Bloomingdale School District

Bloomingdale, NJ

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2017

ELA
Grades K-4

Revised August 2018

Grades K-4 English Language Arts Curriculum
is aligned to the NJSLS-ELA and Anchor
Standards for College and Career Readiness.

English Language Arts Department

Bloomingdale School District

ENGLISH LANGUAGE ARTS
CURRICULUM GUIDE

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Language Arts Curriculum

OVERVIEW

The instructional design of the elementary reading/language arts program is recursive, that is, the same major strategies and skills are taught and reinforced across the grade levels. Skills and strategies are developed through a balanced literacy approach which includes trade books, novels, leveled readers, and supplementary materials across content areas. Students demonstrate their understanding of the language by responding to the text in a variety of ways. The integration of the language arts skills, reading, writing, speaking, viewing and listening are infused throughout the content areas in addition to the ELA periods.

English Language Arts

MATERIALS FOR INSTRUCTION

I.   Leveled readers

II.   Computer technology

III.   Newspapers/magazines

IV.   Media center/classroom libraries/public library

V.   Novels

VI.   Reader's Notebooks

VII.   Writer's Notebooks

VIII. Smartboard

IX.   Authentic literature

English Language Arts

METHODS OF EVALUATION

I.   Attitude

II.   Effort

III.   Participation in class work
        A.   Class discussion (including turn and talk)
        B.   Work (group, partner, and individual)
        C.   Reports
        D.   Writing samples
        E.   Journals/portfolios
        F.   Centers
        G.   Peer sharing

IV.   Homework

V.   Test and quizzes

        A.   Unit tests
        B.   Teacher prepared tests
        C.   Supplementary materials
        D.   Standardized and/or norm referenced tests

VI.   On-going informal assessment

        A.   Independent writing
        B.   Reader's and Writer's Notebooks
        C.   Anecdotal records
        D.   Running Records
        E.   Guided Reading
        F.   Student/teacher conferences

English Language Arts

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In Accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the Core Curriculum Content standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

Modifications	**Special Education Students:** How to Adapt Your Teaching Strategies to Student Needs **English Language Learners:** How to adapt lessons for ELL students by Dr. Denise Furlong **Students at Risk of Failure:** Modifications and Accommodations for At Risk Students **Gifted Students:** Gifted Students Modifications

ENGLISH LANGUAGE LEARNERS
GENERAL MODIFICATIONS FOR INSTRUCTIONAL ACTIVITIES

In order to ensure that English Language Learners are fully integrated into classroom life and can participate in all mainstream content areas, certain modifications and differentiated criteria shall be implemented. The following modifications can be utilized to suit the needs of English Language Learners in the mainstream classes outlined in this curriculum guide. After consultation with an ESL/Bilingual teacher and identification of student's proficiency level, the mainstream content area teacher can choose the appropriate strategies. Teachers should:

Beginning ESL students
- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionary.
- Speak slowly and clearly
- Use gestures, facial expressions, and visuals
- Ask yes/no questions
- Model: use concrete demonstration of abstract concepts
- Use manipulatives, props, pictures, and concrete objectives as much as possible
- Assign a native language partner/peer tutor
- Use study guides/outline chapters
- Monitor use of notebooks
- Differentiated grading and requirements

Beginning and Intermediate ESL students
- Simplify language/avoid idioms
- Use cooperative learning groups/set up peer tutoring pairs to encourage participation
- Use videos to reinforce content
- Tape record lessons and text readings
- Incorporate appropriate student software into planning and assignments
- Highlight key words and concepts
- Reduce the number of items for tests, class work, and homework
- Allow for repetition of material in various modes, (oral, written, visual, song)
- Allow verbal response in place of written
- Use manipulatives and hands-on activities
- Use graphic organizers, Venn diagrams and outlines to visually present information
- Encourage students to organize information through the use of such organizers
- Build background knowledge prior to lesson, students may not be aware of culturally specific events or objects
- Provide multiple choice options for open ended questions
- Use student as a resource whenever possible
- Differentiated grading and requirements

Advanced ESL students and recently exited ESL students (see above as needed)
- Score writing holistically (focus on the content of ideas rather than grammar)
- Use cooperative learning groups/set up peer tutoring pairs
- Highlight key words
- Encourage participation by fostering a supportive class climate and allowing for mistakes
- Use graphic organizers
- Modify and support writing assignments and assessments
- Build background knowledge through class discussions especially if material is culturally specific to the United States
- Use student as a resource whenever possible/highlight student success

MODIFICATIONS/SUPPLEMENTARY AIDS IN REGULAR EDUCATION
FOR SPECIAL EDUCATION STUDENTS

To the maximum extend appropriate, an educationally disabled pupil shall be educated with children who are not educationally disabled. In developing the basic plan of the individual education program, the Child Study Team, Regular Education teacher, Special Education teacher, and parent/guardian shall determine the appropriateness of regular education program options with support, such as curricular or instructional modifications.

The following list is only some of the curricular modifications and instructional techniques available for implementation in the Regular Education classroom.

- Read tests orally, record student response; allow test retakes
- Reduce the amount of written work or class work by one half
- Grade student on what is handed in, do not penalize for incomplete assignments / homework / spelling
- Allow student to finish tests and quizzes during school, after school, or in the Resource Center; allow additional time for tests
- Do not require student to make up work when absent
- Provide preferential seating, study carrels
- Keep desk free from extraneous materials
- Provide adequate space for movement
- Extend time for processing information
- Cue student to stay on task
- Establish an individual daily schedule
- Break work into shorter segments
- Rewriting tests / consider spacing and crowding
- Test for content and knowledge in subject areas
- Grading modification based on individual goals
- Verbal cues and prompts
- Proximity control
- Logical consequences / natural reinforcers / immediate feedback
- Augmentative communication systems (i.e., Alpha Talker)
- Books on tape / study guides
- Differentiated activities / assignments
- Homework Clubs, homework assignment pads
- Vary test formats; short answers, matching, essay
- Alternative response modes: points, writes, circles
- Curriculum-based assessment
- Peer tutoring : Individual and Classwide models
- Cooperative learning groups
- Advance organizers / outlines / study guides / mapping guides
- Note-taking assistance / note-taking strategies
- Rephrasing/redirecting /'preview' strategies / mnemonic devices
- Computer assisted instruction
- Assistive technology devices
- Math: calculator, tables, number lines, manipulatives
- Vary input: lecture, demonstration, simulations
- Vary output: oral , written games, role plays
- Vary questioning techniques
- Parallel activity or curriculum
- Provide summary of reading assignment: written / taped
- Use checklist for review / study procedures
- Behavioral contingency contracts / planned ignoring
- Time out / time away

LANGUAGE ARTS LITERACY, K-4
CAREER INFUSION

Have students imagine that they are news reporters sent to cover an amazing event. They might be covering the events of stories from the anthologies or some other surprising event, whether real or imaginary. Remind students that a good news story includes
"the 5 W's and H"- who what, when, where, why and how – and it gives the most important information first. Encourage students to include quotes from experts, participants or witnesses, and have students write headlines for their stories.

Give students an opportunity to brainstorm about their individual their individual talents and how those talents well be useful in selecting a career choice.

Have students interview a person in a career of interest to them and write the questions to be asked and the answers from the interview.
>   a) Discuss the type of information a good interview should contain.
>   b) List some careers and make books available on careers to the students.

Discuss printing from the early days of printing by hand, to the first printing press
The Gutenberg to electronic printing of today.
>   a) Write a report.
>   b) Discuss the important aspects of a report

Have students think of as many jobs as they are aware of in a school or a supermarket…etc.
>   a) Make a list of the jobs
>   b) Discuss the skills that a person would need to hold that job.

Explore career opportunities where a bilingual background is necessary. Complete a report.

Make a collage of want ads and/or job applications. In cooperative groups decide what skills would be necessary to hold that job.

Prepare a short resume for a teen job such as a baby-sitter or paper boy.
>   a) What important information is needed
>   b) Pair-share and evaluate resumes.

Learn about jobs in our Community (Community Helpers) and the appropriate job descriptions.
>   a) Provide books, read books
>   b) Role play community jobs

GIFTED AND TALENTED ACTIVITIES

Extension activities that can be offered to gifted and talented learners in the area of Language Arts may include, but not be limited to:

I.   Projects and reports to extend classroom thematic instruction.

II.   Extended research through the use of technology.

III.   The integration of the language arts and literature with other subject areas.