by the work of Lucy Calkins. Some standards are reinforced over the course of multiple marking periods. The standards, resources, and writing assignments are suggestions only. Because English Language Arts instruction is recursive in nature, many standards will be addressed throughout multiple marking periods but not assessed at every interval. Teachers should use this document as a guide but are encouraged to make modifications based on their specific student population.

Unit Design

Each curriculum unit is designed within the Understanding by Design (UbD) framework. Stage One focuses on the ‘Desired Results’ or, the ‘what’, of the curriculum. This stage includes New Jersey Student Learning Standards for Social Studies, Technology, and 21st Century Life and Career. In addition, Enduring Understandings, Essential Questions, Knowledge and Skills are specifically outlined. Stage One indicates what students need to understand, what they will keep considering, what they will know and what they will be able to do. The items in Stage One of each unit provide the framework that teachers must follow in order to ensure that the New Jersey Student Learning Standards and curriculum objectives are met.

***See Appendix D for the New Jersey Student Learning Standards- English Language Arts Cross Reference Chart.**

In Stage Two (Assessment Evidence), students will display that they have achieved the goals of Stage One. This section outlines specific assessment and performance tasks that students will engage in to display their level of understanding of unit content. Assessments and performance tasks are written specific to the content taught in each unit. These assessments are varied, including but not limited to, **formative assessments, summative assessments, alternative assessments and benchmark assessments.**

***Additional information on Assessment can be found in Appendix B.**

In Stage Three of the framework, the Learning Plan is outlined with key learning events and instruction. This is considered to be the ‘how’ of the curriculum. In this section, **exemplary learning activities, integrated accommodations, integrated modifications, interdisciplinary connections, technology integration, 21st century life and career integration** activities are suggested. Depending on the individual needs of the district and the students in each classroom, teachers are expected to differentiate the Stage Three components as needed. Differentiation of content, process and/or product will be necessary depending upon the strengths and needs of the students in the classroom.

Meeting the Needs of Diverse Learners through Differentiation

Classrooms are dynamic centers that include students of all backgrounds, ability levels, and interests. In order to meet the specific needs and capitalize on the specific strengths of individual students, differentiation is key. Effective instruction must include a teacher’s commitment to a high level of differentiation. Modifications are designed to change the learning goal and/or objective. Accommodations change the way a student receives information or is tested without changing the learning goal. Integrated modifications, accommodations and differentiation strategies have been built into each unit, at every grade level, throughout this curriculum. These are specific to the content studied in each unit and target the following student populations:

1. **Special Education Students**
2. **English Language Learners**
3. **Students At Risk of School Failure**
4. **Gifted and Talented Students**
5. **Students with 504 Plans**

In order to fully meet the needs of students, the implementation of **Response to Intervention** is also necessary. In 2016, the New Jersey Department of Education (NJDOE), in collaboration with educators, higher education representatives and parents, has developed a set of resources for districts to facilitate implementation of RtI known as “New Jersey Tiered System of Supports (NJTSS)”. NJTSS includes the three-tiered approach to instruction, assessment and intervention found in many models of response to intervention, along with three foundational components: effective district and school leadership, positive school culture and climate, and family and community engagement. Together, these components create an efficient and effective mechanism for schools to improve achievement for all students. NJTSS builds on effective practices and initiatives already in place in schools, and maximizes the efficient use of resources to improve support for all classroom teachers and target interventions to students based on their needs. An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student’s response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.

- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided
 - strategies for increasing the student’s rate of learning
 - parents’ right to request an evaluation for special education programs and/or services.
1. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student’s performance prior to referral for special education, which may include the RtI process as part of a district’s school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to:
 - a. criteria for determining the levels of intervention to be provided to students
 - b. types of interventions
 - c. amount and nature of student performance data to be collected
 - d. manner and frequency of progress monitoring
 2. Requires each school district implementing a RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented in a way that is consistent with the specific structure and components of the model.

***See Appendix A for comprehensive accommodations and modifications for the above student populations and the Response to Intervention Framework.**

21st Century Life and Career

One of the goals of the Kittatinny Region is to prepare our students for success as contributing citizens in the 21st Century. New Jersey Student Learning Standards for 21st Century Life and Career are integrated in each unit of study at every grade level. In addition, suggested learning activities are outlined to meet the standards selected for the unit.

Interdisciplinary Connections

This English Language Arts curriculum supports additional core curriculum content areas. Interdisciplinary learning is one of many ways to learn over the course of a curriculum. The Kittatinny Region chooses interdisciplinary learning to deliver the English Language Arts content. The Region is especially committed to the integration of other subject areas into the English Language Arts curriculum as children are able to access and read a variety of texts at their individual level and interest. The use of leveled literature used to teach English Language Arts concepts along with the concepts found in other subject areas. This method brings students to a new awareness of the meaningful connections that exist among the disciplines and allows them to synthesize information. Each unit of study includes suggested learning activities to integrate other disciplines.

Technology Integration

Technology plays an integral part in the teaching and learning process throughout the Kittatinny Region. Students utilize technology to access the curriculum, learn new content and apply their knowledge in a variety of ways. New Jersey Student Learning Standards for Technology are integrated in each unit of study at every grade level. In addition, suggested learning activities are outlined to meet the standards selected for the unit. Each of the schools within the Kittatinny Region has a wide range of media and technology available for staff and student use. Each district has made significant strides toward training their staff in terms of integrating technology into all curriculum areas. In addition, each of the districts has plans to continue to expand the technology they have and to extend the training offerings available to

staff. Technology plays an important role in the implementation of the Social Studies curriculum. Within the limits of available equipment and materials, teachers in the various districts will make regular, appropriate use of the available technology and media.