# PATERSON PUBLIC SCHOOLS

# Supplemental ESL II

**Reading Literature and Informational Text**

**Narrative & Informational Writing**

**Grades K/1: Unit 2 Level 2 (2.5-3.4)**

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## *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.

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## Pacing Chart – Unit 2

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

| Topic:  Reading Literature and Informational Text  Narrative & Informational Writing | **NJSLS** | |
|---|---|---|
| **DISTRICT RESOURCES**<br><br>**Writer's Workshop:** (2 units) Launching Writer's Workshop &  How to Writing<br><br>**Reading Instruction:**  Comprehension Club (Sense of Self: Feelings) & IFL (Exploring Who We Are)<br><br>**SRA:**  Lesson cards 44-86<br><br>**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. | **Reading Standards:**<br>**Literature**<br>RL.K.1, RL.K.3, RL.K.10<br>**Informational**<br>RI.K.1, RI.K.3, RI.K.4,  RI.K.6, RI.K.7, RI.K10<br>**Reading Foundational Skills:**<br>RF.K.1B, C, D, RF.K.2A,B,C, RF.K.3A,C, RF.K.4A,B<br>**Writing Standards:**<br>W.K.2, W.K.3, W.K.5<br>**Language Standards:**<br>L.K.1A,B,D,E, L.K.5B, L.K.6<br>**Speaking and Listening Standards:**<br>SL.K.1A, B SL.K.2, SL.K.3, SL.K.4,SL.K.5, SL.K.6 | **Frontloading: 1week**<br><br>**Instruction: 6 weeks**<br><br>**Assessment:  1 week**<br><br>**Remediation/Enrichment: 1 week** |

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## Effective Pedagogical Routines/Instructional Strategies

Modeling

Shared Read Alouds

Collaborative problem solving

Model, (I Do), Prompt (We Do), Check (You Do)

Whole class discussions

Storytelling

Role playing/Dramatization

Multiple Response Strategies

Think Pair Share

Turn and Talk

Choral reading

Reading partners

Charting

Visuals

Writing to learn

Rereading & rewriting

Interviews

Gallery walks

Diagrams, charts and graphs

Flashcards

Word Study Drills

Note taking

Coaching

Reader's/Writer's Notebook

Quick writes

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

Conferencing

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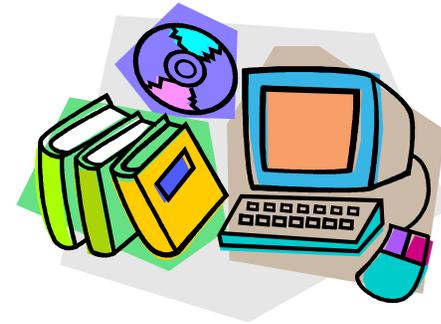
**http://www.state.nj.us/education/cccs/standards/8/**

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## Computer Skills

| Computer Skills | Programs |
|---|---|
| ➢ Turn on the monitor <br><br> ➢ Turn off the monitor <br><br> ➢ Turn on the computer <br><br> ➢ Turn off the computer <br><br> ➢ Verbally identify computer parts: <br> Computer <br> Monitor <br> Screen <br> Keyboard <br> Mouse <br> Mouse pad <br><br> ➢ Use the mouse <br><br> ➢ Locate alphabet letters | ➢ Kids Works Deluxe <br><br> ➢ Microsoft Word <br><br> ➢ 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**

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

| | |
|---|---|
| **6- Reaching** | • Specialized or technical language reflective of the content areas at grade level<br>• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level<br>• Oral or written communication in English comparable to proficient English peers |
| **5- Bridging** | • Specialized or technical language of the content areas<br>• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports<br>• Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| **4- Expanding** | • Specific and some technical language of the content areas<br>• A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs<br>• 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** | • General and some specific language of the content areas<br>• Expanded sentences in oral interaction or written paragraphs<br>• 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** | • General language related to the content area<br>• Phrases or short sentences<br>• 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** | • Pictorial or graphic representation of the language of the content areas<br>• 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 |

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| Differentiated Instruction | | | |
|---|---|---|---|
| **Accommodate Based on Students Individual Needs: Strategies** | | | |
| **Time/General** | **Processing** | **Comprehension** | **Recall** |
| • Extra time for assigned tasks<br><br>• Adjust length of assignment<br><br>• Timeline with due dates for reports and projects<br><br>• Communication system between home and school<br><br>• Provide lecture notes/outline | • Extra Response time<br><br>• Have students verbalize steps<br><br>• Repeat, clarify or reword directions<br><br>• Mini-breaks between tasks<br><br>• Provide a warning for transitions<br><br>• Reading partners | • Precise step-by-step directions<br><br>• Short manageable tasks<br><br>• Brief and concrete directions<br><br>• Provide immediate feedback<br><br>• Small group instruction<br><br>• Emphasize multi-sensory learning | • Teacher-made checklist<br><br>• Use visual graphic organizers<br><br>• Reference resources to promote independence<br><br>• Visual and verbal reminders<br><br>• Graphic organizers |
| **Assistive Technology** | **Tests/Quizzes/Grading** | **Behavior/Attention** | **Organization** |
| • Computer/whiteboard<br><br>• Tape recorder<br><br>• Spell-checker<br><br>• Audio-taped books | • Extended time<br><br>• Study guides<br><br>• Shortened tests<br><br>• Read directions aloud | • Consistent daily structured routine<br><br>• Simple and clear classroom rules<br><br>• Frequent feedback | • Individual daily planner<br><br>• Display a written agenda<br><br>• Note-taking assistance<br><br>• 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 <u>angry</u> (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.

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## 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<br>Level 2 (2.5-3.4) | Topic: Reading Literature & Informational Text<br>Narrative & Informational Writing |
|---|---|---|

**Standards: NJSLS:**

**Reading Literature:** RL.K.1, RL.K.3, RL.K.10            **Reading Informational Text:** RI.K.1, RI.K.3, RI.K.4, RI.K.6, RI.K.7 RI.K.10

**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.K5, 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 discussion 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**

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| New Jersey Student Learning Standard (NJSLS) | Language Objective | Essential Questions | Sample Activities/ Lesson Starters | Resources |
|---|---|---|---|---|
| RL.K.1<br><br>NJSLS: With Prompting and Support, ask and answer questions about key details in a text (e.g, who, what, where, when, why, how)<br><br>Essential Element of the NJSLS: With guidance and support, identify details in familiar stories (e.g., who, what, where, when, why, how) | Orally answer questions about key details in the text that was read aloud by using a story map.<br><br>EMBED: compound words<br><br>EMBED: cause and effect | ☐ Is this detail from the story important? (teacher should verbalize details or have the detail written on sentence strip for student to see and agree or disagree).<br><br>☐ Are the characters in the story _____ and ____?<br><br>☐ Was the story mostly about_____?<br><br>☐ Did _____happen in the story? | • Invite students to participate during read aloud. Ask yes/no or single word questions, think aloud, offer clarifying comments, reminders, restatements and modeling to support understanding and key details of text.<br><br>• After listening to a story and looking at illustrations, have students respond to yes/no or and/or questions that pertain to the text and discuss their responses with a partner.<br><br>• Given the main idea of a known story and four pictures depicting story details, students will identify 2 details that are significant to the story plot. | Story map<br><br>Pictures<br><br>Gestures<br><br>Word/picture wall<br><br>L1 support |
| RL.K.3<br><br>NJSLS: With prompting and support, identify characters, settings, and major events in | Orally identify the major events in a story by retelling the beginning, middle, and end using pictures and a Graphic Organizer. | ☐ Are the characters in the story _____, _____ and _____? (Provide character picture cues)<br><br>☐ Is the story about | ☐ After listening to a story and looking at illustrations, the teacher will lead a class discussion on the characters, setting, problem and solution. The students can refer to the story's illustrations. Teacher chart the | Story Map<br><br>Pictures/Photographs<br><br>Gestures<br><br>Word Wall |

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| a story.<br>Essential Element of the NJSLS:  With guidance and support, identify characters and settings in a familiar story. | EMBED:  Writing a journal entry | _____?<br><br>☐      Did _____ happen in the story?<br><br>☐      Are the characters alike or different in the story?<br><br>☐      Was the problem solved in the story by (character picture cues)? | information.<br><br>☐      After listening to a reading of a story, with support, students will complete a graphic organizer using pictures and single words to provide a visual representation of the characters, setting, problem and solution of the text. | Native Language Text<br><br>L1 support |
| RL.K.10<br><br>NJSLS: Actively engage in group reading activities with purpose and understanding.<br><br>Essential  Element of the NJSLS:  With guidance and support, actively engage in shared reading. | Answer questions about the text by listening and responding using pictures/ photographs, gestures, graphic organizers. | ☐      Listen to what I read and look at the illustrations. Draw a picture of what you heard in the story or saw in the illustrations.<br><br>☐      Is the story about _____ or _____? (show illustrations)<br><br>☐      Which illustration matches the story?<br><br>☐      Is the author/illustrator trying to tell us _____or _____? | ☐      Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the story to a partner using simple words or phrases from the text or illustrations.<br><br><br>☐      After listening to a recording of a story and using illustrations, students will respond to" yes/ no" or" either/or" questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher. | Story Map<br><br>Pictures/Photographs<br><br>Gestures<br><br>Word Wall<br><br>Native Language Text<br><br>L1 support |
| RI.K.1<br><br>NJSLS: With Prompting and Support, ask and answer questions about key details in a | Orally answer questions about key details in the text that was read aloud by using a story map. | Is this detail from the text important? (Teacher should verbalize details or have the detail written on sentence strips for student to see and agree or disagree) | ☐      Invite students to participate during read aloud. Ask yes/no or single word questions, think aloud, offer clarifying comments, reminders, restatements and modeling to support understanding and key details of text. | Story map<br><br>Pictures<br><br>Gestures<br><br>Word/picture wall |

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| text (e.g, who, what, where, when, why, how)<br><br>Essential Element of the NJSLS: With guidance and support, identify a detail in a familiar text (e.g, who, what, where, when, why, how). | EMBED: compound words<br><br>EMBED: cause and effect | Are the characters in the text ____ and ___?<br>Was the text mostly about _____ ?<br>Did ____ happen in the text? | ☐ After listening to a text and looking at illustrations, have students respond to yes/no or and/or questions that pertain to the text and discuss their responses with a partner.<br><br>☐ Given the main idea of a known text and four pictures depicting text details, students will identify 2 details that are significant to the text plot. | L1 support |
| RI.K.3<br><br>NJSLS: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.<br><br>Essential Element of the NJSLS: With guidance and support, identify individuals, events, or details in a familiar informational text | Describe relationships between two individuals, events, ideas, or pieces of information in a text using Word Wall and Sentence Frame. | ☐ Was his/her idea _____ or _____?<br><br>☐ Did ____ or ___ cause this to happen?<br><br>☐ Was _____ or ____ information most important from the text?<br><br>☐ Can you list two details from the text? | After reading an appropriately leveled informational text, work with a partner and underline the important piece of information from the text and discuss with your partner why this information is important. | L1 support<br>Pictures/Photographs<br>Word/Picture Wall<br>Sentence Frame<br>Props |
| RI.K.4<br>NJSLS: With | Ask and answer questions for clarification | • Could ____ about that word help you? | • After reading an informational text, ask students to highlight unfamiliar | Pictures/Photographs<br>Graphic Organizers |

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| prompting and support, ask and answer questions about unknown words in a text.<br><br>Essential Element of the NJSLS: With guidance and support, indicate when an unknown word is used in a text. | of unknown words using a guiding questions checklist. | • Can you get your mouth ready to say the first sound?<br><br>• Do you know what you can you do to get help?<br><br>• Can this picture help you figure out what the word is? | words and as a class model how to use illustrations and clues to define the word.<br><br>• As a class, create a text specific word wall with visuals of unknown words that students can refer to. | Word/Picture Wall<br><br>L1 support<br><br>Picture Dictionary<br><br>Checklist for guiding questions |
| RI.K.6<br><br>NJSLS: Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.<br><br>Essential Element of the NJSLS: With guidance and support, distinguish between words and illustrations in an informational text. | Identify the illustrator and define his/her role with prompting and support by using an Anchor Charts. | • Is the name of the author ____ or _____?<br><br>• Is the name of the illustrator _____ or _____?<br><br>• Do the author does write words or draw pictures?<br><br>• Does the illustrator write words or draw pictures? | • 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".<br><br>• When students work in small groups, encourage them to credit their contributions by identifying the author and illustrator on the cover of the book. | Anchor Charts<br><br>L1 Support<br><br>Teacher Support<br><br>Prompts |
| RI.K.7<br><br>NJSLS: With prompting and | Describe connections between the picture and text by describing what | • Does this word make sense with the picture?<br><br>• Do you think the | • Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with | L1 support<br><br>Pictures |

| | | | | |
|---|---|---|---|---|
| support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br><br>Essential Element of the NJSLS:  With guidance and support, identify illustrations or objects/tactual information that go with a familiar text. | the illustration shows. | illustrator draw this because _____ or _____?<br><br>• Can you learn _____ from the illustrations?<br><br>• Does the illustration match what the author is trying to say?<br><br>• Do you think the text and the illustration are connected? | your assistance if needed. Then ask students to tell you which sentence goes with the picture.<br><br>• Put five pictures and five sentences in a pocket chart. This can also be done on paper or put on strips for a center activity. Have the class discuss what they see in the pictures. Then have students read the five sentences with your assistance, if needed. Lastly, have students work in groups to match the sentence with the correct picture. | Word wall<br><br>Word bank<br><br>Sentence frames<br><br>Props |
| RI.K.10<br><br>NJSLS: Actively engage in group reading activities with purpose and understanding.<br><br>Essential Element of the NJSLS:  With guidance and support, actively engage in shared reading of informational text. | Orally answer questions for purpose and understanding of the text that was read by using a story map. | • Listen to what I read and   look at the illustrations. Turn to your partner and share what you heard in the text or saw in the illustrations.<br>• Is the text about _____ or _____? (show illustrations)<br>• Which illustration/photograph matches the text?<br>• Is the author/illustrator trying to tell us _____ or _____? | • Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the text to a partner using simple words or phrases from the text or illustrations.<br>• After listening to a recording of a text and using illustrations, students will respond to" yes/ no" or" either/or" questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher. | Story map<br><br>Pictures/Photographs<br><br>Gestures<br><br>Word/Picture Wall<br><br>L1 support<br><br>Choice questions |

| W.K.2 NJSLS Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 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. | 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, classroom labels, and teacher support.<br><br>EMBED: writing a journal entry | ☐ Can you tell me what you're drawing or writing about?<br>☐ Can you tell me your idea(s) and I will write down what you say?<br>☐ Can you tell me about your picture and I will help you write about it? | ☐ Provide magazines or catalogs and scissors to students. Have the students cut out one or more pictures that describe the topic.<br><br>☐ Ask the students to state something they like to do. Teacher may provide options to 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.<br><br>☐ 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. | Props<br>Pictures<br>Sentence frames<br>Word/picture wall<br>L1 text<br>L1 support |
| W.K.3 NJSLS: Use a combination of | Create a story including a beginning, middle, end, and reaction by using a graphic organizer. | ☐ Tell me what you will draw and encourage student to use developmental spelling, word walls, classroom labels, | ☐ The teacher will provide students with a topic. The teacher will model how to compose a complete sentence. Together the teacher and students will | Pictures<br>Sentence frames<br>Graphic Organizer |

| | | | | |
|---|---|---|---|---|
| drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.<br><br>Essential Element of the NJSLS: With guidance and support, select an event and use drawing, dictating, or writing and share information about it. | EMBED: Writing a personal narrative | and teacher support to write about it.<br>☐ Should a story have a beginning, middle and an end?<br>☐ Is it important to be able to talk about a picture you drew?<br>☐ What can you do to spell a word correctly? | develop a beginning, middle and end to create a complete story using sentence starters and picture cues.<br><br>☐ After have the students illustrate their story.<br><br>☐ 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. | Word/picture wall<br>L1 text<br>L1 support |
| W.K.5<br><br>NJSLS: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).<br><br>Essential Element of the NJSLS: (Begins | Revise writing by exchanging ideas about a topic adding details by using Visuals, Teacher Modeling, Graphic Organizers and suggestions from peers. | ☐ What will you be writing about today?<br>☐ Who will you draw or write about?<br>☐ What will you tell about in your writing or drawing?<br>☐ Is it important to add details to your writing?<br>☐ Can you use a graphic organizer to help you write your story? | ☐ On the board, write three simple sentence frames. Point out that the sentences need to be completed with details. Have the students add words to make the sentences more detailed. Have students share their work with a partner.(Teacher should model first)<br><br>☐ 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 phrase or one sentence to describe the picture. Working with a partner, have | Word/Picture Wall<br>Teacher Support<br>L1 support<br>Visuals<br>Graphic Organizers |

| in grade 1) | | | the students add details to their sentences to strengthen their writing. Have students share their completed work with the class.<br><br>☐ The teacher will write a paragraph with illustrations on chart paper.  Students will confer with the teacher to identify 1 unrelated detail that need to be eliminated and add 1 more specific detail to strengthen the writing. | |

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

| over | name | boy | such | change |
|------|------|------|------|--------|
| new | good | following | because | off |
| sound | sentence | came | turn | play |
| take | man | here | spell | only |
| think | show | why | air | little |
| say | also | asked | away | work |
| great | around | went | animals | want |
| know | where | farm | men | house |
| place | help | three | read | point |
| years | through | small | need | page |
| live | much | set | land | letters |
| me | before | put | different | mother |
| back | line | end | home | answer |
| give | right | does | us | found |
| most | too | another | move | study |
| very | means | well | try | still |
| after | old | large | kind | learn |
| things | any | must | hand | should |
| our | same | big | picture | America |
| just | tell | even | again | world |

| 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** | 10. **Closed Syllables** |
| 2. **Sound-by-Sound Blending** | ➢ Introduction- Single-Syllable Words |
| 3. **Whole-Word Blending** | ➢ Multisyllabic Words |
| 4. **Blending Sentences** | 11. **Open Syllables** |
| 5. **Sounds-in-Sequence Dictation** | ➢ Introduction- Single-Syllable Words |
| 6. **Whole-Word Dictation** | ➢ Multisyllabic Words |
| 7. **Sentence Dictation** | A. **Listening** |
| 8. **Word Building** | B. **Coming to Circle** |
| 9. **Reading a Decodable** | 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** |

**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/, an /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.***

Paterson Public Schools

## 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.**

# PATERSON PUBLIC SCHOOLS

## 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** |
| **Narrative (Primary Focus)** **Launching the Writing Workshop** 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) 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. Day 1 teacher models how to add a speech bubble and dialogue. Day 2 teacher models again through rereading and including dialogue and allows for guided practice. Day 3 starts with the second debrief (bottom of page) on page 121 through the end of the lesson. **Informational/Explanatory (Secondary Focus)** **How-To Books: Writing to Teach Others** **Bend I: Writing How-To Books, Step by Step** 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 | | Reader's Response Notebook Writing Folders Interactive Writing Drawing books |

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<br><br>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. | | |

# PATERSON PUBLIC SCHOOLS

# 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. | (X 2) |
| **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. | (X 2) |

# PATERSON PUBLIC SCHOOLS

## 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.<br>The writer tried to make words. | Mid-level | The writer could read her writing.<br>The writer wrote a letter for the sounds she heard.<br>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.<br>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.<br>The writer could write her name. | Mid-level | The writer put spaces between words.<br>The writer used lowercase letters unless capitals were needed.<br>The writer wrote capital letters to start every sentence. | Mid-level | The writer ended sentences with punctuation.<br>The writer used a capital letter for names.<br>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) |
|---|---|---|
| **Sense of Self: Feelings**<br><br>**Read Aloud**<br><br>Freymann, Saxton & Elffers, Joost. *How Are You Peeling? Foods with Moods*<br><br>Tankard, Jeremy. *Grumpy Bird*<br><br>Rankin, Laura. *Ruthie and the (Not So) Teeny Tiny Lie*<br><br>Tankard, Jeremy. *Boo Hoo Bird*<br><br>Rotner, Shelly & Kelly, Sheila. *Feeling Thankful*<br><br>**Book Clubs**<br><br>Harris, Robin H. *Maybe a Bear Ate It!*<br><br>Vail, Rachel. *Sometimes I'm Bombaloo*<br><br>Himmelmann, John. *Katie Loves the Kittens*<br><br>Warhola, James. *If You're Happy and You Know It* | Toolkit Texts 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.<br><br>**Recommended Articles:**<br><br>*A Toothy Timeline*<br><br>*Healthy Teeth*<br><br>*I Lost a Tooth*<br><br>*Who Is On the Penny?* | **Stories:**<br><br>Eastman, P.D. *Are You My Mother?*<br><br>**Poetry:**<br><br>Rossetti, Christina. "Mix a Pancake"<br><br>**Read-Aloud Stories:**<br><br>Garza, Carmen Lomas. *Family Pictures*<br><br>Haley, Gail E. *A Story, A Story*<br><br>**Informational Texts:**<br><br>Aliki. *My Five Senses*<br><br>**http://www.corestandards.org/assets/ Appendix B.pdf** |

# PATERSON PUBLIC SCHOOLS

## Additional Resources:  Suggested in the NJ Curriculum Framework

| Reading | Writing | Speaking & Listening | Language |
|---|---|---|---|
| • http://readingandwritingproject.org/<br>• www.jenniferserravallo.com/blog<br>• http://www.wegivebooks.org/books<br>• http://www.nwp.org/cs/public/print/resource_topic/teaching_reading<br>• http://www.sightwords.com/<br>• www.lindahoyt.com/tips.html<br>• http://www.readwritethink.org/ | • http://readingandwritingproject.org/<br>• http://www.schrockguide.net/ - http://twowritingteachers.wordpress.com<br>• www.lindahoyt.com/tips.html<br>• http://www.readwritethink.org/<br>• http://www.nwp.org/cs/public/print/resource_topic/teaching_writing | • http://readingandwritingproject.org/<br>• www.lindahoyt.com/tips.html | • http://readingandwritingproject.org/<br>• www.lindahoyt.com/tips.html<br>• http://www.seymoursimon.com/index.php/blog/ |

## Unit Vocabulary

## 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/

### TCOE
Tulare County Office of Education provides a bookmark version of the Common Core State Standard unpacked – a great resource to have when

## Suggested Websites

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

# PATERSON PUBLIC SCHOOLS

## 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=CIjzn-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.aaamatematicas.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/**

# PATERSON PUBLIC SCHOOLS

## 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