

Supplemental ESL I



Reading Literature and Informational Text

Narrative & Informational Writing

Grades K/1: Unit 2 Level 1 (1-2.4)

Course Description *(Workshop Model)*

Supplemental English as a Second Language consists of developing reading, writing, speaking, and listening skills. During Supplemental ESL instruction, students will learn to use reading and writing strategies to help them become effective English language readers and writers. ESL teachers will use the appropriate leveled language objectives to build lessons for ELLs, which reflects what is covered in the general education program. In this way, all teachers work on the same Student Learning Objectives connected to the Common Core standards. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium’s English Language Development (ELD) standards with the Common Core State Standards (CCSS). WIDA’s ELD standards advance academic language development across content areas, ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this course will assist all teachers working with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. The teachers will instruct students using the workshop model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. Other skills such as grammar, vocabulary, listening, and speaking are infused in the exploration of effective reading and writing. The NJ Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, providing teachers and parents the knowledge of what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the information and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support, our students will be fully prepared for the future to compete successfully in the global economy.

Pacing Chart – Unit 2

<http://www.state.nj.us/education/cccs/frameworks/>

<p>Topic: Reading Literature and Informational Text Narrative & Informational Writing</p>	<p>NJSLS</p>	
<p>DISTRICT RESOURCES</p> <p>Writer’s Workshop: (2 units) Launching Writer’s Workshop & How to Writing</p> <p>Reading Instruction: Comprehension Club (Sense of Self: Feelings) & IFL (Exploring Who We Are)</p> <p>SRA: Lesson cards 44-86</p> <p>Guided Reading: Teachers will meet daily with guided reading groups using the materials from the bookroom specific to their students’ reading level, with the end goal being students reading at level D by the end of Kindergarten. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on.</p>	<p>Reading Standards:</p> <p style="text-align: center;">Literature</p> <p>RL.K.1, RL.K.3, RL.K.10</p> <p style="text-align: center;">Informational</p> <p>RI.K.1, RI.K.3, RI.K.4, RI.K.6, RI.K.7, RI.K.10</p> <p>Reading Foundational Skills:</p> <p>RF.K.1B, C, D, RF.K.2A,B,C, RF.K.3A,C, RF.K.4A,B</p> <p style="text-align: center;">Writing Standards:</p> <p>W.K.2, W.K.3, W.K.5</p> <p style="text-align: center;">Language Standards:</p> <p>L.K.1A,B,D,E, L.K.5B, L.K.6</p> <p style="text-align: center;">Speaking and Listening Standards:</p> <p>SL.K.1A, B SL.K.2, SL.K.3, SL.K.4,SL.K.5, SL.K.6</p>	<p>Frontloading: 1 week</p> <p>Instruction: 6 weeks</p> <p>Assessment: 1 week</p> <p>Remediation/Enrichment: 1 week</p>

Effective Pedagogical Routines/Instructional Strategies

<p>Modeling</p> <p>Shared Read Alouds</p> <p>Collaborative problem solving</p> <p>Model, (I Do), Prompt (We Do), Check (You Do)</p> <p>Whole class discussions</p> <p>Storytelling</p> <p>Role playing/Dramatization</p> <p>Multiple Response Strategies</p> <p>Think Pair Share</p> <p>Turn and Talk</p> <p>Choral reading</p> <p>Reading partners</p> <p>Charting</p> <p>Visuals</p>	<p>Writing to learn</p> <p>Rereading & rewriting</p> <p>Interviews</p> <p>Gallery walks</p> <p>Diagrams, charts and graphs</p> <p>Flashcards</p> <p>Word Study Drills</p> <p>Note taking</p> <p>Coaching</p> <p>Reader's/Writer's Notebook</p> <p>Quick writes</p> <p>Multiple Response Strategies</p> <p>Choral reading</p> <p>Reader's/Writer's Notebooks</p> <p>Conferencing</p>
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Educational Technology

Standards

8.1.2.A.1, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

- **Technology Operations and Concepts**
 - Identify the basic features of a computer and explain how to use them effectively.
- **Creativity and Innovation**
 - Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- **Communication and Collaboration**
 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
- **Digital Citizenship**
 - Model legal and ethical behaviors when using both print and non-print information by citing resources.
- **Research and Information Literacy**
 - Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- **Critical Thinking, Problem Solving, and Decision-Making**
 - Use mapping tools to plan and choose alternate routes to and from various locations.

<http://www.state.nj.us/education/cccs/standards/8/>

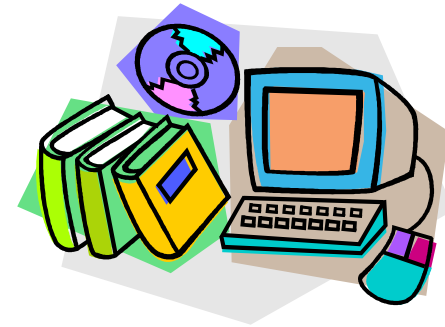
Computer Skills

Computer Skills

- Turn on the monitor
- Turn off the monitor
- Turn on the computer
- Turn off the computer
- Verbally identify computer parts:
 - Computer
 - Monitor
 - Screen
 - Keyboard
 - Mouse
 - Mouse pad
- Use the mouse
- Locate alphabet letters

Programs

- Kids Works Deluxe
- Microsoft Word
- Internet Explorer



Career Ready Practices

Standards

CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

- **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

- **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that

management's actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

- **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> • Specialized or technical language reflective of the content areas at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> • Specialized or technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> • Specific and some technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • General and some specific language of the content areas • Expanded sentences in oral interaction or written paragraphs • Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • General language related to the content area • Phrases or short sentences • Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines

Social Studies Connection: *How Are You Peeling? Foods with Moods*, Saxton, Freymann and Joost, Elffers

Playdough Face Mats: Create a feelings/emotions word wall/chart. After students become familiar with the feelings vocabulary, students can use playdough to illustrate feelings on play dough face mats. A free download is available at: (<http://www.sparklebox.co.uk/1311-1315/sb1312.html#U8LSnDdOUil>).

Social Studies / Speaking Connections: *Grumpy Bird*, Jeremy Tankard

The Compliment Game: The teacher models, discusses, and brainstorms with the students a compliments chart. After they're familiar with the compliments, have the students write their name on a blank index card. Fold the card and place in an empty container. Invite a student to pick a card, read the name (if needed, with teacher help) on the card and give that student a compliment.

Social Studies / Speaking Connections: *If You're Happy and You Know It*, James Warhola and *Katie loves the Kittens*, John Himmelmann

Fill in the Blank: The teacher creates a set of word cards listing various feelings which the students are familiar with (angry, kind, embarrassed, helpful, silly, frustrated, etc.). On a sentence strip, displayed on a pocket chart, the teacher writes, "I am _____ when I _____." She selects and places one of the feelings cards in front of the first blank, reads the sentence and completes the second blank. After she models, the students are invited to select feelings cards, read and complete the sentence. (Optional sentence frame: _____ makes me feel angry (jealous, silly, funny, kind, tired...))

Social Studies Connection: *How Are You Peeling? Foods with Moods*, Saxton, Freymann and Joost, Elffers

Emotion Charades: Play charades with your students having them act out feelings/emotions. Download charade cards at (www.fun-stuff-to-do.com/support-files/charades)

Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments

- Star Early Literacy
(Refer to the district assessment calendar for the appropriate testing window)
- NJDOE Unit Assessment
(Students with CPL ≥ 3.5)
- ESL Unit Level 1-2 Assessment
(Students with CPL ≤ 3.4)
- W-APT oral language proficiency test / ACCESS

Suggested Formative/Summative Classroom Assessments

- Short constructed response questions
- Multiple Choice questions
- Quizzes
- Journals
- Essays
- Quick writes
- Summative chapter test
- Projects
- Portfolio
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Anecdotal Notes
- Student Conferencing

Grade: K/1	Unit: 2 Level 1 (1-2.4)	Topic: Reading Literature & Informational Text Narrative & Informational Writing
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Standards: NJSLS:	
Reading Literature: RL.K.1, RL.K.3, RL.K.10 RI.K.7 RI.K.10	Reading Informational Text: RI.K.1, RI.K.3, RI.K.4, RI.K.6, RI.K.7
Reading Foundational Skills: RF.K.1B,C,D RF.K.2A,B,C RF.K.4A,B RF.K.4A,B	Writing: W.K.2, W.K.3, W.K.5
Speaking and Listening: SL.K.1A,B SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6	Language: L.K.1A,B,D,E , L.K.5B, L.K.6

IFL Unit NJSLS:	
Reading Literature: RL.K.1, RL.K.3	Language: L.K.5
Speaking and Listening: SL.K.1	

IFL Unit

Elementary Literary Rigorous Comprehension: Exploring Who We Are

This unit helps students think and talk about the ways they are growing and developing. Students will:

- ~Engage in discussions about three texts.
- ~ Think about things they can do that babies and younger children are not able to do.
- ~ Identify, talk about, and learn vocabulary to describe the strong feelings that can accompany growing up.

Required Resources for IFL

- Mentor Texts:**
- Keller, Holly. Geraldine’s Blanket
 - Henkes, Keven. Owen
 - Keats, Ezra Jack. Peter’s Chair

WIDA Standards: 1-5 Listening, Speaking, Reading & Writing

New Jersey Student Learning Standard (NJSLS)	Language Objective	Essential Questions	Sample Activities/ Lesson Starters	Resources
<p>RL.K.1</p> <p>NJSLS: With Prompting and Support, ask and answer questions about key details in a text (e.g, who, what, where, when, why, how)</p> <p>Essential Element of the NJSLS: With guidance and support, identify details in familiar stories (e.g., who, what, where, when, why, how)</p>	<p>Orally answer questions about key details in the text that was read aloud by using a story map.</p> <p>EMBED: compound words</p> <p>EMBED: cause and effect</p>	<p><input type="checkbox"/> Is this detail from the story important? (Teacher provides picture cues of detail from story)</p> <p><input type="checkbox"/> Are the characters in the story _____ and ____? (Provide character picture cues)</p> <p><input type="checkbox"/> Is the story mostly about (picture cues)?</p> <p><input type="checkbox"/> Did (Picture cue) happen in the story?</p>	<ul style="list-style-type: none"> • Invite students to participate during read aloud. During teacher read aloud of a text, students will answer questions using illustrations and/or yes/no questions. • After listening to a story and looking at illustrations, have students respond to yes/no questions that pertain to the text and point to illustrations that support their answer. • Given the main idea of a known story and two pictures depicting story details, students will identify one detail that is part of the story. 	<p>Story map</p> <p>Pictures</p> <p>Gestures</p> <p>Word/picture wall</p> <p>L1 support</p>
<p>RL.K.3</p> <p>NJSLS: With prompting and support, identify characters, settings, and major events in a story.</p> <p>Essential Element of the NJSLS: With guidance</p>	<p>Orally identify the major events in a story by retelling the beginning, middle, and end using pictures and a Graphic Organizer.</p>	<p><input type="checkbox"/> Are the characters in the story _____, _____ and _____? (Provide character picture cues)</p> <p><input type="checkbox"/> Is the story about _____? (Provide two picture cues)</p>	<p><input type="checkbox"/> After listening to a story and looking at illustrations, the teacher will lead a class discussion on the characters, setting, problem and solution. Students will identify characters and setting using visual cues and illustrations</p>	<p>Story Map</p> <p>Pictures/Photographs</p> <p>Gestures</p> <p>Word Wall</p> <p>Native Language Text</p>

<p>and support, identify characters and settings in a familiar story.</p>	<p>EMBED: Writing a journal entry</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Did (picture cues) happen in the story? <input type="checkbox"/> Are the characters alike or different in the story? (Match picture cues of characters) <input type="checkbox"/> Was the problem solved in the story by (character picture cues)? 	<ul style="list-style-type: none"> <input type="checkbox"/> After listening to a reading of a story, with support, students will complete a graphic organizer using pictures to provide a visual representation of the characters and setting the text. 	<p>L1 support</p>
<p>RL.K.10 NJSLS: Actively engage in group reading activities with purpose and understanding. Essential Element of the NJSLS: With guidance and support, actively engage in shared reading.</p>	<p>Answer questions about the text by listening and responding using pictures/photographs , gestures, graphic organizers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to what I read and <input type="checkbox"/> Look at the illustrations. Draw a picture of what you heard in the story or saw in the illustrations. <input type="checkbox"/> Is the story about _____ or _____? (show picture cues) <input type="checkbox"/> Which illustration matches the story? (Picture cues) <input type="checkbox"/> Is the author/illustrator trying to tell us _____ or _____? (Picture Cues) 	<ul style="list-style-type: none"> <input type="checkbox"/> Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the story using illustrations to sequence in order <input type="checkbox"/> After listening to a recording of a story and using illustrations, students will respond to "yes/ no" questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher. 	<p>Story Map Pictures/Photographs Gestures Word Wall Native Language Text L1 support</p>
<p>RI.K.1 NJSLS: With Prompting and Support, ask and answer questions about key details in a text (e.g,</p>	<p>Orally answer questions about key details in the text that was read aloud by using a story map.</p>	<p>Is this detail from the text important? (Teacher provides picture cues of detail from text)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Invite students to participate during read aloud. During teacher read aloud of a text, students will answer questions using illustrations 	<p>Story map Pictures Gestures Word/picture wall</p>

<p>who, what, where, when, why, how)</p> <p>Essential Element of the NJSLS: With guidance and support, identify a detail in a familiar text (e.g, who, what, where, when, why, how).</p>	<p>EMBED: compound words</p> <p>EMBED: cause and effect</p>	<p>Are the characters in the text ____ and ___? (Provide character picture cues)</p> <p>Is the text mostly about (Picture cues)?</p> <p>Did (Picture cue) happen in the text?</p>	<p>and/or yes/no questions.</p> <p><input type="checkbox"/> After listening to a text and looking at illustrations, have students respond to yes/no questions that pertain to the text and point to illustrations that support their answer.</p> <p><input type="checkbox"/> Given the main idea of a known text and two pictures depicting text details, students will identify one detail that is part of the text</p>	<p>L1 support</p>
<p>RI.K.3</p> <p>NJSLS: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>Essential Element of the NJSLS: With guidance and support, identify individuals, events, or details in a familiar informational text</p>	<p>Describe relationships between two individuals, events, ideas, or pieces of information in a text using Word Wall and Sentence Frame.</p>	<ul style="list-style-type: none"> • Was his/her idea _____? • Did _____ cause this to happen? • Was _____ information most important from the text? • Can you give me one detail from the text? 	<ul style="list-style-type: none"> • After reading an appropriately leveled informational text with visual cues, work with a partner and match the important piece of information from a list provided by the teacher. 	<p>L1 support</p> <p>Pictures/Photographs</p> <p>Word/Picture Wall</p> <p>Sentence Frame</p> <p>Props</p>
<p>RI.K.4</p> <p>NJSLS: With prompting and support, ask and answer questions about</p>	<p>Ask and answer questions for clarification of unknown words using a guiding questions checklist.</p>	<ul style="list-style-type: none"> • Could ____ about that word help you? • Can you get your mouth ready to say the first sound? 	<ul style="list-style-type: none"> • After reading an informational text, ask students to highlight unfamiliar words and as a class model how to use illustrations and clues to define 	<p>Pictures/Photographs</p> <p>Graphic Organizers</p> <p>Word/Picture Wall</p> <p>L1 support</p>

<p>unknown words in a text.</p> <p>Essential Element of the NJSLS: With guidance and support, indicate when an unknown word is used in a text.</p>		<ul style="list-style-type: none"> Do you know what you can you do to get help? Can this picture help you figure out what the word is? 	<p>the word.</p> <ul style="list-style-type: none"> As a class, create a text specific word wall with visuals of unknown words that students can refer to. 	<p>Picture Dictionary</p> <p>Checklist for guiding questions</p>
<p>RI.K.6</p> <p>NJSLS: Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.</p> <p>Essential Element of the NJSLS: With guidance and support, distinguish between words and illustrations in an informational text.</p>	<p>Identify the illustrator and define his/her role with prompting and support by using an Anchor Charts.</p>	<p>Is _____the name of the author?</p> <ul style="list-style-type: none"> Is _____the name of the illustrator? Do the author does write the text? Does the illustrator draw the pictures? 	<ul style="list-style-type: none"> When reading books to students, discuss the front cover. Point out that on the front cover the author and illustrator are named. Consistently discuss these roles while reading books, clarifying that wording may vary and may sometimes say “written by”, “pictures by”, “text by”. Rather than always using the words “author” and “illustrator”. As a class have students hold up cards to show when the teacher is looking at words or illustrations. While students are working independently have them match the author and illustrator to known texts. 	<p>Anchor Charts</p> <p>L1 Support</p> <p>Teacher Support</p> <p>Prompts</p>
<p>RI.K.7</p> <p>NJSLS: With prompting and support, describe the relationship between illustrations and the text in which they appear</p>	<p>Describe connections between the picture and text by describing what the illustration shows.</p>	<ul style="list-style-type: none"> Does this word match with the picture? Do you think the illustrator draw this because of _____? Can you learn _____ 	<ul style="list-style-type: none"> Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and teacher will read both sentences. Ask students to match which sentence goes with the picture. 	<p>L1 support</p> <p>Pictures</p> <p>Word wall</p> <p>Word bank</p> <p>Sentence frames</p>

<p>(e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>Essential Element of the NJSLS: With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.</p>		<p>from the illustrations?</p> <ul style="list-style-type: none"> • Does the illustration match what the author is trying to say? • Do you the text and pictures match? 	<ul style="list-style-type: none"> • Put three pictures and three sentences in a pocket chart. Have the class discuss what they see in the pictures. Then as a whole group read the three sentences. Lastly, have the whole group work together to match the sentence with the correct picture. 	<p>Props</p>
<p>RI.K.10</p> <p>NJSLS: Actively engage in group reading activities with purpose and understanding.</p> <p>Essential Element of the NJSLS: With guidance and support, actively engage in shared reading of informational text.</p>	<p>Orally answer questions for purpose and understanding of the text that was read by using a story map.</p>	<ul style="list-style-type: none"> • Listen to what I read and look at the illustrations. Draw a picture of what you heard in the text or saw in the illustrations. • Is the text about _____ or _____? (show picture cues) • Which illustration matches the text? (Picture cues) • Is the author/illustrator trying to tell us _____ or _____? (Picture Cues) 	<ul style="list-style-type: none"> • Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the text using illustrations to sequence in order • After listening to a recording of a text and using illustrations, students will respond to "yes/ no" questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher. 	<p>Story map</p> <p>Pictures/Photographs</p> <p>Gestures</p> <p>Word/Picture Wall</p> <p>L1 support</p> <p>Choice questions</p>
<p>W.K.2</p> <p>NJSLS Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing</p>	<p>Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation by using developmental spelling, word walls,</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Can you tell me what you're drawing? <input type="checkbox"/> Can you tell me your idea(s) and I will write down what you say? <input type="checkbox"/> Can you tell me about your picture and I will help you write about it? 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide magazines or catalogs and scissors to students. Have the students cut out one or more pictures that describe the topic. <input type="checkbox"/> Ask the students to state something they like to do. Teacher may provide options to 	<p>Props</p> <p>Pictures</p> <p>Sentence frames</p> <p>Word/picture wall</p> <p>L1 text</p> <p>L1 support</p>

<p>about and supply some information about the topic.</p> <p>Essential Element of the NJSLS: With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.</p>	<p>classroom labels, and teacher support.</p> <p>EMBED: writing a journal entry</p>		<p>choose from. Then have the students draw a picture of themselves engaged in the activity. Next, the student will use a single word to write what they are doing in the picture.</p> <p><input type="checkbox"/> Students will be asked to think about animals they know about. Teacher will list the names of the animals on chart paper. Teacher will choose one of the animals listed and draw the animal. The teacher will model how to write a fact about an animal in a complete sentence. (i.e. A dog has _____.) Students will be asked to draw an animal and dictate one fact about it using the sentence starter and a word bank: “A _____ has _____”. Students will fill in the blank to complete a sentence about their animal.</p>	
<p>W.K.3</p> <p>NJSLS: 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</p>	<p>Create a story including a beginning, middle, end, and reaction by using a graphic organizer.</p> <p>EMBED: Writing a personal narrative</p>	<p><input type="checkbox"/> What are you drawing? Teacher assists with labeling picture.</p> <p><input type="checkbox"/> Should a story have a beginning, middle and an end?</p> <p><input type="checkbox"/> Is it important to be able to talk about a picture you drew?</p> <p><input type="checkbox"/> What can you do to spell a word correctly?</p>	<p><input type="checkbox"/> The teacher will provide students with a topic. The teacher will model how to compose a complete sentence. Together the teacher and students will develop a beginning, middle and end to create a complete story using sentence starters and picture cues.</p>	<p>Pictures</p> <p>Sentence frames</p> <p>Graphic Organizer</p> <p>Word/picture wall</p> <p>L1 text</p> <p>L1 support</p>

<p>which they occurred, and provide a reaction to what happened.</p> <p>Essential Element of the NJSLS: With guidance and support, select an event and use drawing, dictating, or writing and share information about it.</p>			<ul style="list-style-type: none"> <input type="checkbox"/> After have the students illustrate their story. <input type="checkbox"/> Teacher will model how to write the beginning and middle of a story including illustrations. The teacher will then read the story out loud to students, and ask the students to choose the problem in the story from picture choices. Next, ask the students to draw or say an ending that solves the problem. 	
<p>W.K.5</p> <p>NJSLS: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>Essential Element of the NJSLS: (Begins in grade 1)</p>	<p>Revise writing by exchanging ideas about a topic adding details by using Visuals, Teacher Modeling, Graphic Organizers and suggestions from peers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What will you be writing about today? <input type="checkbox"/> Who will you draw or write about? <input type="checkbox"/> What will you tell about in your drawing? <input type="checkbox"/> Is it important to add details to your writing? 	<ul style="list-style-type: none"> <input type="checkbox"/> On the board, write three simple sentence frames. Teacher will model how sentences need to be completed with details. Have the students fill in the blank using a word bank to make the sentences more detailed. <input type="checkbox"/> Teacher will model how to draw a picture and write a sentence to describe it. Next, students will independently draw a picture and write a single word to describe the picture. Working with a partner, have the students describe their sentences. <input type="checkbox"/> Students will be given sentence strips with pictures and will find, then highlight unrelated 	<p>Word/Picture Wall</p> <p>Teacher Support</p> <p>L1 support</p> <p>Visuals</p> <p>Graphic Organizers</p>

			detail. Student will use a word bank with picture cues to add a detail.	
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

(CCSS unpacked, grade level progression of each standard and additional resources)

District Resources

SRA Imagine It! Phonics

Routine Cards

***Include the Routine Cards during the Imagine It! instruction. The Lesson Cards in the kits will indicate when to implement the routine cards. The Routine Cards have explicit instructions on how to incorporate the skills listed below and must be incorporated in all lessons:**

- 1. Introducing Sounds and Spellings**
- 2. Sound-by-Sound Blending**
- 3. Whole-Word Blending**
- 4. Blending Sentences**
- 5. Sounds-in-Sequence Dictation**
- 6. Whole-Word Dictation**
- 7. Sentence Dictation**
- 8. Word Building**
- 9. Reading a Decodable**

- 10. Closed Syllables**
 - Introduction- Single-Syllable Words
 - Multisyllabic Words
- 11. Open Syllables**
 - Introduction- Single-Syllable Words
 - Multisyllabic Words
- A. Listening**
- B. Coming to Circle**
- C. Handing-Off**

**School based resources can be used in addition to the district resources, but cannot replace the resources.*

District Resources

SRA Imagine It! Lesson Cards

When introducing the letter sound within this unit, it is suggested that you also review the letter name, which was addressed with students in greater detail previously.

Day:

- 44. Reviewing /d/, /p/, and /a/
- 45. Reviewing /s/,/m/, /d/, /p/, and /a/
- 46. Introducing /h/
- 47. Reviewing /h/
- 48. Introducing /t/
- 49. Reviewing /t/
- 50. Reviewing /h/ and /t/
- 51. Introducing /n/
- 52. Reviewing /n/
- 53. Introducing /l/
- 54. Reviewing /l/
- 55. Reviewing /n/ and /l/
- 56. Introducing /i/
- 57. Reviewing /i/
- 58. Reviewing /h/, /t/, and /i/
- 59. Reviewing /l/, /n/, and /i/
- 60. Reviewing /h/, /t/, /l/, and /i/

Day:

- 61. Introducing /b/
- 62. Reviewing /b/
- 63. Introducing /k/
- 64. Reviewing /k/
- 65. Reviewing /b/ and /k/
- 66. Introducing /o/
- 67. Reviewing /o/
- 68. Introducing /r/
- 69. Reviewing /r/
- 70. Introducing /g/
- 71. Reviewing /g/
- 72. Reviewing /r/ and /g/
- 73. Reviewing /b/, /k/, and /o/
- 74. Reviewing /r/, /g/, and /o/
- 75. Reviewing /b/, /k/, /r/, /g/, and /o/
- 76. Introducing /j/
- 77. Reviewing /j/

Day:

- 78. Introducing /f/
- 79. Reviewing /f/
- 80. Reviewing /j/ and /f/
- 81. Introducing /u/
- 82. Reviewing /u/
- 83. Introducing /ks/
- 84. Reviewing /ks/
- 85. Introducing /z/
- 86. Reviewing /z/

Depending on the Imagine It! unit and lesson cards, the following SRA components are required instruction:

Units 1-3: Phonemic Awareness, Alphabetic Knowledge and Pre-decodables/Decodables or Print Awareness

Units 4-10: Phonemic Awareness, Alphabetic Principle, and Decodables **Unit 10 will also contain Looking Ahead to assist with

the transition to first grade. *Additional considerations and suggestions for streamlining SRA Imagine It! lesson pacing can be found under the

SRA tab on the Humanities page of the District website.

District Resources

Guided Reading

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.



Running Records

A running record is a tool used to assess students' reading behaviors and comprehension. A benchmark book and a running record form, with text from the book, are used for assessment. Analyzing students' performance will help teachers identify students' reading levels, check their fluency, find weaknesses in comprehension and plan effective guided reading instruction.

Running records will be administered to students as part of the ELA unit assessments. **Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.**

District Resources

Guided Reading

A student **on grade level** should display the following reading behaviors by the end of the school year.

Reading Behaviors: Level D

- Remembers language patterns and repeating events over longer stretches of text
- Self-corrects, using visual information
- Controls directionality and word-by-word matching with eyes, using finger only at points of difficulty
- Searches for understanding while reading
- Remembers details from the text and pictures
- Pays close attention to words and their structural features (for example, endings)
- Reads fluently, with phrasing
- Rereads to confirm or figure out new words
- Solves new words using knowledge of sound/letter relationships and word parts

Notes to Teacher:

- **Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.**
- **Running records will be administered to students as part of the ESL Unit assessments.**

***School based resources can be used in addition to the above required resources, but cannot replace the resources in the unit**

Writing		
Primary Focus: Writing Unit	Secondary Focus	Routine Writing
<p style="text-align: center;">Narrative (Primary Focus)</p> <p style="text-align: center;"><u>Launching the Writing Workshop</u></p> <p>Lesson 3: Carrying on Independently as Writers p.17 (1x) Lesson 13: Planning Stories page by page p.98 (3x) Teach this lesson three different times, each with a different focus on what you put on the pages (day 1 beginning, day 2 middle, and day 3 end)</p> <p>Lesson 15: Stretching and Writing Words p. 115(1x) Lesson 16: Bringing our Writing to Life p. 119 (3x) Teach this lesson three different times. Note the coaching point on page 120 and chart on page 123.</p> <p>Day 1 teacher models how to add a speech bubble and dialogue.</p> <p>Day 2 teacher models again through rereading and including dialogue and allows for guided practice.</p> <p>Day 3 starts with the second debrief (bottom of page) on page 121 through the end of the lesson.</p> <p style="text-align: center;">Informational/Explanatory (Secondary Focus)</p> <p style="text-align: center;"><u>How-To Books: Writing to Teach Others</u></p> <p style="text-align: center;"><u>Bend I: Writing How-To Books, Step by Step</u></p> <ol style="list-style-type: none"> 1. Writers Study the Kind of Writing They Plan to Make p.2 2. Writers Use What They Already Know: Touching and Telling the Steps Across the Pages p.11 3. Writers Become Readers, Asking, “Can I Follow This?” p.19 		<p>Reader’s Response Notebook Writing Folders Interactive Writing Drawing books</p>

4. Writers Label Their Diagrams to Teach Even More Information p.36
5. Writers Reflect and Set Goals to Create Their Best Information Writing p.47

Bend II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones

6. Writers Emulate Features of Informational Writing Using a Mentor Text p.60
7. How-To Book Writers Picture Each Step and Then Choose Exactly Right Words p.74
8. Elaboration in How-To Books: Writers Guide Readers with Warnings, Suggestions, and Tips p.82
9. “Balance on One Leg Like a Flamingo”: Using Comparisons to Give Readers Clear Direction p.90

Bend III: Keeping Readers in Mind

10. Writers Write How-To Books About Things They Learn Throughout the Day and From Books p.100
11. Writers Can Write Introductions and Conclusions to Help Their Readers p.112
12. Writers Use Everything They Know to Make Their How-To Books Easy to Read p.121

Bend IV: Giving How-To Books as Gifts

13. & 14. How-To Books Make Wonderful Gifts! p.132 *and* Preparing for the Publishing Party: Writers Do Their Best Work Now to Share It Later p.139 (Lesson 17 & Lesson 18 are combined)

Culminating Activity: Class, Grade, or School-Wide Celebration

15. Publishing Celebration: Writers Are Teachers! p.146

Students will have the opportunity to celebrate *and* share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators.

Writing Rubrics

Rubric for Narrative Writing—Kindergarten


	Pre-Kindergarten (2 POINTS)	2.5 PTS	Kindergarten (3 POINTS)	3.5 PTS	Grade 1 (4 POINTS)	SCORE
STRUCTURE						
Overall	The writer told a story with pictures and some “writing.”	Mid-level	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when she did something.	
Lead	The writer started by drawing or saying something.	Mid-level	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for his story.	
Transitions	The writer kept on working.	Mid-level	The writer put his pages in order.	Mid-level	The writer put her pages in order. She used words such as and and then, so.	
Ending	The writer’s story ended.	Mid-level	The writer had a page that showed what happened last in her story.	Mid-level	The writer found a way to end his story.	
Organization	On the writer’s paper, there was a place for drawing and a place where she tried to write words.	Mid-level	The writer’s story had a page for the beginning, a page for the middle, and a page for the end.	Mid-level	The writer wrote her story across three or more pages.	
						TOTAL
DEVELOPMENT						
Elaboration*	The writer put more and then more on the page.	Mid-level	The writer’s story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer put the picture from his mind onto the page. He had details in pictures and words.	(X2)
Craft*	In the writer’s story, she told and showed what happened.	Mid-level	The writer drew and wrote some details about what happened.	Mid-level	The writer used labels and words to give details.	(X2)

Writing Rubrics

						TOTAL
	Pre-Kindergarten (2 POINTS)	2.5 PTS	Kindergarten (3 POINTS)	3.5 PTS	Grade 1 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS						
Spelling	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	
Punctuation	The writer could label pictures. The writer could write her name.	Mid-level	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	
						TOTAL

Writing Rubric of the WIDA Consortium (Grades 1-12)

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.
2 Emerging	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

Comprehension Clubs	Toolkit Texts (Nonfiction)	CCSS: Text Exemplars (Appendix B)
<p style="text-align: center;"><u>Sense of Self: Feelings</u></p> <p style="text-align: center;"><u>Read Aloud</u></p> <p>Freymann, Saxton & Elffers, Joost. <i>How Are You Peeling? Foods with Moods</i></p> <p>Tankard, Jeremy. <i>Grumpy Bird</i></p> <p>Rankin, Laura. <i>Ruthie and the (Not So) Teeny Tiny Lie</i></p> <p>Tankard, Jeremy. <i>Boo Hoo Bird</i></p> <p>Rotner, Shelly & Kelly, Sheila. <i>Feeling Thankful</i></p> <p style="text-align: center;"><u>Book Clubs</u></p> <p>Harris, Robin H. <i>Maybe a Bear Ate It!</i></p> <p>Vail, Rachel. <i>Sometimes I'm Bombaloo</i></p> <p>Himmelmann, John. <i>Katie Loves the Kittens</i></p> <p>Warhola, James. <i>If You're Happy and You Know It</i></p>	<p><u>Toolkit Texts</u> are short articles that can be used to support literacy, content area instruction, and as models for nonfiction writing across the curriculum. English and Spanish versions of the articles are on the accompanying CD-ROM.</p> <p style="text-align: center;"><u>Recommended Articles:</u></p> <p style="text-align: center;"><i>A Toothy Timeline</i></p> <p style="text-align: center;"><i>Healthy Teeth</i></p> <p style="text-align: center;"><i>I Lost a Tooth</i></p> <p style="text-align: center;"><i>Who Is On the Penny?</i></p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><u>Stories:</u></p> <p>Eastman, P.D. <i>Are You My Mother?</i></p> <p style="text-align: center;"><u>Poetry:</u></p> <p>Rossetti, Christina. "Mix a Pancake"</p> <p style="text-align: center;"><u>Read-Aloud Stories:</u></p> <p>Garza, Carmen Lomas. <i>Family Pictures</i></p> <p>Haley, Gail E. <i>A Story, A Story</i></p> <p style="text-align: center;"><u>Informational Texts:</u></p> <p>Aliki. <i>My Five Senses</i></p> <p style="text-align: center;">http://www.corestandards.org/assets/Appendix B.pdf</p>

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking & Listening	Language
<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.jenniferserravallo.com/blog • http://www.wegivebooks.org/books • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ 	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.schrockguide.net/ - • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html 	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html • http://www.seymoursimon.com/index.php/blog/

Unit Vocabulary

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Suggested Websites

Reading Rockets

Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. The reading resources will assist in helping struggling readers build fluency, vocabulary, and comprehension skills. <http://www.readingrockets.org/>

Writing Fix

The writing fix offers a wealth of resources aligned to the standards as well as the 6+1 traits of writing. It provides lessons using mentor texts, sample student writing, as well as many other resources to help increase the level of writing in your classroom. <http://www.writingfix.com/>

Read Write Think

Read Write Think offers a multitude of grade level lesson plans, articles, and resources to support English Language Arts and enhance your lessons. <http://www.readwritethink.org/>

Brain Pop Jr.

Brain Pop offers educational videos and quizzes to support skills in all subject areas. Videos can be shown to introduce material to students, used independently during learning stations, and to help students become more familiar with taking assessments on the computer. <https://jr.brainpop.com/>

Tween Tribune

Tween Tribune is a daily news sites for kids, where you will find the most compelling, relevant and interesting news that will interest your students while providing cross curricular connections to enhance students learning. Students have the opportunity to post comments and take a quiz to complete a quick comprehension check. Teachers have the ability to be creative with the questioning and can post assignments aligned to the unit SLO's for the students to complete through interaction with the text. The site is completely monitored by the teacher and completely safe. <http://tweentribune.com/>

E Reading Worksheets

Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State

Suggested Websites

Standards. <http://www.ereadingworksheets.com/>

Achieve the Core

Hundreds of literacy resources for teachers, resources for leaders who are putting college and career readiness standards into action in their own schools, and opportunities to become an advocate for the Common Core. <http://achievethecore.org/>

The Florida Center for Reading Research

The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The link will take you to a wealth of CCSS resources to guide you in finding activities and ideas for teaching the standards. Click on the grade level link next to the domain to find activities aligned to specific standards. <http://www.fcrr.org/for-educators/sca.asp>

ReadWorks

ReadWorks provides research-based units, lessons, and authentic leveled non-fiction and literary passages that you can search by lexile level, grade and skill. This site also offers novel study units that all can be aligned to the Common Core State Standards for free. www.readworks.org

Learn Zillion

This site will provide you with PowerPoint presentations aligned to the Common Core State Standards, and provide an alternate approach to teaching standards. The lessons are scaffolded to provide a clear understanding of the standard being addressed, and enhances the use of technology in your classroom. You must complete the free registration before using learnzillion. www.learnzillion.com

News ELA

News ELA provides a wealth of informational articles that can be geared to multiple lexile levels. They will give you an opportunity to embed Social Studies and Science into your lessons as well as give you an opportunity to increase text complexity within your instruction. In addition, News ELA offers a variety of topics and current events that will engage your students by providing material that is interesting and relevant. Students also have the ability to access that material at home. <https://newsela.com/elementary/>

Suggested Websites

TCOE

Tulare County Office of Education provides a bookmark version of the Common Core State Standard unpacked – a great resource to have when planning your lessons. Additional resources are available including the continuum of the standards, cross disciplinary learning progressions, and sample performance tasks. <http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

Field Trip Ideas

ALSTEDE FARMS - Let us teach you about farming in the most fun way! We open our doors to groups of all ages and sizes because we understand the importance of hands-on education. We personalize each farm tour and field trip, depending on the group's interests. You will navigate our farm by taking hayrides out to the beautiful fields and orchards, greenhouses, school classroom, our friendly animals and last but not least – having a great outdoor day at our family owned farm. You choose the other activities- climb the giant hay pyramid, have lunch and refreshing lemonade or take a self-guided tour of our animals.

<http://alstedefarms.com/group-events-and-tours/group-farm-tours/?gclid=CJzn-W4lMYCFQgUHwodK1oAxA>

BRONX ZOO Bronx, NY - Visit the largest urban zoo in America and get up close to more than 600 species from around the globe. Meet exotic animals, birds, reptiles, and insects from across Asia, Africa, the Americas and more without ever leaving the Bronx.

<http://bronxzoo.com/field-trips>

LEGOLAND DISCOVERY CENTER (Yonkers, NY) – Spinning Tops (Engineering Design, Mathematics) In this exciting workshop students build LEGO® spinning tops, collect data on whose design spins the longest, while also learning about the forces that affect their tops performance. ****Requires approval from Unit Superintendent****

<https://www.legolanddiscoverycenter.com/westchester/education/pre-school.aspx>

NEW JERSEY STATE MUSEUM (Trenton, NJ) – “Stars and Shapes Forever” First stop is the animated Planetarium show, The Little Star That Could, followed by an interactive workshop. Children enjoy modelling our solar system, orbiting the sun with colorful inflatable planets, and compare the sizes of objects in the Universe. Each child gets to decorate their own star to take home. It's a great way to introduce young children to the Planetarium and our galaxy! **\$3 per student** (Includes Planetarium show)

****Requires approval from Unit Superintendent****

http://www.state.nj.us/state/museum/dos_museum_school.html

PENNINGS ORCHARD Warwick, NY - We look forward to seeing you next year for all your favorite activities including the u-pick, farm market, pumpkin fields, hayrides, farm animals, kiddie maze and more.

<http://www.penningsorchard.com/blog/>

TURTLE BACK ZOO West Orange, NJ - We have daily, free live animal programs. We also offer programs for groups that can be scheduled for an Education Center Classroom. There is a fee for these programs and they have to be scheduled at least three weeks in advance. Programs can be especially tailored for to meet your needs, including for Boy and Girl Scout groups to help with badge

Field Trip Ideas

requirements. <http://turtlebackzoo.com/education/>

LIBERTY SCIENCE CENTER - An interactive science museum and learning center located in Liberty State Park. The center, which first opened in 1993 as New Jersey's first major state science museum, has science exhibits, the largest IMAX Dome theater in the United States, numerous educational resources, and the original *Hoberman sphere*.

<http://lsc.org/plan-your-visit/>

IMAGINE THAT! – An interactive museum featuring a real fire truck, a real airplane, a real motorcycle and other vehicles that children can play on. They have a sensory exploration area, a shadow room, play grocery store, arts & crafts area, music room, pirate ship and a multicultural area that features items from all around the world. Children are not required to go through the museum in any specific order, but rather may explore at their own pace. There are educational puppet shows with beautiful puppets, each centered around an age-appropriate theme such as kindness, nutrition, problem-solving or the seasons of the year.

<http://imaginethatmuseum.com/school-field-trips/>

ELL Resources

- **Learning style quiz for students-** <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- **“Word clouds” from text that you provide-**<http://www.wordle.net/>
- **Bilingual website for students, parents and educators:** <http://www.colorincolorado.org/>
- **Learn a language for FREE-**www.Duolingo.com
- **Time on task for students-**<http://www.online-stopwatch.com/>
- **Differentiation activities for students based on their lexile-** www.Mobymax.com
- **WIDA-** <http://www.wida.us/>
- **Everything ESL -** <http://www.everythingESL.net>
Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers
- **ELL Tool Box Suggestion Site** <http://www.wallwisher.com/wall/elltoolbox>
best practices for various aspects of an English language classroom
- **Hope4Education -** <http://www.hope4education.com>
Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass
- **Learning the Language** <http://blogs.edweek.org/edweek/learning-the-language/>
Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners
- **FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki:** <http://www.flenj.org/Publications/?page=135>
- **OELA -** <http://www.ed.gov/offices/OBEMLA>
The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students
- **New Jersey Department of Education- Bilingual Education information** <http://www.state.nj.us/education/bilingual/>
- **Learning Resource Centers (LRC Network)** <http://www.state.nj.us/education/lrc>
supported through the NJDOE, Office of Special Education Programs.

ELL Resources

Click on "Services" and scroll down to the library in your region.

- **1-Language.com** - <http://www.1-language.com>
Activities, exercises, worksheets, forums, chats, articles, and more
- **Repeat After Us** - <http://repeatafterus.com/>
The best collection of copyright-free English texts and scripted recordings
- **Learning Vocabulary Can Be Fun** - <http://www.vocabulary.co.il>
Games and quizzes for practicing vocabulary

Students K-8

- **Kindersite** - <http://www.kindersite.org>
1,000s of links to graded English content suitable for 2 to 6 year olds
- **Learning Games for Kids** - <http://www.learninggamesforkids.com>
Learning games and songs for preschool and elementary children
- **SpellingCity.com** - <http://www.SpellingCity.com>
Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words
- **Starfall.com** - <http://www.starfall.com>
Phonics lessons, interactive books, and word games
- **AAA Math** - <http://www.aaamaticas.com>
over 2500 interactive math lesson pages
- **NASA's Space Place** - <http://spaceplace.nasa.gov>
NASA's education program; also available in Spanish
- **Achieve 3000**-<http://www.achieve3000.com/>

ELL Resources

Students K-12

- **Teaching Reading and Language Arts** - <http://teachingreadingandla.pbworks.com>
Sites and resources for classroom instruction compiled by Keith Schoch
- **Mrs. Hurley's ESL Page**<http://www.mrshurleysesl.com>
Tips, activities, information & links for students and teachers
- **Children's Literature Web Guide** - <http://www.ucalgary.ca/~dkbrown/index.html>
Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
- **21st Century Centers** <http://www.21stcenturycenters.com/21cc/Home.html>
Implement "Centers" in a high school classroom using the i-pod touch
- **Windows to the Universe** - English: <http://www.windows.ucar.edu> Spanish: <http://www.windows.ucar.edu/spanish>
A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities
- **ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18**
<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>
Search by college or location. Updated annually