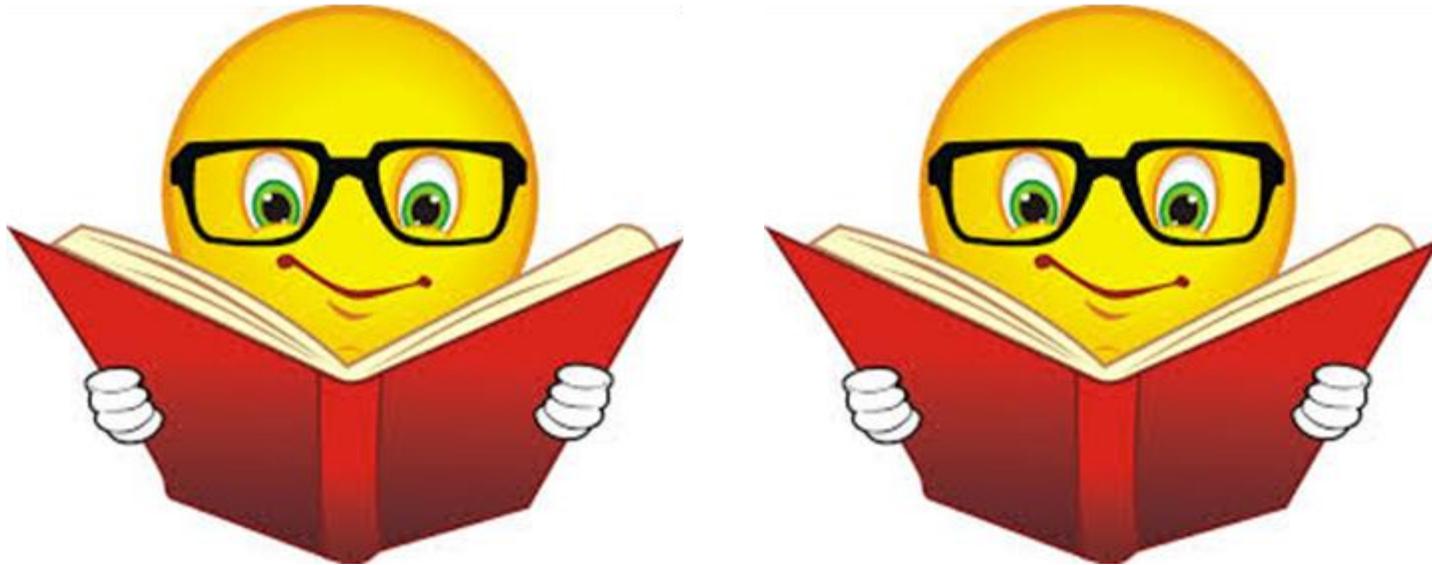


Supplemental ESL II



Reading Literature & Informational Text
Opinion & Informational/Explanatory Writing
Grades K/1: Unit 3 Level 2 (2.5-3.4)

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 3

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

| | | |
|---|--|---|
| <p>Topic: Reading Literature & Informational Text Opinion & Informational/Explanatory Writing</p> | <p>NJSLS</p> | |
| <p>DISTRICT RESOURCES</p> <p>Writer’s Workshop: Persuasive Writing of All Kinds</p> <p>Reading Instruction: Comprehension Club (All Kinds of Jobs) & IFL (Exploring Characters)</p> <p>SRA: Lesson cards 87-129</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>Literature RL.K.1, RL.K.2, RL.K.4, RL.K.7, RL.K.9, RL.K.10</p> <p>Informational RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.9, RI.K.10</p> <p>Reading Foundational Skills: RF.K.1B,D RF.K.2A,B,C,D,E RF.K.3C,D RF.K.4A,B</p> <p>Writing Standards: W.K.1, W.K.2, W.K.5, W.K.6, W.K.7, W.K.8</p> <p>Language Standards: L.K.1A,B,C, D,E, F L.K.2A,B,C,D L.K.4A,B L.K.5C,D, L.K.6</p> <p>Speaking and Listening Standards: 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> |
|--|---|

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/>

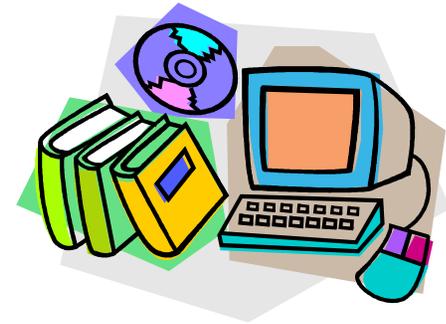
Computer Skills

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 /Technology Connections: *All About Things People Do* by Melanie and Chris Rice

Informational Read Alouds: At Scholastic.com (<http://teacher.scholastic.com/commclub/index.htm>), you'll find listen & read non-fiction stories for use on the computer and interactive white board. Under community and social studies, you'll find level A readers about community workers and their jobs including: firefighters, librarian, pizza maker, utility workers, etc.

Science / Social Studies / Technology Connections: *Bones, Bones, Dinosaur Bones* by Byron Barton

Dinosaur Activities: PBS Kids (<http://pbskids.org/games.dinosaur>) has 20+ interactive games for students to enjoy while learning about dinosaurs. Students can be paleontologists and dig up dinosaur bones when they play "Find Dinosaur Bones" and with "Window Watcher" they can take a train ride as they find and learn about various dinosaurs.

Social Studies Connection: *ABC of Jobs* by Roger Priddy

On the Job: Match community workers with the right tools at (http://pbskids.org/cgi-registry/curiousgeorge/on_the_job.pl).

Social Studies / Technology Connections: *Road Builders* by B. G. Hennessy

Transports: Students build vocabulary as they identify different modes of transport (<http://www.cookie.com/kids/games/transports.html>).

Social Studies / Connections: *My Mom Is a Firefighter* by Lois G. Grambling

We Are Family: Students learn that there are different kinds of families and that all families love and care for each other by reading stories (www.scholastic.com/teachers/lessonplan/books-teaching-about-families), sharing a family photo/ memory and making a family tree (trace the student's forearm and hand with fingers spread apart on construction paper and the student draws family members).

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

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| Grade: K/1 | Unit: 3 Level 2 (2.5-3.4) | Topic: Reading Literature & Informational Text Opinion & Informative/Explanatory Writing |
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| Standards: NJSLS: | |
| Reading Literature: RL.K.1, RL.K.2, RL.K.4, RL.K.7, RL.K.9, RL.K.10 | Reading Informational Text: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.9, RI.K.10 |
| Reading Foundational Skills: RF.K.1B,D RF.K.2A,B,C, D, E RF.K.3C,D RF.K.4A, B | Writing: W.K.1, W.K.2, W.K.5, W.K.6, W.K.7, W.K.8 |
| 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,C,D,E, F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6 |

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| IFL Unit CCSS: | |
| Reading Literature: RL.K.1, RL.2, RL.K.3, RL.4, RL.9 | Language: L.K.2, L.K.6 |
| Speaking and Listening: SL.1, SL.2, SL.4, SL.6 | Writing: W.K.2, W.K.8 |

IFL Unit

Elementary Literary Rigorous Comprehension: Exploring Characters

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

- ~ Engage in discussions about two 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:**
- William Steig, Doctor De Soto
 - William Steig, Brave Irene

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 should verbalize details or have the detail written on sentence strip for student to see and agree or disagree).</p> <p><input type="checkbox"/> Are the characters in the story _____ and ____?</p> <p><input type="checkbox"/> Was the story mostly about _____?</p> <p><input type="checkbox"/> Did _____ happen in the story?</p> | <ul style="list-style-type: none"> • 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. • 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. • 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. | <p>Story map</p> <p>Pictures</p> <p>Gestures</p> <p>Word/picture wall</p> <p>L1 support</p> |
| <p>RL.K.2</p> <p>NJSLS: With prompting and support, retell familiar stories, including key details.</p> <p>Essential Element of the NJSLS: With guidance and support,</p> | <p><u>Retelling and relating</u> past events in a selection by describing people, places, and things <i>using a story map and props.</i></p> | <p><input type="checkbox"/> Looking at the illustrations from the story did _____ happen?</p> <p><input type="checkbox"/> Was the story mostly about _____?</p> <p><input type="checkbox"/> Did _____ (character) resolve the problem in the story by</p> | <ul style="list-style-type: none"> • After teacher chunks and reads a familiar story that includes illustrations, with support, students will verbalize or draw a key detail from the story on a story map. Teacher should model. • The teacher will model retelling a chunked story using visual sequence words on a story map. Then, with guidance and feedback, students will practice retelling the | <p>Story Map</p> <p>Manipulatives</p> <p>Pictures/Photographs</p> <p>Gestures</p> <p>Word Wall</p> <p>Native Language Text</p> |

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| <p>identify major events in familiar stories.</p> | | <p>_____ (solution)?</p> <p><input type="checkbox"/> Did _____ happen at the end of the story?</p> | <p>same story using pictures and sequence words with a partner.</p> | <p>L1 support</p> |
| <p>RL.K.4</p> <p>NJSLS: Ask and answer questions about 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> | <p>Ask and answer questions for clarification of unknown words in a text, read aloud or independently, using a guiding questions checklist.</p> | <p><input type="checkbox"/> Can you find words in the text that are unfamiliar to you?</p> <p><input type="checkbox"/> Is there a part in that word that you know?</p> <p><input type="checkbox"/> Do you know a word like that?</p> <p><input type="checkbox"/> Is there something in the picture that can help you define the word?</p> | <ul style="list-style-type: none"> • Given five unknown words, students will match to the correct picture that helps to define the word. • After listening to a sentence containing an unknown word, student will underline the unfamiliar word. They will use picture clues from sentence to assist in determining the meaning of the word. • Build vocabulary by listening to, and discussing a variety of literature. Teacher will create an anchor chart with unfamiliar words and their definitions. Picture cues will be used to assist with student understanding. | <p>Pictures/Photographs</p> <p>Word/Picture Wall</p> <p>L1 Support</p> <p>Choice questions</p> <p>Checklist for guiding questions</p> |
| <p>RL.K.7</p> <p>NJSLS: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>Essential Element of the NJSLS: With guidance and support,</p> | <p>Describe connections between the picture and text by describing what the illustration shows.</p> | <p>Do illustrations give you information about what the story is about?</p> <p>Is the author trying to say _____ in the story?</p> <p>Does the illustration match what the author is trying to say?</p> <p>Do you think the story</p> | <p><input type="checkbox"/> After listening to a story and looking at the illustrations, the teacher will have a discussion about the setting and characters in the story. After, students will create illustrations that depict the setting or characters from the story.</p> <p><input type="checkbox"/> Students will listen to a story. The teacher will model how to identify the front cover, back cover, and title page making connections between the illustrations and the text. After, students should all be given a book to show their understanding by holding up the part of the book the teacher calls out</p> | <p>L1 support</p> <p>Pictures</p> <p>Word wall</p> <p>Word bank</p> <p>Sentence frames</p> <p>Props</p> |

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| <p>identify illustrations or objects/tactual information that go with a familiar story.</p> | | <p>and the illustration are connected?</p> | <p>(i.e. Show me the front cover of your book, etc.</p> | |
| <p>RL.K.9 NJSLS: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Essential Element of the NJSLS: With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> | <p>Compare and contrast the adventures and experiences of characters in stories using pictures to complete a Venn Diagram.</p> | <ul style="list-style-type: none"> • Was the adventure that the main character in this story had _____ or _____? • Can you compare (how are they alike) and contrast (how they are different) the characters in the story? • Is this story like another story we have read? • Were the stories different? • Is it important to look at the illustrations in the story? Do the illustrations help you understand the story? | <ul style="list-style-type: none"> • Given two pictures of animals, with support, have students tell how they are alike and different by using gestures and/or single words. Chart the student responses on an anchor chart or Venn Diagram. • After reading a story, provide students with a graphic organizer and with support have the students compare and contrast the characters. • Given two familiar short stories, engage in a class discussion and then as a class, identify the similarities and differences among the stories with teacher support. | <p>Venn Diagram L1 Support Partner work Choice questions Pictures and Photographs Gestures</p> |
| <p>RL.K.10</p> | <p>Answer questions about the text by</p> | <p><input type="checkbox"/> Listen to what I read and look at the</p> | <p><input type="checkbox"/> Given a text, students will follow along with their reading finger as the teacher</p> | <p>Story Map</p> |

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| <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.</p> | <p>listening and responding using pictures/photographs, gestures, graphic organizers.</p> | <p>illustrations. Turn to your partner and share what you heard in the story or saw in the illustrations.</p> <p><input type="checkbox"/> Is the story about _____ or _____? (show illustrations)</p> <p><input type="checkbox"/> Which illustration matches the story?</p> <p><input type="checkbox"/> Is the author/illustrator trying to tell us _____ or _____?</p> | <p>reads aloud. Students will retell the story to a partner using simple words or phrases from the text or illustrations.</p> <p><input type="checkbox"/> 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.</p> | <p>Pictures/Photographs</p> <p>Gestures</p> <p>Word Wall</p> <p>Native Language Text</p> <p>L1 support</p> |
| <p>RI.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 a detail in a familiar text (e.g, who, what, where, when,</p> | <p>Orally answer questions about key details in the text that was read aloud by using a story map.</p> | <p><input type="checkbox"/> Is this detail from the text important? (teacher should verbalize details or have the detail written on sentence strip for student to see and agree or disagree).</p> <p><input type="checkbox"/> Are the people in the text _____ and _____?</p> <p><input type="checkbox"/> Was the text mostly about _____?</p> <p><input type="checkbox"/> Did _____ happen in the</p> | <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> | <p>Story Map</p> <p>Pictures/Photographs</p> <p>Gestures</p> <p>Word Wall</p> <p>L1 support</p> |

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| <p>why, how).</p> | | <p>text?</p> | | |
| <p>RI.K.2 NJSLS: With prompting and support, identify the main topic and retell key details of a text. Essential Element of the NJSLS: With guidance and support, identify the topic of a familiar text.</p> | <p>Identify the main topic of the informational text by using a story map or different graphic organizers.</p> | <ul style="list-style-type: none"> • Looking at the illustrations from the text did _____ happen? • Was the text mostly about _____? • Did _____ resolve the problem in the text by _____ (solution)? • Did _____ happen at the end of the text? | <ul style="list-style-type: none"> • After teacher chunks and reads a familiar text that includes illustrations, with support, students will verbalize or draw a key detail from the text on a text/story map. Teacher should model. • The teacher will model retelling a chunked text using visual sequence words on a text/story map. Then, with guidance and feedback, students will practice retelling the same text using pictures and sequence words with a partner. | <p>Story Map Manipulatives Total Physical Response Pictures/Photographs Gestures Word Wall Native Language Text L1 support</p> |
| <p>RI.K.3 NJSLS: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. Essential Element of the NJSLS: With guidance and support, identify individuals, events, or details in a familiar informational</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"> <input type="checkbox"/> Was his/her idea _____ or _____? <input type="checkbox"/> Did _____ or _____ cause this to happen? <input type="checkbox"/> Was _____ or _____ information most important from the text? <input type="checkbox"/> Can you list two details from the text? | <p>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.</p> | <p>L1 support Pictures/Photographs Word/Picture Wall Sentence Frame Props</p> |

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| text. | | | | |
| <p>RI.K.4</p> <p>NJSLS: With prompting and support, ask and answer questions about 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> | <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? • Do you know what you can you do to get help? • Is there something in the picture that can help you figure out what the word is? | <p>After reading an informational text, ask students to highlight unfamiliar words. As a class guide them to the answer using illustrations and clues to define the word.</p> <p><input type="checkbox"/> As a class, create a text specific word wall with visuals of unknown words that students can refer to.</p> | <p>Pictures/Photographs</p> <p>Graphic Organizers</p> <p>Word/Picture Wall</p> <p>L1 support</p> <p>Picture Dictionary</p> <p>Checklist for guiding questions</p> |
| <p>RI.K.7</p> <p>NJSLS: With prompting and 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).</p> <p>Essential Element of the NJSLS: With guidance and support, identify illustrations or objects/tactual</p> | <p>Describe connections between the picture and text using Word/picture wall and Sentence Frames</p> | <ul style="list-style-type: none"> • Does this word make sense with the picture? • Do you think the illustrator drew this because _____ or _____? • Can you learn _____ from the illustrations? • Does the illustration match what the author is trying to say? • Do you think the text and the illustration are connected? | <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 read both sentences with your assistance if needed. Then ask students to tell you which sentence goes with the picture. • 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. | <p>L1 Support</p> <p>Pictures/Photographs</p> <p>Word/picture wall</p> <p>Sentence Frames</p> <p>Props</p> |

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| <p>information that go with a familiar text.</p> | | | | |
| <p>RI.K.9 NJSLS: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Essential Element of the NJSLS: With guidance and support, match similar parts of two familiar texts on the same topic.</p> | <p>Orally compare and contrast illustrations and photos in a text using foldables.</p> | <ul style="list-style-type: none"> • Is this text is mostly about _____ or _____? • We are going to compare these two texts. How are they the same; _____ or _____? • We read two texts, what was different about them _____ or _____? • Can you tell me two things in this picture that is the same as this other picture? | <ul style="list-style-type: none"> • Discussing two familiar texts, the teacher will model how to compare and contrast the texts using a Venn Diagram. Students will participate in the activity by identifying similarities and differences between the two texts. • After reading two appropriately leveled familiar texts, have the students think, pair, and share similarities/differences between the stories using a teacher provided guide as well as visual cues. Then have the partners draw/write one similarity and one difference between the two stories. | <p>L1 support Partner work Word/Picture Wall Foldables Cloze sentences Sentence Frames</p> |
| <p>RI.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 of</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. Turn to your partner and share what you heard in the text or saw in the illustrations. • Is the text about _____ or _____? (show illustrations) • Which illustration matches the text? | <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 to a partner using simple words or phrases from the text or illustrations. • 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. | <p>Story map Pictures/Photographs Gestures Word/Picture Wall L1 support Choice questions</p> |

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| informational text. | | <ul style="list-style-type: none"> • Is the author/illustrator trying to tell us _____ or _____? | | |
| <p>W.K.1</p> <p>NJSLS: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>Essential Element of the NJSLS: With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> | <p>Draw and write/dictate an opinion piece including the topic name by using developmental spelling, Word Walls, classroom labels, and Teacher Support.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> What are you writing about? <input type="checkbox"/> Can you tell me about your picture, and I will help you write about your picture. <input type="checkbox"/> Can you add labels to your drawing to help you write? <input type="checkbox"/> Is it important to give your story a title? | <ul style="list-style-type: none"> • Independently students will think about then draw their favorite event in their life. After, they will be paired with a partner to share their picture. They will then engage in a discussion stating their opinion on why this event is their favorite. • After reading a story and showing illustrations, have the students draw and dictate an opinion about the story and share their work with a classmate. Teacher provides support as needed to help students clarify and expand their idea. | <p>Props</p> <p>Pictures/Photographs</p> <p>Sentence Frame</p> <p>Word/Picture Wall</p> <p>Native language texts</p> <p>L1 Support</p> |
| <p>W.K.2</p> <p>NJSLS Use a</p> | <p>Draw/write/dictate an informative/explanatory piece</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Can you tell me what you're drawing or writing about? | <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. Have the students | <p>Pictures/Photographs</p> <p>Sentence Frames</p> |

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| <p>combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>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>using Word/picture wall</p> | <p><input type="checkbox"/> Can you tell me your idea(s) and I will write down what you say?</p> <p><input type="checkbox"/> Can you tell me about your picture and I will help you write about it?</p> | <p>describe their picture(s) using single words.</p> <p><input type="checkbox"/> Ask the students to think of something they like to do and share their idea with a partner. Then have the students draw a picture of themselves engaged in the activity. Next, the student will use developmental spelling, word walls, classroom labels, and teacher support to write what they are doing in their picture. Have the students share their completed work with the class or a partner.</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. Teacher will then ask students if they know any facts about the drawn 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, "A _____ has _____". Students will be encouraged to copy the name of their animal from the chart paper and complete the sentence by drawing their fact. Students will share their work with a partner.</p> | <p>Word/picture wall Native language texts L1 Support</p> |
| <p>W.K.5 NJSLS: With guidance and support from adults, strengthen</p> | <p>Add details to writing after exchanging ideas by using Visuals, Graphic</p> | <p><input type="checkbox"/> What will you be writing about today?</p> <p><input type="checkbox"/> Who will you write about and why?</p> <p><input type="checkbox"/> What will you tell</p> | <p><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</p> | <p>Word/Picture Wall Teacher Support L1 Support</p> |

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| <p>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>Organizers and suggestions from peers.</p> | <p>about in your writing or drawing?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is it important to add details to your writing? <input type="checkbox"/> Can you use a graphic organizer to help you write your story? | <p>word bank to make the sentences more detailed.</p> <ul style="list-style-type: none"> <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 detail. Student will use a word bank with picture cues to add a detail. | <p>Visuals</p> <p>Graphic Organizers</p> <p>Sentence Frames</p> |
| <p>W.K.6</p> <p>NJSLS: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Essential Element of the NJSLS: With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.</p> | <p>Compose and publish a narrative writing by using Visuals, Technology and Technological Resources, and Teacher Modeling.</p> | <ul style="list-style-type: none"> • Can your writing fit on one page or should we use PowerPoint? • Do you know how your group will present your story, by _____ or _____? • Can you turn on the computer? Show me. • Would you like to type, or should I? • Do you know how to save your work? | <ul style="list-style-type: none"> • Model for the students how to turn the computer on/off to print, and save a document. Have students practice these tasks with a partner. Display, near the computers, an anchor chart as a reference for students use. • After listing ideas for a collaborative short story, with teacher support/ guidance, students will type or dictate their story, save, add an image, and print the completed work. Teacher will assist with turning the list into a story. | <p>Teacher Modeling</p> <p>Visuals</p> <p>Word/Picture Wall</p> <p>L1 support</p> <p>Small group</p> <p>Technology and Technological Resources</p> <p>Sentence Frame</p> |
| <p>W.K.7</p> | <p>Recall information from experience to</p> | <ul style="list-style-type: none"> • Is the name of your favorite book _____ | <ul style="list-style-type: none"> • Define and discuss what a fact and an opinion means. Display six-ten sentences | <p>Graphic Organizers</p> |

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| <p>NJSLS: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>Essential Element of the NJSLS: With guidance and support, participate in shared research and writing objects.</p> | <p>answer questions using a model/source and a Graphic Organizers.</p> | <p>or ____?</p> <ul style="list-style-type: none"> • Do you know who wrote that book? Was it ____? • Would you like to read/hear another book by that author? • The two books you read are by the same author. Which one did you like best? • Are some of your favorite things for the story ____ or ____? • Is it important to include the author's name and the title of the book in your writing? | <p>already written on chart paper. Read each sentence and model for the students whether each sentence is a fact or opinion. Write "f" on a sticky note and place next o each sentence that gives information you can prove. Write "o" next to statements that tell how someone feels about something.</p> <ul style="list-style-type: none"> • After reading a story, have students work with a partner on a fact or opinion graphic organizer with a teacher provided informational sheet to use as a guide. Model how to organize your information and decide whether statements are fact or opinion. Engage in a whole group discussion. • Use a combination of drawing, dictating, and writing to compose opinion pieces in which students introduce the topic or name the book they are writing about and state an opinion. Teacher will ask a variety of questions of the student to help find the reason for the opinion. | <p>Word Wall L1 support Visuals</p> |
| <p>W.K.8</p> <p>NJSLS: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Recall information from experience to answer questions using a model/source and a Graphic Organizers.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Can you collect/gather information in books/magazines to help you understand? <input type="checkbox"/> Can you find information in books and magazines? <input type="checkbox"/> Can you find information on the computer? | <ul style="list-style-type: none"> • Using pictures from a magazine, book and/or internet, lead a class discussion about the weather. Students will work with a partner and, using single words or phrases, describe and draw a picture about the weather outside. Provide guidance/support as needed. • Ask students to work with a partner. Give each pair an appropriately leveled book about an animal. They will use illustrations | <p>Graphic Organizers Word Wall L1 support Visuals</p> |

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| <p>Essential Element of the NJSLS: With guidance and support from adults, identify information, objects, or events that relate to personal experiences.</p> | | <p><input type="checkbox"/> Were the best sources you used, from a book, magazine or computer?</p> <p><input type="checkbox"/> Is it important to ask who, what, where, and when questions after reading a text?</p> | <p>and single words/phrases to state facts about an animal to a partner. The partner will draw the animal and share one fact about the animal to the class.</p> | |
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

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| 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**
- 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

Day:

- 87. Reviewing /ks/ and /z/
- 88. Reviewing /j/, /f/, and /u/
- 89. Reviewing /ks/, /z/, and /u/
- 90. Reviewing /j/, /f/, /ks/, and /u/
- 91. Introducing /w/
- 92. Reviewing /w/
- 93. Introducing /k/
- 94. Reviewing /k/
- 95. Reviewing /w/ and /k/
- 96. Introducing /e/
- 97. Reviewing /e/
- 98. Introducing /kw/
- 99. Reviewing /kw/
- 100. Introducing /y/
- 101. Reviewing /v/
- 102. Reviewing /y/ and /v/
- 103. Reviewing /w/, /k/, and /e/
- 104. Reviewing /kw/, /y/, /v/, and /e/

Day:

- 105. Reviewing /w/, /k/, /kw/, /y/, /v/, and /e/
- 106. Introducing /ā/
- 107. Reviewing /ā/
- 108. Reviewing /ā/
- 109. Reviewing /ā/
- 110. Reviewing /ā/
- 111. Introducing /ī/
- 112. Reviewing /ī/
- 113. Reviewing /ī/
- 114. Reviewing /ī/
- 115. Reviewing /ī/
- 116. Reviewing /ā/ and /ī/
- 117. Reviewing /ā/ and /ī/
- 118. Reviewing /ā/ and /ī/
- 119. Reviewing /ā/ and /ī/
- 120. Reviewing /ā/ and /ī/
- 121. Introducing /ō/
- 122. Reviewing /ō/

Day:

- 123. Reviewing /ō/
- 124. Reviewing /ō/
- 125. Reviewing /ō/
- 126. Introducing /ū/
- 127. Reviewing /ū/
- 128. Reviewing /ū/
- 129. Reviewing /ū/

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 D** should display the following reading behaviors by the end of the school year.

Reading Behaviors

- 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 | | |
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| Primary Focus: Writing Unit | Secondary Focus | Routine Writing |
| <p style="text-align: center;">Persuasive Writing of All Kinds</p> <p style="text-align: center;"><u>Bend I: Exploring Opinion Writing: Making Our School A Better Place</u></p> <ol style="list-style-type: none"> 1. Words Are Like Magic Wands: They Can Make Things Happen p.2 2. Convincing People: Providing Reasons and Consequences p.11 3. Don't Stop There! Generating More Writing for More Causes p.20 4. Writers Reread and Fix up Their Writing p.28 5. Spelling Strategies Give Writers Word Power p.36 6. Hear Ye! Hear Ye! Writing to Spread the Word (a Mini-Celebration) p.44 <p style="text-align: center;"><u>Bend II: Sending Our Words Out into the World: Writing Letters to Make a Change</u></p> <ol style="list-style-type: none"> 7. Writing Letters that Reach Readers p.54 8. Studying a Mentor Text (a Guided Inquiry) p.65 9. Knowing Just What to Say: Angling Letters to Different Audiences p.74 10. How Can We Make It Better? Imagining Solutions p.82 11. Letters to Teachers: Wait! What's That Say? Fixing Up Letters before Mailing Them p.92 | <p style="text-align: center;">Informative/explanatory writing</p> <p>After reading <i>All About Things People Do</i>, students might create information books on different jobs or one career in particular.</p> <p>After reading <i>Lola at the Library</i> and <i>Tomas and the Library Lady</i>, students might write an explanatory piece about what it is like at the library. (This might also be a great opportunity to take students on a trip to the Paterson Public Library)</p> | <p>Reader's Response Notebook Writing Folders Interactive Writing Drawing books</p> |

Writing Rubrics

Rubric for Opinion 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 about something she liked or disliked with pictures and some “writing” | Mid-level | The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book | Mid-level | The writer wrote her opinion or her likes and dislikes and said why. | |
| Lead | The writer started by drawing or saying something. | Mid-level | The writer wrote her opinion in the beginning. | Mid-level | The writer wrote a beginning in which he got readers’ attention. He named the topic or text he was writing about and gave his opinion. | |
| Transitions | The writer kept on working. | Mid-level | The writer wrote his idea and then said more. He used words such as because. | Mid-level | The writer said more about her opinion and used words such as and and because. | |
| Ending | The writer ended working when he had said, drawn, and “written” all he could about his opinion. | Mid-level | The writer had a last part or page. | Mid-level | The writer wrote an ending for his piece. | |
| Organization | On the writer’s paper, there was a place for the drawing and a place where she tried to write words. | Mid-level | The writer told his opinion in one place and in another place he said why. | Mid-level | The writer wrote a part where she got readers’ attention and a part where she said more. | |
| | | | | | | TOTAL |
| DEVELOPMENT | | | | | | |
| Elaboration* | The writer put more and then more on the page. | Mid-level | The writer put everything she thought about the topic (or book) on the page. | Mid-level | The writer wrote at least one reason for his opinion. | (X2) |
| Craft* | The writer said, drew, and “wrote” some things about what she liked and did not like | Mid-level | The writer had details in pictures and words. | 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><u>Inspired by True Stories:</u> <u>All Kinds of Jobs</u></p> <p>Read Aloud</p> <p>McQuinn, Anna. <i>Lola at the Library</i></p> <p>Grambling, Lois G. <i>My Mom is a Firefighter</i></p> <p>Priddy, Roger. <i>ABC of Jobs</i></p> <p>Rice, Melanie & Chris. <i>All About Things People Do</i></p> <p>Barton, Byron. <i>Bones, Bones, Dinosaur Bones</i></p> <p>Book Clubs</p> <p>Hennessy, B.G. <i>Road Builders</i></p> <p>Slate, Joseph. <i>Miss Bindergarten Gets Ready for Kindergarten</i></p> <p>Metzger, Steve. <i>The Wheels on the Truck!</i></p> <p>Rogers, Jacqueline. <i>Kindergarten ABC</i></p> <p>*In order to address NJSLs RL.K.2 and RL.K.9 it is recommended that you utilize the Comprehension Clubs Unit entitled Folklore and Literary Traditions: Telling Tales</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><u>Recommended Articles:</u></p> <p>My Maple Tree</p> <p>Meet Your Mail Carrier</p> <p>Dance</p> <p>Make Music</p>  | <p><u>Stories:</u></p> <p>Lopshire, Robert. <i>Put Me in the Zoo</i></p> <p><u>Read-Aloud Stories:</u></p> <p>Bang, Molly. <i>The Paper Crane</i></p> <p>Mora, Pat. <i>Tomas and the Library Lady</i></p> <p><u>Read-Aloud Poetry:</u></p> <p>Moss, Lloyd. <i>Zin! Zin! Zin! A Violin</i></p> <p><u>Informational Texts:</u></p> <p>Crews, Donald. <i>Truck</i></p> <p><u>Read-Aloud Informational Texts:</u></p> <p>Gibbons, Gail. <i>Fire! Fire!</i></p> <p>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

| | |
|--|--|
| | |
|--|--|

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>

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