ENGLISH LANGUAGE ARTS

Kindergarten: Marking Period 3
Course Description
(Workshop Model)

In Kindergarten, English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The Kindergarten curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer’s workshop is employed so that all students can improve their skills and voices as writers. 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 Kindergarten English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge 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.
Rationale

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.
This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. 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 New Jersey Student Learning Standards. 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 framework will assist all teachers who work 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. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.
# Pacing Chart – Marking Period 3

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>NJSLS</th>
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</thead>
<tbody>
<tr>
<td><strong>DISTRICT RESOURCES</strong></td>
<td><strong>NJSLS</strong></td>
</tr>
<tr>
<td><strong>Writer’s Workshop:</strong> Persuasive Writing of All Kinds</td>
<td><strong>Reading Standards:</strong></td>
</tr>
<tr>
<td><strong>Reading Instruction:</strong> Wonders (Literature Big Books, Reading/Writing Workshop, Close Reading Companion, Literature Anthology, Non-fiction &amp; Fiction Leveled Readers, etc.)</td>
<td>Literature</td>
</tr>
<tr>
<td><strong>Guided Reading:</strong> 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.</td>
<td>RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.6, RL.K.9, RL.K.10</td>
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<tr>
<td></td>
<td>Informational</td>
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<td></td>
<td>RI.K.1, RI.K.3, RI.K.4, RI.K.7, RI.K.9, RI.K.10</td>
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<td></td>
<td><strong>Reading Foundational Skills:</strong></td>
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<tr>
<td></td>
<td>RF.K.1A, RF.K.2A,C,D,E</td>
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<td></td>
<td>RF.K.3C,D RF.K.4A,B</td>
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<td></td>
<td><strong>Writing Standards:</strong></td>
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<td></td>
<td><strong>Language Standards:</strong></td>
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<td></td>
<td>L.K.1,B,C, D, F</td>
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<td></td>
<td><strong>Speaking and Listening Standards:</strong></td>
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</tbody>
</table>

**Instruction:** 8 weeks  
**Assessment:** 1 week
### Marking Period 3
#### 46 Instructional Days

<table>
<thead>
<tr>
<th>Instructional Week</th>
<th>Readers Writers Workshop</th>
<th>Literature Anthology/Extended Read</th>
<th>Taller de lectura y escritura</th>
<th>Antología de literatura</th>
<th>Wonders Writing</th>
<th>Writer’s Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days 91-95: Unit 5 Week 2</td>
<td>Ed and Ned (Nonfiction)</td>
<td>A Grand Old Tree</td>
<td>Josefina y Jabo</td>
<td>El Viejo arbol</td>
<td>Opinion</td>
<td>Write About the Text, Ed and Ned</td>
</tr>
<tr>
<td>Days 96-100: Unit 5 Week 3</td>
<td>Ron With Red (Fiction)</td>
<td>An Orange in January</td>
<td>Un desayuno sano</td>
<td>Naranjo de enero</td>
<td>Narrative</td>
<td>Write About the Text, Ron with Red</td>
</tr>
<tr>
<td>Days 101-105: Unit 6 Week 1</td>
<td>Is it Hot? (Nonfiction)</td>
<td>Mama, Is It Summer Yet?</td>
<td>En Chile</td>
<td>COLIBRI Y LA LLUVIA</td>
<td>Opinion</td>
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<tr>
<td>Days 106-110: Unit 6 Week 2</td>
<td>Kim and Nan (Fiction)</td>
<td>Rain</td>
<td>Una manana de otono</td>
<td>La Nuvia</td>
<td>Narrative</td>
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<tr>
<td>Days 111-115: Unit 6 Week 3</td>
<td>Mack and Ben (Fiction)</td>
<td>Waiting Out the Storm</td>
<td>Rafa no se aburre</td>
<td>En casa de mis abuelos</td>
<td>Narrative</td>
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<tr>
<td>Days 116-120: Unit 7 Week 1</td>
<td>A Pup and a Cub (Nonfiction)</td>
<td>Zoo Borns!</td>
<td>Que’ bebe’ te gusta ma’s?</td>
<td>Nacidos en el zoo</td>
<td>Informative</td>
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<tr>
<td>Days 121-125: Unit 7 Week 2</td>
<td>I Hug Gus! (Fiction)</td>
<td>The Birthday Pet</td>
<td>Mi amigo Gufo</td>
<td>EL ZOO DE JOAQUIN</td>
<td>Narrative</td>
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<tr>
<td>Days 126-130: District Unit Assessment</td>
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<td>Persuasive Writing of All Kinds Lessons 7 &amp; 8</td>
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<tr>
<td>Days 131-135: Unit 7 Week 3</td>
<td>A Vet in a Van (Fiction)</td>
<td>Bear Snores On</td>
<td>Cada uno esta’ en su casa</td>
<td>El viaje</td>
<td>Opinion</td>
<td>Unit Celebration of Writing</td>
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<td>Effective Pedagogical Routines/Instructional Strategies</td>
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<td>Modeling</td>
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<td>Shared Read Alouds</td>
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<td>Collaborative problem solving</td>
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<td>Model, (I Do), Prompt (We Do), Check (You Do)</td>
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<td>Whole class discussions</td>
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<td>Storytelling</td>
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<td>Role playing/Dramatization</td>
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<td>Multiple Response Strategies</td>
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<td>Think Pair Share</td>
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<td>Turn and Talk</td>
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<td>Choral reading</td>
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<td>Reading partners</td>
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<td>Charting</td>
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<td>Visuals</td>
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<td>Writing to learn</td>
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<td>Rereading &amp; rewriting</td>
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<td>Interviews</td>
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<td>Gallery walks</td>
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<td>Diagrams, charts and graphs</td>
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<td>Flashcards</td>
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<td>Word Study Drills</td>
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<td>Note taking</td>
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<td>Coaching</td>
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<td>Reader’s/Writer’s Notebook</td>
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<td>Quick writes</td>
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<td>Multiple Response Strategies</td>
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<td>Conferencing</td>
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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.E.1

- **Technology Operations and Concepts**
  - Identify the basic features of a digital device and explain its purpose.
  - **Example:** By utilizing tools such as RAZ Kids, Starfall, ABC Mouse, students will be able to understand basic and common Internet browser and computer, IPad, and/or tablet navigation commands, as well as practice cross-curricular content skills.

- **Creativity and Innovation**
  - Illustrate and communicate original ideas and stories using digital tools and resources.
  - **Example:** Using Google Slides template will allow students to create a picture or insert a picture. When using a tablet, the students can use the voice typing capabilities to describe their picture.

- **Communication and Collaboration**
  - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.
  - **Example:** Based on stories in Wonders, engage in discussions about character traits that the students choose that describes characters and explain why in an Accountable Talk discussion facilitated by the teacher among peers and other Kindergarten classes or schools via Vlogging.

- **Research and Information Literacy**
  - Use digital tools and online resources to explore a problem or issue.
  - **Example:** Based on the comprehension club topic, *All Kinds of Jobs*, or *Around the Neighborhood* in Wonders and Writer’s Workshop, *Persuasive Writing of All Kinds*, with teacher’s support, students will research a job of their preference and write one or more facts about the job in complete sentence.

[http://www.state.nj.us/education/cccs/standards/8/](http://www.state.nj.us/education/cccs/standards/8/)
Career Ready Practices

Standards
CRP1, CRP2, CRP4, 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.

  **Example:** Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions, examples may include jigsaw and fishbowl activities.

- **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.

  **Example:** In marking period two, students will apply appropriate academic and technical skills when making relevant global connections to texts found in Wonders.

- **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.

  **Example:** In this unit, students will communicate, through a combination of drawing, dictating, and writing to compose opinion and informative writing pieces.
• 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.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions to discuss key details in texts (who, what, where when, why how).

### WIDA Proficiency Levels

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Language Proficiency</th>
</tr>
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</table>
| **1- Entering** | - 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 |
| **2- Beginning** | - General language related to the content area  
- Phrases or short sentences  
- Oral or written language with phonological, syntactic, or semantic errors that often impede the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| **3- Developing** | - 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 |
| **4- Expanding** | - 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 |
| **5- Bridging** | - 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. |
| **6- Reaching** | - 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 |
## Language Development Supports For English Language Learners

To Increase Comprehension and Communication Skills

<table>
<thead>
<tr>
<th>Environment</th>
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<tbody>
<tr>
<td>• Welcoming and stress-free</td>
<td>• Integrates learning centers and games in a meaningful way</td>
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<tr>
<td>• Respectful of linguistic and cultural diversity</td>
<td>• Provides opportunities to practice and refine receptive and productive skills in English as a new language</td>
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<tr>
<td>• Honors students' background knowledge</td>
<td>• Integrates meaning and purposeful tasks/activities that:</td>
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<tr>
<td>• Sets clear and high expectations</td>
<td>○ Are accessible by all students through multiple entry points</td>
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<tr>
<td>• Includes routines and norms</td>
<td>○ Are relevant to students' lives and cultural experiences</td>
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<tr>
<td>• Is thinking-focused vs. answer-seeking</td>
<td>○ Build on prior mathematical learning</td>
</tr>
<tr>
<td>• Offers multiple modalities to engage in content learning and to</td>
<td>○ Demonstrate high cognitive demand</td>
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<tr>
<td>demonstrate understanding</td>
<td>○ Offer multiple strategies for solutions</td>
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<tr>
<td>• Includes explicit instruction of specific language targets</td>
<td>○ Allow for a language learning experience in addition to content</td>
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<tr>
<td>• Provides participation techniques to include all learners</td>
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<table>
<thead>
<tr>
<th>Sensory Supports*</th>
<th>Graphic Supports*</th>
<th>Interactive Supports*</th>
<th>Verbal and Textual Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Real-life objects (reallia) or concrete objects</td>
<td>• Graphs</td>
<td>• In a whole group</td>
<td>• Labeling</td>
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<tr>
<td>• Physical models</td>
<td>• Charts</td>
<td>• In a small group</td>
<td>• Students' native language</td>
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<tr>
<td>• Manipulatives</td>
<td>• Timelines</td>
<td>• With a partner such as Turn-and-Talk</td>
<td>• Modeling</td>
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<tr>
<td>• Pictures &amp; photographs</td>
<td>• Number lines</td>
<td>• In pairs as a group (first, two pairs work independently, then they form a group of four)</td>
<td>• Repetitions</td>
</tr>
<tr>
<td>• Visual representations or models such as diagrams or drawings</td>
<td>• Graphic organizers</td>
<td>• In triads</td>
<td>• Paraphrasing</td>
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<tr>
<td>• Videos &amp; films</td>
<td>• Graphing paper</td>
<td>• Cooperative learning structures such as Think-Pair-Share</td>
<td>• Summarizing</td>
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<tr>
<td>• Newspapers or magazines</td>
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<td>• Interactive websites or software</td>
<td>• Guiding questions</td>
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<td>• Gestures</td>
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<td>• With a mentor or coach</td>
<td>• Clarifying questions</td>
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<td>• Physical movements</td>
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<td>• Probing questions</td>
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<td>• Music &amp; songs</td>
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<td>• Leveled questions such as What? When? Where? How? Why?</td>
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<td>• Questioning prompts &amp; cues</td>
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<td>• Word Banks</td>
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<td>• Sentence starters</td>
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<td>• Sentence frames</td>
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<td>• Discussion frames</td>
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<td>• Talk moves, including Wait Time</td>
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# Building Equity in Your Teaching Practice

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

<table>
<thead>
<tr>
<th>CONTENT INTEGRATION</th>
<th>KNOWLEDGE CONSTRUCTION</th>
<th>PREJUDICE REDUCTION</th>
<th>EQUITABLE PEDAGOGY</th>
<th>EMPOWERING SCHOOL CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use examples and content from a variety of cultures &amp; groups.</td>
<td>Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives &amp; biases.</td>
<td>Teachers implement lessons and activities to assert positive images of ethnic groups &amp; improve intergroup relations.</td>
<td>Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.</td>
<td>Using the other four dimensions to create a safe and healthy educational environment for all.</td>
</tr>
</tbody>
</table>

This unit / lesson is connected to other topics explored with students.

There are multiple viewpoints reflected in the content of this unit / lesson.

The materials and resources are reflective of the diverse identities and experiences of students.

The content affirms students, as well as exposes them to experiences other than their own.

This unit / lesson provides context to the history of privilege and oppression.

This unit / lesson addresses power relationships.

This unit / lesson help students examine, research and question information and sources.

The instruction has been modified to meet the needs of each student.

Students feel respected and their cultural identities are valued.

Additional supports have been provided for students to become successful and independent learners.

Opportunities are provided for student to reflect on their learning and provide feedback.

There are opportunities for students to connect with the community.

My classroom is welcoming and supportive for all students?

I am aware of and sensitive to the needs of my students and their families.

There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.
Culturally Relevant Pedagogy Examples

- **Relationships:**
  - Maintain constant communication with parents/guardians
  - Cultivate personal connections with difficult cultures
  - Gain knowledge about your students’ different cultures

- **Instructional Delivery**
  - Present real-life, relatable issues from various points of view
  - Engage all students, ensuring all voices have the opportunity to be heard
  - Provide effective and frequent feedback
  - Modify teaching to accommodate student learning styles

- **Curriculum**
  - Infuse student-related/relatable examples
  - Create learning stations consisting of a range of materials
  - Utilize media that positively depicts various cultures
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<tr>
<td></td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Color code materials</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Differentiated Instruction**

**Accommodate Based on Students’ Individual Needs:**

- Leveled Text
- Chunking text
- Choice Board/Menu
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Use of oral assessment
- Tiered learning centers
- Tiered questioning
- Data-driven student partnerships
Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines

Social Studies / Technology Connections: 6.1.4.C.14 All About Things People Do by Melanie and Chris Rice and/or Time For Work in Wonders

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: 6.1 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: 6.1.4.C.14 ABC of Jobs by Roger Priddy and/or Workers and Their Tools in Wonders

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: 6.1.4.C.14 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: 6.1.4.C.14 My Mom Is a Firefighter by Lois G. Grambling and/or Cultural Festivals interactive Read-Aloud Card in Wonders

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). Or Students can bring something from their families culture as a show and tell to celebrate cultural differences in families.
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**

- Running Records (Baseline to be administered at the start of the school year. Ongoing assessments to be administered throughout the school year, with student data reported during each unit administration window.)

- End of Unit /Marking Period 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

**Note:** Refer to the district assessment calendar for the appropriate testing window and mandatory assessments required by the district.
<table>
<thead>
<tr>
<th>Grade: K</th>
<th>ELA Standards</th>
<th>Standards in each Marking Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>1</td>
</tr>
<tr>
<td><strong>LANGUAGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.1A</td>
<td>Print many upper- and lowercase letters.</td>
<td>X</td>
</tr>
<tr>
<td>L.K.1B</td>
<td>Use frequently occurring nouns and verbs.</td>
<td></td>
</tr>
<tr>
<td>L.K.1C</td>
<td>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</td>
<td>X</td>
</tr>
<tr>
<td>L.K.1D</td>
<td>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</td>
<td></td>
</tr>
<tr>
<td>L.K.1E</td>
<td>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td>
<td>X</td>
</tr>
<tr>
<td>L.K.1F</td>
<td>Produce and expand complete sentences in shared language activities.</td>
<td>X</td>
</tr>
<tr>
<td>L.K.2A</td>
<td>Capitalize the first word in a sentence and the pronoun I.</td>
<td>X</td>
</tr>
<tr>
<td>L.K.2B</td>
<td>Recognize and name end punctuation.</td>
<td>X</td>
</tr>
<tr>
<td>L.K.2C</td>
<td>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
<td>X</td>
</tr>
<tr>
<td>L.K.2D</td>
<td>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
<td>X</td>
</tr>
<tr>
<td>L.K.4A</td>
<td>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</td>
<td></td>
</tr>
<tr>
<td>L.K.4B</td>
<td>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</td>
<td></td>
</tr>
<tr>
<td>L.K.5A</td>
<td>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</td>
<td></td>
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<tr>
<td>L.K.5B</td>
<td>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</td>
<td></td>
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<tr>
<td>L.K.5C</td>
<td>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</td>
<td></td>
</tr>
<tr>
<td>L.K.5D</td>
<td>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</td>
<td></td>
</tr>
<tr>
<td>L.K.6</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</td>
<td>X</td>
</tr>
<tr>
<td><strong>READING: FOUNDATIONAL SKILLS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF.K.1A</td>
<td>Follow words from left to right, top to bottom, and page by page.</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.1B</td>
<td>Recognize that spoken words are represented in written language by specific sequences of letters.</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.1C</td>
<td>Understand that words are separated by spaces in print.</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.1D</td>
<td>Recognize and name all upper- and lowercase letters of the alphabet.</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.2A</td>
<td>Recognize and produce rhyming words.</td>
<td>X</td>
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</tr>
<tr>
<td>RF.K.2B</td>
<td>Count, pronounce, blend, and segment syllables in spoken words.</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.2C</td>
<td>Blend and segment onsets and rimes of single-syllable spoken words.</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.2D</td>
<td>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (^1) (This does not include CVCs ending with /l/, /r/, or /x/.)</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.2E</td>
<td>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.3A</td>
<td>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.3B</td>
<td>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.3C</td>
<td>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.3D</td>
<td>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.4A</td>
<td>Read emergent-reader texts with purpose and understanding.</td>
<td>X</td>
</tr>
<tr>
<td>RF.K.4B</td>
<td>Read grade level text for purpose and understanding.</td>
<td>X</td>
</tr>
</tbody>
</table>

**READING: LITERATURE**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>RL.K.1</td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>RL.K.2</td>
<td>With prompting and support, retell familiar stories, including key details.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.K.3</td>
<td>With prompting and support, identify characters, settings, and major events in a story.</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>RL.K.4</td>
<td>Ask and answer questions about unknown words in a text.</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>RL.K.5</td>
<td>Recognize common types of texts (e.g., storybooks, poems).</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RL.K.6</td>
<td>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>RL.K.7</td>
<td>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).</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.K.9</td>
<td>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>RL.K.10</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

**READING: INFORMATIONAL TEXT**

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</thead>
<tbody>
<tr>
<td>RI.K.1</td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>RI.K.2</td>
<td>With prompting and support, identify the main topic and retell key details of a text.</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>RI.K.3</td>
<td>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>RI.K.4</td>
<td>With prompting and support, ask and answer questions about unknown words in a text.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.K.5</td>
<td>Identify the front cover, back cover, and title page of a book.</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>RI.K.6</td>
<td>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>RI.K.7</td>
<td>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).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>RI.K.8</td>
<td>With prompting and support, identify the reasons an author gives to support points in a text.</td>
<td>X</td>
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</tr>
<tr>
<td>RI.K.9</td>
<td>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>RI.K.10</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**WRITING**

| W.K.1 | 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...*). | X | X |
| W.K.2 | 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. | X | X | X | X |
| W.K.3 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | X | X | X |
| W.K.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | X | X | X | X |
| W.K.6 | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | X | X | X | X |
| W.K.7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | X | X | X | X |
| W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | X | X | X | X |

| SL.K.1A | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | X | X | X | X |
| SL.K.1B | Continue a conversation through multiple exchanges. | X | X | X |
| SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | X | X | X | X |
| SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | X | X | X | X |
| SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | X | X | X | X |
| SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | X | X | X | X |
| SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | X | X | X | X |
**New Jersey Student Learning Standard (NJSLS) RL.K.1**

NJSLS: With Prompting and Support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)

**Essential Element of the NJSLS:** With guidance and support, identify details in familiar stories (e.g., who, what, where, when, why, how)

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Ask and prompt who, what where, when, why and how regarding details of a text</td>
<td>What details are the most important to the story?</td>
<td>Invite student participation during story reading: ask open-ended questions, offer clarifying comments, recap, model think alouds, and support understanding of key details.</td>
</tr>
<tr>
<td>ESL WAPT 11-18</td>
<td>Answer when prompted and use key details from the text</td>
<td>Who are the characters in the story?</td>
<td>After listening to a story, have students respond to questions that pertain to the text and discuss their responses with a partner.</td>
</tr>
<tr>
<td>Special Education Students - High Group</td>
<td>Ask and answer questions about key details when prompting with who, what, where, when, why and how</td>
<td>What was the story mostly about?</td>
<td>Given the main idea of a known story and a list of five details, students will circle all details.</td>
</tr>
<tr>
<td></td>
<td>Determine what key details are in a text</td>
<td>What happened in the story?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand what key details</td>
<td>Can I explain and retell the</td>
<td></td>
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</tbody>
</table>
| ESL Levels 2.5-3.9 | Listening for information through read aloud  
|                   | With prompting, answer “Yes/No” questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions.  
|                   | With visual support, determine which details are important in the text.  
|                   | Answer who, what, when, where, how questions with single words or phrases  
|                   | 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).  
|                   | Are the characters in the story ________ and ____?  
|                   | Was the story mostly about_______?  
|                   | Did _____happen in the story?  
| ESL Levels 1-2.4  | Listening for information through read aloud  
|                   | With prompting, answer “Yes/No” questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions.  
|                   | With visual support, determine which details are important in the text.  
|                   | Answer who, what, when, where, how questions with single words  
|                   | Is this detail from the story important? (Teacher provides picture cues of detail from story)  
|                   | Are the characters in the story ________ and ____? (Provide character picture cues)  
|                   | Is the story mostly about (picture cues)?  
|                   | Did (Picture cue) happen in the story?  

**ESL Levels 2.5-3.9**  
- Listening for information through read aloud  
- With prompting, answer “Yes/No” questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions.  
- With visual support, determine which details are important in the text.  
- Answer who, what, when, where, how questions with single words or phrases  
- 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).  
- Are the characters in the story ________ and ____?  
- Was the story mostly about_______?  
- 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.  
- 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.

**ESL Levels 1-2.4**  
- Listening for information through read aloud  
- With prompting, answer “Yes/No” questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions.  
- With visual support, determine which details are important in the text.  
- Answer who, what, when, where, how questions with single words  
- Is this detail from the story important? (Teacher provides picture cues of detail from story)  
- Are the characters in the story ________ and ____? (Provide character picture cues)  
- Is the story mostly about (picture cues)?  
- Did (Picture cue) happen in the story?  
- Invite students to participate during read aloud. During teacher read aloud of a text, students will answer questions using illustrations and/or yes/no questions.  
- After listening to a story and looking at illustrations, have students respond to yes/no questions that pertain to the text and point to illustrations that support their answer.  
- Given the main idea of a known story and two pictures depicting story details, students will identify one detail that is part of the story.
# New Jersey Student Learning Standard (NJSLS) RL.K.2

**NJSLS:** With prompting and support, retell familiar stories, including key details.

**Essential Element of the NJSLS:** With guidance and support, identify major events in familiar stories.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• General Education&lt;br&gt;• ESL Students Levels 4-5&lt;br&gt;• Special Education Students - High Group</td>
<td>• Retell a familiar story, putting key details in a sequential order</td>
<td>• Can you tell me what happened in the story?&lt;br&gt;• Using the illustrations from the story can you tell me what happened?&lt;br&gt;• What was the story mostly about?&lt;br&gt;• What did the characters do to solve the problem?&lt;br&gt;• What happened at the end of the story?</td>
<td>• Given the title of a known story, with support, students will verbalize three key details from the story.&lt;br&gt;• The teacher will model retelling a story using sequence words. Then, with guidance and feedback, students will practice retelling another story, and then use pictures and sequence words to retell the same story independently.</td>
</tr>
<tr>
<td>• ESL Students Levels&lt;br&gt;• Special Education Students - Mid Group</td>
<td>• Identifying the main events of the story through illustrations if needed&lt;br&gt;• Retelling the story using visual representation if needed&lt;br&gt;• Sequencing/Ordering the events of the story using visual representation if needed&lt;br&gt;• Verbalizing the basic elements of the story</td>
<td>• Looking at the illustrations from the story did ______ happen?&lt;br&gt;• Was the story mostly about ______?&lt;br&gt;• Did ______ (character) resolve the problem in the story by ______ (solution)?&lt;br&gt;• Did ______ happen at the end of the story?</td>
<td>• 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.&lt;br&gt;• 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 same story using pictures and sequence words with a partner.</td>
</tr>
<tr>
<td>ESL Students Levels</td>
<td>Identifying the main events of the story through illustrations if needed</td>
<td>Looking at the illustrations from the story did (Picture Cue) happen?</td>
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</tr>
<tr>
<td>Special Education Students - Low Group</td>
<td>Retelling the story using visual representation if needed</td>
<td>Was the story mostly about (Picture cue)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sequencing/Ordering the events of the story using visual representation if needed</td>
<td>Did (Picture of character) resolve the problem in the story by (picture of solutions)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verbalizing the basic elements of the story (character, setting, problem, resolution, ending) by answering “Yes/No” questions about the text with single words, phrases, or chunks.</td>
<td>Did (Picture cue) happen at the end of the story?</td>
<td></td>
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<tr>
<td></td>
<td>Identifying key details through illustrations if needed</td>
<td>After teacher chunks and reads a familiar story that includes illustrations, with support, students will chose a picture from a choice of two to show a detail</td>
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<td></td>
<td></td>
<td>The teacher will model retelling a chunked story using visual sequence words on a story map. Then, with guidance and feedback, students will sequence story with picture cards on a story map (place 3 cards to show story sequence).</td>
<td></td>
</tr>
</tbody>
</table>
**New Jersey Student Learning Standard (NJSLS) RL.K.4**

*NJSLS: Ask and answer questions about unknown words in a text.*

**Essential Element of the NJSLS:** With guidance and support, indicate when an unknown word is used in a text.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content</td>
<td>• Can you find words in the text that are unfamiliar to me?</td>
<td>• Given five sentences with underlined unknown words, students will read the sentences and select the best answer to define the unknown word using clues.</td>
</tr>
<tr>
<td>• ESL Students Levels 4-5</td>
<td>• Use strategies when faced with an unknown word</td>
<td>• What was hard about that word?</td>
<td>• After reading a text, have students work in small groups and identify words that are unfamiliar. Then ask them to use context clues and pictures to help them determine the meaning of the word.</td>
</tr>
<tr>
<td>• Special Education Students - High Group</td>
<td></td>
<td>• Is there a chunk in that word that you know?</td>
<td>• Build vocabulary by reading, listening to, and discussing a variety of literature.</td>
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<td></td>
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<td>• Do you know a word like that?</td>
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<td>• Is there something in the picture that can help you define the word?</td>
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<tr>
<td>• ESL Students Levels</td>
<td>• Identify an unknown word</td>
<td>• Can you find words in the text that are unfamiliar to you?</td>
<td>• Given five sentences with underlined unknown words, students will listen to the sentences and select the best answer to define the unknown word using pictures and clues. Teacher should model two for students.</td>
</tr>
<tr>
<td>• Special Education Students - Mid Group</td>
<td>• Use cues such as visuals, phonics, and semantics to figure out unknown words</td>
<td>• Is there a part in that word that you know?</td>
<td>• After listening to a paragraph, have students work in small groups and identify two words that are unfamiliar. Then ask them to use context clues and pictures to help them determine the meaning of the word.</td>
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<tr>
<td></td>
<td>• Ask and answer questions about the meaning of content-based words in and/or answer choice questions about high-frequency, unknown words in a leveled text using single words and short phrases.</td>
<td>• Do you know a word like that?</td>
<td>• Build vocabulary by listening to, and discussing a variety of literature.</td>
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<tr>
<td></td>
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<td>• Is there something in the picture that can help you define the word?</td>
<td></td>
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<tr>
<td>ESL Students Levels</td>
<td>Identify an unknown word</td>
<td>Can you find words in the text that are unfamiliar to you?</td>
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</tr>
<tr>
<td>Special Education Students - Low Group</td>
<td>Use cues such as visuals, phonics, and semantics to figure out unknown words</td>
<td>Is there a part in that word that you know?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask and answer questions about the meaning of content-based words in and/or answer choice questions about high-frequency, unknown words in a leveled text using single words and short phrases.</td>
<td>Do you know a word like that?</td>
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<td></td>
<td></td>
<td>Is there something in the picture that can help you define the word?</td>
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<td>Given five unknown words, students will match to the correct picture that helps to define the word.</td>
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<td></td>
<td>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.</td>
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<td></td>
<td></td>
<td>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.</td>
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</tbody>
</table>
### New Jersey Student Learning Standard (NJSLS) RL.K.5

**NJSLS:** Recognize common types of texts (e.g., storybooks, poems)

**Essential Element of the NJSLS:** With guidance and support, recognize familiar texts (e.g., storybooks, poems).

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| • General Education | • Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text) | • What is the story about?  
• What is the genre of the story?  
• Will this book tell us a story or help us learn something new?  
• Is this story real or not real? How do you know?  
• What is the purpose of the story? | • Create, display, and discuss anchor charts with students on the common types of genres.  
• After reading a story, ask students to help identify the story genre. Encourage the students to explain their thinking. Label the story with the genre using a post-it note.  
• After ten read alouds representing a variety of genres, ask students to choose and illustrate two genres. |
| • ESL Students Levels 4-5  
• Special Education Students - High Group | | | |
| • Recognize common types of texts (e.g., a story, poem, an information book)  
• Know what a character, setting and plot are. | • Is the story about _______ or _______?  
• What’s the genre of the story?  
• Will this book tell us a story or help us learn something new?  
• Is this story real or not real? How do you know?  
• The purpose of the story is to __________? | • After reading a story using visuals, tone of voice and rhythm, the teacher will then model how to identify the story genre. Together teacher and students will label the story with the genre using a post-it note.  
• After listening to ten read alouds representing a variety of genres, students will select and illustrate two genres. |
| • ESL Students Levels  
• Special Education Students - Mid Group | • Recognize common types of texts (a story, poem, an information book) | • Is the story about _______ or _______? | |
<p>| • ESL Students Levels | • Recognize common types of texts (a story, poem, an information book) | • Is the story about _______ or _______? | • After listening to two texts, students will place texts in correct genre (poem, |</p>
<table>
<thead>
<tr>
<th>Special Education Students - Low Group</th>
<th>poem, an information book</th>
<th>(Provide two picture cues)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Know what a character, setting and plot are.</td>
<td>Is the story a ______ or ______?</td>
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<tr>
<td></td>
<td></td>
<td>Will this book tell us a story or help us learn something new?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is this story real or not real? How do you know? (Student can point to picture cues to assist in explaining real or not real elements.)</td>
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<tr>
<td></td>
<td></td>
<td>fiction, nonfiction).</td>
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<td></td>
<td></td>
<td>After listening to two read alouds representing a variety of genres, teacher will model how to select and illustrate a genre.</td>
</tr>
<tr>
<td>Student Population</td>
<td>Critical Knowledge and Skills</td>
<td>Essential Questions</td>
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</tbody>
</table>
| General Education                 | • Identify the author and illustrator of a story  
  • Explain the role of the author and illustrator in creating the text | • Identify the name of the author?  
  • Identify the name of the illustrator?  
  • Tell what the author does?  
  • Tell what the illustrator does? | • Complete a [Venn Diagram](#) with students. On one side write author and the other write illustrator. Ask students to help complete the diagram. The students will see that the author and illustrator have similar and different roles. (Grouping: whole or small)  
• Work with your students to create a set of questions for an author and a set of questions for an illustrator. Then have the student’s role play. One student will be the author and one will be the interviewer. One student will be the illustrator and one will be interviewing them. This will allow the students to explore the role of each and help them identify the author and illustrator of a specific book. (Grouping: small or partner.) |
| ESL Students Levels 4-5            |                                                                                               |                                                                                      |                                                                                                 |
| Special Education Students - High Group |                                                                                               |                                                                                      |                                                                                                 |
| ESL Students Levels 4-5            |                                                                                               |                                                                                      |                                                                                                 |
| Special Education Students - Mid Group |                                                                                               |                                                                                      |                                                                                                 |
| Identify the author and illustrator of a story  
Identify the role of the author and illustrator in creating the text | Is the name of the author _____ or _____?  
Is the name of the illustrator _____ or _____?  
Do the author does write words or draw pictures?  
Does the illustrator write words or draw pictures? | Complete a [Venn Diagram](#) with students. On one side write author and the other write illustrator. Ask students to help complete the diagram. The students will see that the author and illustrator have similar and different roles.  
• Have student’s role play being an author or an illustrator of a known story. The student can stand in front of the class and “show” his/her story that he/she wrote/illustrated. |
<table>
<thead>
<tr>
<th>ESL Students Levels</th>
<th>Identify the author and illustrator of a story</th>
<th>Is _____ the name of the author?</th>
<th>Complete a <strong>Venn Diagram</strong> with students. On one side write author and the other write illustrator. Ask students to help complete the diagram. The students will see that the author and illustrator have similar and different roles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Students - Low Group</td>
<td>Understand the role of the author and illustrator in creating the text</td>
<td>Is _____ the name of the illustrator?</td>
<td>Students can match the author/illustrator of know stories to the books they wrote/illustrated.</td>
</tr>
</tbody>
</table>
|                     | | Do the author does write the story? | **|}
|                     | | Does the illustrator draw the pictures? | **|
**New Jersey Student Learning Standard (NJSLS) 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.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Compare similarities and differences in character’s experiences within a story</td>
<td>• What adventure did the main character have in this story?</td>
<td>• Given two pictures of animals, have students tell how they are alike and different. Chart the student responses on an anchor chart.</td>
</tr>
<tr>
<td>• ESL Students Levels 4-5</td>
<td></td>
<td>• Can you compare and contrast the characters in the story?</td>
<td>• After reading a story, provide students with a graphic organizer and with support have the students compare and contrast the characters.</td>
</tr>
<tr>
<td>• Special Education Students - High Group</td>
<td></td>
<td>• How is this like another story we have read?</td>
<td>• Given two familiar short stories, engage in a class discussion and then, with a partner, ask students to identify the similarities and differences among the stories.</td>
</tr>
<tr>
<td>• ESL Students Levels 4-5</td>
<td>• Understand that the vocabulary word “compare” means looking at things that are alike.</td>
<td>• How were the stories different?</td>
<td></td>
</tr>
<tr>
<td>• Special Education Students - Mid Group</td>
<td>• Understand that the vocabulary word “contrast” means looking for differences</td>
<td>• Why is it important to look at the illustrations in the story?</td>
<td></td>
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<tr>
<td></td>
<td>• Understand that the vocabulary word “experience” can be part</td>
<td></td>
<td>• 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.</td>
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<td></td>
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<td></td>
<td>• After reading a story, provide students with a graphic organizer and with support have the students compare and contrast the characters.</td>
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<td></td>
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<td></td>
<td>• Given two familiar short stories, engage in a class discussion and then as a class,</td>
</tr>
<tr>
<td>ESL Students Levels</td>
<td>Understand that the vocabulary word “compare” means looking at things that are alike.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Students - Low Group</td>
<td>Understand that the vocabulary word “contrast” means looking for differences.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Understand that the vocabulary word “experience” can be part of an adventure or plot.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Compare and contrast the adventures and experiences of characters.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Special Education Students - Low Group | Understand the "who" and the "what" of the story. |
|                                        | Compare and contrast the adventures and experiences of characters or in leveled stories using pictures and selected single words. |

<table>
<thead>
<tr>
<th>of an adventure or plot</th>
<th>Which story?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Were the stories different?</td>
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<tr>
<td></td>
<td>Is it important to look at the illustrations in the story? Do the illustrations help you understand the story?</td>
</tr>
</tbody>
</table>

| identify the similarities and differences among the stories with teacher support. | 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 with illustrations, provide students with a graphic organizer and using pictures and simple words, students will compare and contrast the characters. |
|                                                                                | Given two familiar short stories, teacher will engage students in a class discussion using illustrations and then as a class, identify the similarities and differences with illustrations. |
# New Jersey Student Learning Standard (NJSLS) RL.K.10

**NJSLS: Actively engage in group reading activities with purpose and understanding.**

**Essential Element of the NJSLS: With guidance and support, actively engage in shared reading.**

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Participate in group reading activities</td>
<td>• Listen to what I read, and be prepared to turn to a partner and retell the story in your own words.</td>
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<tr>
<td></td>
<td>• Articulate the purpose of the group reading activities</td>
<td>• What/who is the story about?</td>
<td>• 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 descriptive details.</td>
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<tr>
<td></td>
<td>• Model and develop engaging reading habits that lead to reading texts independently</td>
<td>• What did you learn when we read this story?</td>
<td>• After listening to a recording of a story, students will respond to questions that pertain to the text and engage in an Accountable Talk discussion.</td>
</tr>
<tr>
<td>• ESL Students Levels 4-5</td>
<td></td>
<td>• What do you think the author/illustrator is trying to tell us?</td>
<td>• After rereading a story that is known, with a partner, students will develop questions to ask and answer that pertain to the text.</td>
</tr>
<tr>
<td>• Special Education Students - High Group</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Understand the ideas presented in a text.</td>
<td>• Listen to what I read and look at the illustrations. Turn to your partner and share what you heard in the story or saw in the illustrations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Know how to respond to appropriate questions non-verbally by pointing to pictures/photographs in context or by using single words and simple phrases in English.</td>
<td>• Is the story about _______ or _______? (show illustrations)</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Answer questions orally to show</td>
<td>• Which illustration</td>
<td>• 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.</td>
</tr>
<tr>
<td>• ESL Students Levels</td>
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<tr>
<td>• Special Education Students - Mid Group</td>
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<tr>
<td>Understanding of the text</td>
<td>matches the story?</td>
<td>ESL Students Levels and Special Education Students - Low Group</td>
<td></td>
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<td></td>
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<tr>
<td>▪ Asking simple questions</td>
<td>▪ Is the author/illustrator trying to tell us</td>
<td>▪ Understand the ideas presented in a text</td>
<td></td>
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<tr>
<td>▪ Listen intently.</td>
<td>▪ or __________________?</td>
<td>▪ Know how to respond to appropriate questions non-verbally by pointing to pictures/photographs in context or by using single words and simple phrases in English.</td>
<td></td>
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<tr>
<td>▪ Answer questions about the text by answering yes/no questions or using single words, phrases, or chunks of language.</td>
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<td>▪ Answer questions orally to show understanding of the text</td>
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<tr>
<td></td>
<td></td>
<td>▪ Asking simple questions</td>
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<td></td>
<td></td>
<td>▪ Listen intently.</td>
<td></td>
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<tr>
<td></td>
<td>▪ 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.</td>
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<td></td>
<td>▪ Is the story about ______ or ________? (show picture cues)</td>
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<td></td>
<td>▪ Which illustration matches the story? (Picture cues)</td>
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<tr>
<td></td>
<td>▪ Is the author/illustrator trying to tell us ________ or ________? (Picture Cues)</td>
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<td></td>
<td>▪ Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the story using illustrations to sequence in order</td>
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<tr>
<td></td>
<td></td>
<td>▪ After listening to a recording of a story and using illustrations, students will respond to” yes/no” questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher.</td>
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</tbody>
</table>
# New Jersey Student Learning Standard (NJSLS) RI.K.1

**NJSLS:** With Prompting and Support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)

**Essential Element of the NJSLS:** With guidance and support, identify a detail in a familiar text (e.g., who, what, where, when, why, how).

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<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
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</thead>
</table>
| General Education  | • Ask and prompt who, what where, when, why and how regarding details of a text  
• Answer when prompted and use key details from the text  
• Ask and answer questions about key details when prompting with who, what, where, when, why and how  
• Determine what key details are in a text  
• Understand what key details are  
• Ask and answer questions about key details, with support | • What details are the most important to the text?  
• Who are the people in the text?  
• What was the text mostly about?  
• What happened in the text?  
• Can I explain and retell the text to my partner? | • Invite student participation during the reading: ask open-ended questions, offer clarifying comments, recap, model think alouds, and support understanding of key details.  
• After listening to the text, have students respond to questions that pertain to the text and discuss their responses with a partner.  
• Given the main idea of the text and a list of five details, students will circle all details that are significant to the text. |
| ESL WAPT 11-18     |                               |                     |                                  |
| Special Education Students - High Group | • Listening for information through read aloud  
• With prompting, answer “Yes/No” questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions.  
• With visual support, determine which details are important in the text. | • 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).  
• Are the people in the text ________ and ____?  
• Was the text mostly about_______?  
• Did_______happen in | • 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 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.  
• Given the main idea of a known text and four pictures depicting text details, students |
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<thead>
<tr>
<th>ESL Levels 1-2.4</th>
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<th>Special Education Students - Low Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening for information through read aloud</td>
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<tr>
<td>• With prompting, answer “Yes/No” questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions.</td>
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<tr>
<td>• With visual support, determine which details are important in the text.</td>
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<tr>
<td>• Is this detail from the text important? (Teacher provides picture cues of detail from text)</td>
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<tr>
<td>• Are the people in the text _______ and ____? (Provide picture cues)</td>
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<tr>
<td>• Is the text mostly about (picture cues)?</td>
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<tr>
<td>• Did (Picture cue) happen in the text?</td>
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<tr>
<td>• Invite students to participate during read aloud. During teacher read aloud of a text, students will answer questions using illustrations and/or yes/no questions.</td>
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<tr>
<td>• After listening to a text and looking at illustrations, have students respond to yes/no questions that pertain to the text and point to illustrations that support their answer.</td>
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<tr>
<td>• Given the main idea of a known text and two pictures depicting text details, students will identify one detail that is part of the text.</td>
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</tbody>
</table>
### New Jersey Student Learning Standard (NJSLS) 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 text.

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<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td>• Provide a description of characters in a story using key details.</td>
<td>• What was his/her idea?</td>
<td>• After reading two stories, ask students to identify the relationship between the characters, setting, and the events in the text using a graphic organizer.</td>
</tr>
<tr>
<td><strong>ESL WAPT 11-18</strong></td>
<td>• Provide a description of the setting of a story using key details.</td>
<td>• What caused this to happen? Support your answer with events from the text.</td>
<td>• After reading an informational text, underline the important piece of information from the text and explain to your partner why you underlined this information.</td>
</tr>
<tr>
<td><strong>Special Education Students - High Group</strong></td>
<td>• Provide a description of the major events in a story using key details.</td>
<td>• What did you do to make this happen?</td>
<td></td>
</tr>
<tr>
<td><strong>ESL Levels 2.5-3.9</strong></td>
<td>• Retell text using single words, simple phrases and/or acting out the parts of an appropriately leveled text.</td>
<td>• What information is most important from the text?</td>
<td></td>
</tr>
<tr>
<td><strong>WIDA 2: Reading, Speaking</strong></td>
<td>• Identify characters with the help of visual representation.</td>
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<tr>
<td><strong>Special Education Students - Mid Group</strong></td>
<td>• Identify setting with the help of visual representation.</td>
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<tr>
<td></td>
<td>• Identify major events with the help of visual representation.</td>
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<td></td>
<td>• Identify problem and solution with the help of visual representation.</td>
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<td></td>
<td>• Was his/her idea _____ or _____?</td>
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<td></td>
<td>• Did ____ or ___ cause this to happen?</td>
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<td>• Was _____ or ____ information most important from the text?</td>
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<td></td>
<td>• Can you list two details from the text?</td>
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<td></td>
<td>• 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.</td>
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</tbody>
</table>
| ESL Levels 1-2.4 | Retell text using single words, simple phrases and/or acting out the parts of an appropriately leveled text. | Was his/her idea ________?  
Did ______ cause this to happen?  
Was ________ information most important from the text?  
Can you give me one detail from the text?  
After reading an appropriately leveled informational text with visual cues, work with a partner and match the important piece of information from a list provided by the teacher. |
| Special Education Students - Low Group | Identify characters with the help of visual representation.  
Identify setting with the help of visual representation.  
Identify major events with the help of visual representation.  
Identify problem and solution with the help of visual representation. |
### New Jersey Student Learning Standard (NJSLS) RL.K.4

**NJSLS:** With prompting and support, ask and answer questions about unknown words in a text.

**Essential Element of the NJSLS:** With guidance and support, indicate when an unknown word is used in a text.

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<thead>
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<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| General Education  | • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content  
• Use strategies when faced with an unknown word | • Do you know something about that word that can help you?  
• Can you get your mouth ready to say the first sound?  
• What can you do to get help?  
• Is there something in the picture that can help you figure out what the word is? | • After reading an informational text, ask students questions about unfamiliar words by guiding them to use illustrations and clues to define the word.  
• As a class, create a text specific word wall of unknown words that students can refer to. |
| ESL WAPT 11-18     |                               |                    |                                   |
| Special Education  |                               |                    |                                   |
| Students - High Group | • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using text content  
• Understand that you can use strategies when faced with an unknown word | • Could ___ about that word help you?  
• Can you get your mouth ready to say the first sound?  
• Do you know what you can do to get help?  
• Is there something in the picture that can help you figure out what the word is? | • 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.  
• As a class, create a text specific word wall with visuals of unknown words that students can refer to. |
| ESL Levels 2.5-3.9 |                               |                    |                                   |
| ESL Levels 1-2.4   |                               |                    |                                   |
| WIDA 2: Reading, Speaking | • Provide one or two words or a visual that shows understanding of unknown words in a literary or informational text, using | • Could ___ about that word help you?  
• Can you get your mouth ready to say the first sound? | • After reading an informational text, ask students to highlight unfamiliar words and as a class model how to use illustrations and clues to define the word. |

**Student Population**
- General Education
- ESL WAPT 11-18
- Special Education Students - High Group

**Critical Knowledge and Skills**
- Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content
- Use strategies when faced with an unknown word
- Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using text content
- Understand that you can use strategies when faced with an unknown word

**Essential Questions**
- Do you know something about that word that can help you?
- Can you get your mouth ready to say the first sound?
- What can you do to get help?
- Is there something in the picture that can help you figure out what the word is?
- Could ___ about that word help you?
- Can you get your mouth ready to say the first sound?

**Sample Activities/Lesson Starters**
- After reading an informational text, ask students questions about unfamiliar words by guiding them to use illustrations and clues to define the word.
- As a class, create a text specific word wall of unknown words that students can refer to.
<table>
<thead>
<tr>
<th>Special Education Students - Low Group</th>
<th>text content</th>
<th>sound?</th>
<th>As a class, create a text specific word wall with visuals of unknown words that students can refer to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand that you can use strategies when faced with an unknown word</td>
<td>• Do you know what you can you do to get help?</td>
<td>• Can this picture help you figure out what the word is?</td>
<td></td>
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</tbody>
</table>
**New Jersey Student Learning Standard (NJSLS) RI.K.7**

**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).

**Essential Element of the NJSLS:** With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>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).</td>
<td>Does this word make sense with the picture?</td>
<td>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. <em>(Grouping: small or individual)</em></td>
</tr>
<tr>
<td>ESL Students Levels 4-5</td>
<td></td>
<td>Why did the illustrator draw this?</td>
<td>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 students discuss what they see in the pictures with a neighbor. Then have students read the five sentences with your assistance, if needed. Lastly, have students match the sentence with the correct picture. <em>(Grouping: small, partner, individual)</em></td>
</tr>
<tr>
<td>Special Education Students - High Group</td>
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<td>What can you learn from the illustrations?</td>
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<td>Does the illustration match what the author is trying to say?</td>
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<td>Do you think the text and the illustration are connected?</td>
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<td>ESL Students Levels Mid Group</td>
<td>With prompting and support, understand and state the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration)</td>
<td>Does this word make sense with the picture?</td>
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<td>Do you think the illustrator drew this because _____ or _____?</td>
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<td>Can you learn ______ from the illustrations?</td>
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<td>Special Education Students - Mid Group</td>
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**Sample Activities/Lesson Starters**

- 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. *(Grouping: small or individual)*

- 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 students discuss what they see in the pictures with a neighbor. Then have students read the five sentences with your assistance, if needed. Lastly, have students match the sentence with the correct picture. *(Grouping: small, partner, individual)*
<table>
<thead>
<tr>
<th>ESL Students Levels</th>
<th>Special Education Students - Low Group</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>• With prompting and support, understand 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).</td>
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</tbody>
</table>
| • Does this word match with the picture?  
• Do you think the illustrator drew this because of ______?  
• Can you learn ______ from the illustrations?  
• Does the illustration match what the author is trying to say?  
• Do you the text and pictures match? |
| • Does the illustration match what the author is trying to say?  
• Do you think the text and the illustration are connected?  
• Does this word match with the picture?  
• Do you think the illustrator drew this because of ______?  
• Can you learn ______ from the illustrations?  
• Does the illustration match what the author is trying to say?  
• Do you the text and pictures match? |
| • Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and teacher will read both sentences. Ask students to match which sentence goes with the picture.  
• Put three pictures and three sentences in a pocket chart. Have the class discuss what they see in the pictures. Then as a whole group read the three sentences. Lastly, have the whole group work together to match the sentence with the correct picture. |
New Jersey Student Learning Standard (NJSLS) 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.

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<th>Sample Activities/Lesson Starters</th>
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</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Discuss similarities and differences between two texts on the same topic</td>
<td>Can you tell me what this text is mostly about?</td>
<td>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.</td>
</tr>
<tr>
<td>ESL Students Levels 4-5</td>
<td></td>
<td>We are going to compare these two texts. How are they the same?</td>
<td>After reading two familiar texts, have the students think, pair, and share similarities/differences between the stories. Then have the partners write two sentences with the first sentence naming a similarity and second naming a difference between the two stories.</td>
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<tr>
<td>Special Education Students - High Group</td>
<td></td>
<td>We read two text, what was different about them?</td>
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<td>Can you tell me how this picture is the same as this other picture? How are they different?</td>
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<tr>
<td>ESL Students Levels Mid Group</td>
<td>List similarities and differences between two texts on the same topic</td>
<td>Is this text is mostly about _____ or _____?</td>
<td>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.</td>
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<tr>
<td></td>
<td></td>
<td>We are going to compare these two texts. How are they the same; - _____ or _____?</td>
<td>After reading two appropriately leveled familiar texts, have the students think, pair, and share similarities/differences between the two texts.</td>
</tr>
<tr>
<td></td>
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<td>We read two texts, what was different about them</td>
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<tr>
<td>ESL Students Levels</td>
<td>Understand similarities and differences</td>
<td>Is this text is mostly about ________?</td>
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<tr>
<td>Special Education Students - Low Group</td>
<td>We are going to compare these two texts. Are they the same because of ________?</td>
<td>We read two texts, was ________ different about them?</td>
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</table>

| | | Can you tell/show me one thing in this picture that is the same as this other picture? |
| | | 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 finding illustrations that are similar and different between the two texts. |

| | | After teacher reads two appropriately leveled familiar texts, he/she will state and list similarities/differences between the stories. The students will then locate illustrations that shows a similarity and a difference between the two stories. |

| _____ or ______? |
| Can you tell me two things in this picture that is the same as this other picture? |

| 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. |
**New Jersey Student Learning Standard (NJSLS) RL.K.10**

NJSLS: Actively engage in group reading activities with purpose and understanding.

**Essential Element of the NJSLS:** With guidance and support, actively engage in shared reading of informational text.

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<th>Sample Activities/Lesson Starters</th>
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<tbody>
<tr>
<td>General Education</td>
<td>Participate in group reading activities</td>
<td>Listen to what I read, and be prepared to turn to a partner and retell the text in your own words.</td>
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</tr>
<tr>
<td>ESL Students Levels 4-5</td>
<td>Articulate the purpose of the group reading activities</td>
<td>What/who is the text about?</td>
<td>Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the information to a partner using descriptive details.</td>
</tr>
<tr>
<td>Special Education Students - High Group</td>
<td>Model and develop engaging reading habits that lead to reading texts independently</td>
<td>What did you learn when we read this text?</td>
<td>After listening to a recording of the text, students will respond to questions that pertain to the text and engage in an Accountable Talk discussion.</td>
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<td></td>
<td></td>
<td>What do you think the author/illustrator is trying to tell us?</td>
<td>After rereading a text that is known, with a partner, students will develop questions to ask and answer that pertain to the text.</td>
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<tr>
<td>ESL Students Levels 6-8</td>
<td>Understand the ideas presented in a text.</td>
<td>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.</td>
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<tr>
<td>Special Education Students - Mid Group</td>
<td>Know how to respond to appropriate questions non-verbally by pointing to pictures/photographs in context or by using single words and simple phrases</td>
<td>Is the text about _______ or ________? (show illustrations)</td>
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<tr>
<td></td>
<td>Answer questions orally to show understanding of the text</td>
<td>Which illustration matches the text?</td>
<td>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.</td>
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<tr>
<td></td>
<td>Asking simple questions</td>
<td>Is the author/illustrator trying to tell us</td>
<td>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.</td>
</tr>
<tr>
<td>ESL Students Levels</td>
<td>Special Education Students - Low Group</td>
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<tr>
<td>• Listen intently.</td>
<td>• Listen to what I read and look at the illustrations. Draw a picture of what you heard in the text or saw in the illustrations.</td>
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</tr>
<tr>
<td>• Answer questions about the text by answering yes/no questions or using single words, phrases, or chunks of language.</td>
<td>• Is the text about _______ or _______? (show picture cues)</td>
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<td></td>
<td>• Which illustration matches the text? (Picture cues)</td>
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<tr>
<td></td>
<td>• Is the author/illustrator trying to tell us _______ or _______? (Picture Cues)</td>
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<tr>
<td></td>
<td>• Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the text using illustrations to sequence in order</td>
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<tr>
<td></td>
<td>• After listening to a recording of a text and using illustrations, students will respond to “yes/ no” questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher.</td>
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</table>
New Jersey Student Learning Standard (NJSLS) W.K.1

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...).

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.

<table>
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<tbody>
<tr>
<td>• General Education</td>
<td>• Express opinion or likes and dislikes about a topic or book</td>
<td>• What are you writing about?</td>
<td>• Ask students to work with a partner. Each partner chooses a story s/he knows well. Have the partners share their opinions about the characters and the story events. Engage in a discussion stating their opinion.</td>
</tr>
<tr>
<td>• ESL Students Levels 4-5</td>
<td>• State an opinion or preference</td>
<td>• How will you start your writing?</td>
<td>• After reading a story, have the students draw and write one-two opinions about the story and share their work with a classmate. Teacher provides support as needed to help students clarify and expand their ideas.</td>
</tr>
<tr>
<td>• Special Education Students - High Group</td>
<td>• Dictate thinking and/or illustrate ideas and write ideas</td>
<td>• Can you tell me about your picture, and I will help you write about your picture.</td>
<td></td>
</tr>
<tr>
<td>• Special Education Students - Mid Group</td>
<td>• Choose self-selected topics</td>
<td>• Can you add labels to your drawing to help you write?</td>
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<tr>
<td></td>
<td>• Begin to develop ability to support opinion or preference with a reason</td>
<td>• Why is it important to give your story a title?</td>
<td></td>
</tr>
<tr>
<td>• ESL Students Levels</td>
<td>• Draw a picture</td>
<td>• What are you writing about?</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Special Education Students - Mid Group</td>
<td>• Know that a story tells about something that happened</td>
<td>• Can you tell me about your picture, and I will help you write about your picture.</td>
<td>• 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</td>
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<td></td>
<td>• Understand that ideas can be conveyed through writing, drawing pictures or telling</td>
<td>• Can you add labels to your drawing to help you write?</td>
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<tr>
<td></td>
<td>• Understand that letters</td>
<td>• Is it important to give your story a title?</td>
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</tbody>
</table>
and the sounds they make can be written
- Understand that a title is the name of a book
- Draw or dictate an opinion piece with single words, matching pictures/photographs
- from models, pointing to pictures/photographs or repeating words.

| ESL Students Levels | What are you writing about? | 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.

| Special Education Students - Low Group | Can you tell me about your picture, and I will help you write about your picture. |
| | Can you add labels to your drawing to help you write? |
| | Is it important to give your story a title? |

- Draw a picture
- Know that a story tells about something that happened
- Understand that ideas can be conveyed through writing, drawing pictures or telling
- Understand that letters and the sounds they make can be written
- Understand that a title is the name of a book
- Draw or dictate an opinion piece with single words, matching pictures/photographs
- from models, pointing to pictures/photographs or repeating words.

- What are you writing about?
- Can you tell me about your picture, and I will help you write about your picture.
- Can you add labels to your drawing to help you write?
- Is it important to give your story a title?
New Jersey Student Learning Standard (NJSLS) 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.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
|                                     | • Draw tell, write about topics that is well known  
• Name what is being written about  
• Supply additional information about the topic | • Can you tell me what you're writing about?  
• Can you tell me how you'll start your writing?  
• Can you tell me your idea(s) and I will write down what you say?  
• Can you tell me about your picture and I will help you write about it? | • Provide magazines or catalogs and scissors. Have the students cut out one or more pictures. Have the students describe their picture(s) in one-three sentences.  
• 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 students will write a short caption or label what they are doing. Have the students share their completed work with the class or a partner.  
• Have students choose an animal they know about. Teacher models drawing and writing a fact about an animal in a complete sentence. Ask the students to draw the animal they selected and write one fact. Students will share their work with a partner. |
| • General Education                 |                                                                                               |                                                                                     |                                                                                                |
| • ESL Students Levels 4-5           |                                                                                               |                                                                                     |                                                                                                |
| • Special Education Students - High Group |                                                                                               |                                                                                     |                                                                                                |
|                                     | • Choose a topic to draw and write about  
• Decide what information you will write about  
• Organize the ideas | • Can you tell me what you're drawing or writing about?  
• Can you tell me your idea(s) and I will write down what you say? | • Provide magazines or catalogs and scissors to students. Have the students cut out one or more pictures. Have the students describe their picture(s) using single words.  
• Ask the students to think of something they |
<table>
<thead>
<tr>
<th>• ESL Students Levels</th>
<th>• Special Education Students - Low Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Choose a topic to draw and write about</td>
<td>• Choose a topic to draw and write about</td>
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<tr>
<td>• Decide what information you will write about</td>
<td>• Decide what information you will write about</td>
</tr>
<tr>
<td>• Organize the ideas</td>
<td>• Organize the ideas</td>
</tr>
<tr>
<td>• Use drawings about the topic to support the written ideas</td>
<td>• Use drawings about the topic to support the written ideas</td>
</tr>
<tr>
<td>• Can you tell me what you're drawing?</td>
<td>• Can you tell me what you’re drawing?</td>
</tr>
<tr>
<td>• Can you tell me your idea(s) and I will write down what you say?</td>
<td>• Can you tell me your idea(s) and I will write down what you say?</td>
</tr>
<tr>
<td>• Can you tell me about your picture and I will help you write about it?</td>
<td>• Can you tell me about your picture and I will help you write about it?</td>
</tr>
<tr>
<td>• Provide magazines or catalogs and scissors to students. Have the students cut out one or more pictures that describe the topic.</td>
<td>• Provide magazines or catalogs and scissors to students. Have the students cut out one or more pictures that describe the topic.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• 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.</td>
</tr>
</tbody>
</table>

- Use drawings about the topic to support the written ideas
- Students will use developmental spelling, child’s dictation, word walls, classroom labels, and teacher support to compose written text
- Tell what you are writing about
- Use details about your topic in your writing
- Can you tell me about your picture and I will help you write about it?
- 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.
- Students will use developmental spelling, child’s dictation, word walls, classroom labels, and teacher support to compose written text.
- Tell what you are writing about.
- Use details about your topic in your writing.

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.
**New Jersey Student Learning Standard (NJSLS) W.K.3**

**NJSLS: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**

**Essential Element of the NJSLS: With guidance and support, select an event and use drawing, dictating, or writing and share information about it.**

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Tell, draw and write a story about something that happened</td>
<td>• Tell me what you will draw and write about.</td>
<td>• After the teacher models, provide students with a topic and have them compose a complete sentence. Then have the students develop a beginning, middle and end to create a complete story. Time permitting, have the students illustrate their story.</td>
</tr>
<tr>
<td>ESL Students Levels 4-5</td>
<td>• Show what happens first</td>
<td>• Why is it important to write a beginning, middle and end?</td>
<td>• Teacher will model writing the beginning and middle of a story. After reading the story to the whole group, ask the students to name the story problem. Next, direct the students to draw and write an ending that solves the problem.</td>
</tr>
<tr>
<td>Special Education Students - High Group</td>
<td>• Put the pages in order</td>
<td>• Why is it important to draw a picture and be able to talk about it?</td>
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<td></td>
<td>• Tell what happens last</td>
<td>• What can you do to spell a word correctly?</td>
<td></td>
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<tr>
<td>ESL Students Levels Mid Group</td>
<td>• Draw a picture that tells a story</td>
<td>• Should a story have a beginning, middle and an end?</td>
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<td></td>
<td>• Be able to talk about what has been drawn using single words</td>
<td>• Is it important to be able to talk about a</td>
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<td></td>
<td>• Know what an event is</td>
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<td></td>
<td>• Know the who, what, when, where and why of an event</td>
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<td></td>
<td>• Retell the event in the order that it happened</td>
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</tbody>
</table>
| • ESL Students Levels  
  • Special Education  
  Students - Low Group | ▪ Draw a picture that tells a story  
  ▪ Be able to talk about what has been drawn using single words  
  ▪ Know what an event is  
  ▪ Know the who, what, when, where and why of an event  
  ▪ Retell the event in the order that it happened using illustrations. | ▪ What are you drawing? Teacher assists with labeling picture.  
  ▪ Should a story have a beginning, middle and an end?  
  ▪ Is it important to be able to talk about a picture you drew?  
  ▪ What can you do to spell a word correctly? | ▪ The teacher will provide students with a topic. The teacher will model how to compose a complete sentence. Together the teacher and students will develop a beginning, middle and end to create a complete story using sentence starters and picture cues.  
  ▪ After have the students illustrate their story.  
  ▪ 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. |

The teacher will provide students with a topic. The teacher will model how to compose a complete sentence. Together the teacher and students will develop a beginning, middle and end to create a complete story using sentence starters and picture cues. After have the students illustrate their story. 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.
**New Jersey Student Learning Standard (NJSLS) W.K.5**

NJSLS: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

**Essential Element of the NJSLS: (Begins in grade 1)**

<table>
<thead>
<tr>
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<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Tell, draw and write a story about something that happened</td>
<td>• What will you be writing about today?</td>
<td>• On the board, write five simple sentences. Point out that the sentences do not have details. Have the students change or add words to make the sentences more detailed. Have students share their work with a partner.</td>
</tr>
<tr>
<td>ESL Students Levels 4-5</td>
<td>Show what happens first</td>
<td>• Who will you write about and why?</td>
<td>• Have students draw a picture and write two sentences to describe the picture. Working with a partner, have the students add details to their sentences to strengthen their writing. Have students share their completed work with the class.</td>
</tr>
<tr>
<td>Special Education Students - High Group</td>
<td>Put the pages in order</td>
<td>• What did you like the most? Can you write about that?</td>
<td>• After writing a short story, have student confer with the teacher to identify unrelated details that need to be eliminated and to add more specific details to strengthen the writing. Have the students share their completed writing with the class.</td>
</tr>
<tr>
<td>ESL Students Levels</td>
<td>▪ Generate a topic to write about</td>
<td>• What will you tell about in your writing?</td>
<td>▪ 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)</td>
</tr>
<tr>
<td>Special Education Students - Mid Group</td>
<td>▪ Brainstorm &amp; write ideas on a graphic organizer or chart</td>
<td>• Why is it important to add details to your writing?</td>
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<td></td>
<td>▪ Organize the writing so that it moves</td>
<td>• How can you use a graphic organizer to help you write your story?</td>
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</tbody>
</table>

- ESL Students Levels
- Special Education Students - Mid Group
| Logically | Is it important to add details to your writing? | 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 the students add details to their sentences to strengthen their writing. Have students share their completed work with the class.

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.

On the board, write three simple sentence frames. Teacher will model how sentences need to be completed with details. Have the students fill in the blank using a word bank to make the sentences more detailed.

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.

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.

- ESL Students Levels
- Special Education Students - Low Group

- Generate a topic to write about
- Brainstorm & write ideas on a graphic organizer or chart
- Organize the writing so that it moves logically
- Write and/or draw sentences with details
- Recognize unrelated ideas when read with an adult
- Work with peers
- Add details to writing after exchanging ideas

- What will you be writing about today?
- Who will you draw or write about?
- What will you tell about in your drawing?
- Is it important to add details to your writing?

- What will you be writing about today?
- Who will you draw or write about?
- What will you tell about in your drawing?
- Is it important to add details to your writing?

- On the board, write three simple sentence frames. Teacher will model how sentences need to be completed with details. Have the students fill in the blank using a word bank to make the sentences more detailed.

- 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.

- 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.
with peers by adding one-word or picture details to writing.
New Jersey Student Learning Standard (NJSLS) W.K.6

NJSLS: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Element of the NJSLS: With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.

<table>
<thead>
<tr>
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<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)</td>
<td>• Would your writing fit best on one page, or should we use PowerPoint?</td>
<td>• 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.</td>
</tr>
<tr>
<td>ESL Students Levels 4-5</td>
<td></td>
<td>• How will your group decide how to present your story?</td>
<td>• After writing 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 revising and editing the writing.</td>
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<tr>
<td>Special Education Students - High Group</td>
<td></td>
<td>• Can you turn on the computer? Show me.</td>
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<td>• Would you like to type, or should I?</td>
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<td>• Did you remember to save your work?</td>
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<tr>
<td>ESL Students Levels</td>
<td>• With guidance, explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)</td>
<td>• Can your writing fit on one page or should we use PowerPoint?</td>
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<tr>
<td>Special Education Students - Mid Group</td>
<td></td>
<td>• Do you know how your group will present your story, by _____ or _____?</td>
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<td>• Can you turn on the computer? Show me.</td>
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<tr>
<td>ESL Students Levels</td>
<td>With guidance, explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting)</td>
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<tr>
<td>Special Education Students - Low Group</td>
<td>Can your writing fit on one page?</td>
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<td>Will your group present their story ________?</td>
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<td></td>
<td>Can you turn on the computer? Show me.</td>
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<td>Would you like to type, or should I?</td>
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<td></td>
<td>Do you know how to save your work?</td>
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<td></td>
<td>Model for the students how to turn the computer on/off to print, and save a document. Have students practice these tasks with a teacher. Display, near the computers, a visual anchor chart as a reference for students use.</td>
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<td></td>
<td>Students will draw ideas for a story. Teacher will then listen to what the story is about and type those words for the student. Teacher will model how to save, add their image and print their work.</td>
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<td>completed work. Teacher will assist with turning the list into a story.</td>
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</table>
New Jersey Student Learning Standard (NJSLS) W.K.7

NJSLS: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Essential Element of the NJSLS: With guidance and support, participate in shared research and writing objects.

<table>
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<tr>
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<th>Sample Activities/Lesson Starters</th>
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</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Understand their job and how they will contribute to the project from beginning to end</td>
<td>• What is the name of your favorite book?</td>
<td>• Define and discuss what a fact and an opinion means. Display six-ten sentences already written on chart paper. Read each sentence and ask students whether each sentence is a fact or opinion. Write “f” on a sticky note and place next to each sentence that gives information you can prove. Write “o” next to statements that tell how someone feels about something.</td>
</tr>
<tr>
<td>• ESL Students Levels 4-5</td>
<td></td>
<td>• Who wrote that book?</td>
<td>• After reading a story, have students use a fact or opinion graphic organizer. Model how to organize your information and decide whether statements are fact or opinion. Engage in a whole group discussion.</td>
</tr>
<tr>
<td>• Special Education Students - High Group</td>
<td></td>
<td>• Would you like to read/hear another book by that author?</td>
<td>• 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, state an opinion, supply a reason for the opinion and provide some sense of closure.</td>
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<tr>
<td></td>
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<td>• The two books you read are by the same author. Which one did you like best and why?</td>
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<td>• What are some of your favorite things? Why do you like them?</td>
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<td></td>
<td>• Why is it important to include the author’s name and the title of the book in your writing?</td>
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</tr>
<tr>
<td>• ESL Students Levels</td>
<td></td>
<td>• Is the name of your favorite book _____ or _____?</td>
<td>• Define and discuss what a fact and an opinion means. Display six-ten sentences already written on chart paper. Read each sentence and model for the students whether each sentence is a fact or opinion.</td>
</tr>
<tr>
<td>• Special Education Students - Mid</td>
<td></td>
<td>• Do you know who wrote</td>
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<tr>
<td>Group</td>
<td>that book? Was it _____?</td>
<td>Write &quot;f&quot; on a sticky note and place next o each sentence that gives information you can prove. Write &quot;o&quot; next to statements that tell how someone feels about something.</td>
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<tr>
<td></td>
<td>Would you like to read/hear another book by that author?</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The two books you read are by the same author. Which one did you like best?</td>
<td>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.</td>
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<td></td>
<td>Are some of your favorite things for the story _____ or _____?</td>
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<tr>
<td></td>
<td>Is it important to include the author's name and the title of the book in your writing?</td>
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</tbody>
</table>

- ESL Students Levels
- Special Education Students - Low Group

- Understand the roles of each job and how those roles contribute to the project from beginning to end
- Is _____ the name of your favorite book?
- Did _____ write that book? Is he/she the author?
- Would you like to read/hear another book by that author?
- The two books you read are by the same author. Did you like ____ or ____ best?
- Is ____ one of your
<p>| favorite things from the story? | Is it important to include the author's name and the title of the book in your writing? | whether statements are fact or opinion. Class will create and anchor chart of the information and engage in a whole group discussion. After listening/reading to a familiar story, have students draw and write words or phrases what they liked about the story. Teacher can ask clarifying questions to determine why that was the students opinion. |</p>
<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support</td>
<td>Where can you go to collect/gather information to help you understand?</td>
<td>Have a class discussion about the weather. Form the students' ideas into sentences and write them on a chart/board. Model how to type the sentences on the computer. Have two or three students work together at a computer to describe their school day. Provide guidance/support as needed.</td>
</tr>
<tr>
<td>ESL Students Levels 4-5</td>
<td></td>
<td>Did you find information in books and magazines?</td>
<td></td>
</tr>
<tr>
<td>Special Education Students - High Group</td>
<td></td>
<td>Did you find information on the computer?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What were the best sources you used?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why is it important to ask who, what, where, and when questions after reading a text?</td>
<td></td>
</tr>
<tr>
<td>ESL Students Levels</td>
<td>Recall an event to answer yes/no questions by using illustrations or single words.</td>
<td>Can you collect/gather information in books/magazines to help you understand?</td>
<td>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.</td>
</tr>
<tr>
<td>Special Education Students - Mid Group</td>
<td>Look at multiple sources to gather information</td>
<td>Can you find information in books and magazines?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draw conclusions from experiences to help answer a question</td>
<td>Can you find information on the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Jersey Student Learning Standard (NJSLS) W.K.8

NJSLS: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Element of the NJSLS: With guidance and support from adults, identify information, objects, or events that relate to personal experiences.
<table>
<thead>
<tr>
<th>ESL Students Levels</th>
<th>Special Education Students - Low Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use multiple sources to come to an answer</td>
<td>Recall an event to answer yes/no questions by using illustrations or single words.</td>
</tr>
<tr>
<td>Were the best sources you used, from a book, magazine or computer?</td>
<td>Look at multiple sources to gather information.</td>
</tr>
<tr>
<td>Is it important to ask who, what, where, and when questions after reading a text?</td>
<td>Draw conclusions from experiences to help answer a question.</td>
</tr>
<tr>
<td>Can you collect/gather information in books/magazines to help you understand?</td>
<td>Use multiple sources to come to an answer.</td>
</tr>
<tr>
<td>Can you find information in books and magazines?</td>
<td>Can you find information on the computer?</td>
</tr>
<tr>
<td>Were the best sources you used, from a book, magazine or computer?</td>
<td>Were the best sources you used, from a book, magazine or computer?</td>
</tr>
<tr>
<td>Is it important to ask who, what, where, and when questions after reading a text?</td>
<td>Is it important to ask who, what, where, and when questions after reading a text?</td>
</tr>
</tbody>
</table>

Illustrations 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. Using magazines and chart paper, teacher will model how to recall information from the text. Students will work with a partner and, using single words or phrases, describe and draw a picture about the weather outside. Students will be provided an appropriately leveled informational text about an animal. They will use illustrations and single words/phrases to state facts about an animal to a partner. The partner will draw the animal.
## District Resources

### Wonder Program Components

<table>
<thead>
<tr>
<th>Print</th>
<th>Digital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Writing Workshop</td>
<td>Plan Customizable Lesson Plans</td>
</tr>
<tr>
<td>Literature Big Books</td>
<td>Assess Online Assessments Reports and Scoring</td>
</tr>
<tr>
<td>Close Reading Companion</td>
<td>Professional Development Model lessons and PD Videos</td>
</tr>
<tr>
<td>Interactive Read-Aloud Cards</td>
<td>Teach Classroom Presentation Tools Instructional Lessons</td>
</tr>
<tr>
<td>Teacher Editions</td>
<td>Collaborate Online Class Conversations Interactive Group Projects</td>
</tr>
<tr>
<td>Teaching Posters</td>
<td>Manage and Assign Student Groupings and Assignments</td>
</tr>
<tr>
<td>Decodable Readers</td>
<td>School to Home Activities and Messages</td>
</tr>
<tr>
<td>Leveled Readers</td>
<td><a href="https://connected.mcgraw-hill.com/">https://connected.mcgraw-hill.com/</a></td>
</tr>
<tr>
<td>Classroom Library Trade Books</td>
<td></td>
</tr>
<tr>
<td>You Turn Practice Book</td>
<td></td>
</tr>
<tr>
<td>Visual Vocabulary Cards</td>
<td></td>
</tr>
<tr>
<td>Leveled Workstation Activity Cards</td>
<td></td>
</tr>
<tr>
<td>Retelling Cards</td>
<td></td>
</tr>
<tr>
<td>Photo Cards</td>
<td></td>
</tr>
<tr>
<td>High-Frequency Words Cards</td>
<td></td>
</tr>
<tr>
<td>Sound-Spelling Cards</td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td></td>
</tr>
</tbody>
</table>
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. The Guided Reading Resources that accompany Wonder are to be utilized for instructional groups that are on that guided reading level only. In the event that the levels of your students are not addressed within the Wonders suite, utilize the Scholastic Guided materials provided by the district.

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.**
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
Reader’s Theatre

Visual and Performing Arts

Standards: 1.1.2.C.3

- Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

Reader’s Theatre is a strategy that blends the students’ desire to perform with their need for oral reading practice to increase fluency and enhance comprehension. It involves students in reading aloud, allowing students to “perform” by reading scripts, usually done without costumes or props. The goal is to enhance students’ reading skills and confidence by having them practice reading with a purpose and a real reason to read aloud. This strategy will help to motivate the reluctant reader and provide fluent readers the opportunity to explore genre and characterization.

Example: Students can retell stories shared during read alouds or use decodables as a dramatic play area during literature centers. While retelling the stories, students should practice using personal space and creative movement, while performing with their peers.
**Additional District Resources**

Use the resources below to further support instruction.

**Comprehension Clubs:** Use as additional read alouds or mentor texts to support reading and writing instruction. May also be used in centers to support independent reading.

**Toolkit Texts:** Use titles to support reading and writing instruction as needed. The CD contains Spanish translations to support instruction in native language.

**Common Core Appendix B Titles:** Use to support reading and writing instruction as needed and contain a variety of genres to support student learning.

http://www.corestandards.org/assets/Appendix_B.pdf

**Lakeshore Learning Kits:** Use in centers to support reading and writing instruction and expose students to working interactively with technology to communicate their ideas.
**Primary Focus: Writing Unit**

<table>
<thead>
<tr>
<th>Bend I: Exploring Opinion Writing: Making Our School A Better Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Words Are Like Magic Wands: They Can Make Things Happen p.2</td>
</tr>
<tr>
<td>2. Convincing People: Providing Reasons and Consequences p.11</td>
</tr>
<tr>
<td>3. Don't Stop There! Generating More Writing for More Causes p.20</td>
</tr>
<tr>
<td>4. Writers Reread and Fix up Their Writing p.28</td>
</tr>
<tr>
<td>5. Spelling Strategies Give Writers Word Power p.36</td>
</tr>
<tr>
<td>6. Hear Ye! Hear Ye! Writing to Spread the Word (a Mini-Celebration) p.44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bend II: Sending Our Words Out into the World: Writing Letters to Make a Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Writing Letters that Reach Readers p.54</td>
</tr>
<tr>
<td>8. Studying a Mentor Text (a Guided Inquiry) p.65</td>
</tr>
<tr>
<td>9. Knowing Just What to Say: Angling Letters to Different Audiences p.74</td>
</tr>
<tr>
<td>10. How Can We Make It Better? Imagining Solutions p.82</td>
</tr>
</tbody>
</table>

**Secondary Focus**

Write About the Text

Throughout this unit, students will respond to writing prompts on a variety of texts:

- Scaffolded instruction is first provided through Shared Writing and Interactive Writing.
- In Independent Writing, students first review together a student writing sample that includes the weekly writing trait.
- Students will respond independently to a new prompt, as they practice the trait.

**Routine Writing**

Reader’s Response Notebook
Writing Folders
Interactive Writing
Drawing books

**Culminating Activity:** Unit Celebration of Writing

Note: It is recommended that you make use of the Writer’s Workshop mentor text library for immersion in this writing genre and as models for students both in the mini-lesson and while conferring.
## Writing Rubrics

### Rubric for Opinion Writing—Kindergarten

<table>
<thead>
<tr>
<th></th>
<th>Pre-Kindergarten (2 POINTS)</th>
<th>Kindergarten (3 POINTS)</th>
<th>Grade 1 (4 POINTS)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRUCTURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>The writer told about something she liked or disliked with pictures and some “writing.”</td>
<td>Mid-level</td>
<td>The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.</td>
<td>Mid-level</td>
</tr>
<tr>
<td>Lead</td>
<td>The writer started by drawing or saying something.</td>
<td>Mid-level</td>
<td>The writer wrote her opinion in the beginning.</td>
<td>Mid-level</td>
</tr>
<tr>
<td>Transitions</td>
<td>The writer kept on working.</td>
<td>Mid-level</td>
<td>The writer wrote his idea and then said more. He used words such as because.</td>
<td>Mid-level</td>
</tr>
<tr>
<td>Ending</td>
<td>The writer ended working when he had said, drawn, and “written” all he could about his opinion.</td>
<td>Mid-level</td>
<td>The writer had a last part or page.</td>
<td>Mid-level</td>
</tr>
<tr>
<td>Organization</td>
<td>On the writer’s paper, there was a place for the drawing and a place where she tried to write words.</td>
<td>Mid-level</td>
<td>The writer told his opinion in one place and in another place he said why.</td>
<td>Mid-level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TOTAL</td>
</tr>
<tr>
<td><strong>DEVELOPMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaboration*</td>
<td>The writer put more and then more on the page.</td>
<td>Mid-level</td>
<td>The writer put everything she thought about the topic (or book) on the page.</td>
<td>Mid-level</td>
</tr>
<tr>
<td>Craft*</td>
<td>The writer said, drew, and “wrote” some things about what she liked and did not like.</td>
<td>Mid-level</td>
<td>The writer had details in pictures and words.</td>
<td>Mid-level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>
## Writing Rubrics

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

### Rubric for Information Writing—Kindergarten

<table>
<thead>
<tr>
<th>Pre-Kindergarten (2 POINTS)</th>
<th>2.5 PTS</th>
<th>Kindergarten (3 POINTS)</th>
<th>3.5 PTS</th>
<th>Grade 1 (4 POINTS)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRUCTURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer told and drew pictures about a topic she knew.</td>
<td>Mid-level</td>
<td>The writer told, drew, and wrote about a topic.</td>
<td>Mid-level</td>
<td>The writer taught readers about a topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Lead</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer started by drawing or saying something.</td>
<td>Mid-level</td>
<td>The writer told what her topic was.</td>
<td>Mid-level</td>
<td>The writer named his topic in the beginning and got the readers’ attention.</td>
<td></td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer kept on working.</td>
<td>Mid-level</td>
<td>The writer put different things he knew about the topic on his pages.</td>
<td>Mid-level</td>
<td>The writer told different parts about her topic on different pages.</td>
<td></td>
</tr>
<tr>
<td><strong>Ending</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the writer said, drew, and “wrote” all he could about his topic, he ended it.</td>
<td>Mid-level</td>
<td>The writer had a last part or page.</td>
<td>Mid-level</td>
<td>The writer wrote an ending.</td>
<td></td>
</tr>
</tbody>
</table>
## Writing Rubrics

<table>
<thead>
<tr>
<th>Organization</th>
<th>On the writer’s paper, there was a place for the drawing and a place where she tried to write words.</th>
<th>Mid-level</th>
<th>The writer told, drew, and wrote information across pages.</th>
<th>Mid-level</th>
<th>The writer told about her topic part by part.</th>
<th></th>
</tr>
</thead>
</table>

### DEVELOPMENT

<table>
<thead>
<tr>
<th>Elaboration*</th>
<th>The writer put more and then more on the page.</th>
<th>Mid-level</th>
<th>The writer drew and wrote some important things about the topic.</th>
<th>Mid-level</th>
<th>The writer put facts in his writing to teach about his topic.</th>
<th>(X2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craft*</td>
<td>The writer said, drew, and “wrote” things she knew about the topic.</td>
<td>Mid-level</td>
<td>The writer told, drew, and wrote some details about the topic.</td>
<td>Mid-level</td>
<td>The writer used labels and words to give facts.</td>
<td>(X2)</td>
</tr>
</tbody>
</table>

### LANGUAGE CONVENTIONS

<table>
<thead>
<tr>
<th>Pre-Kindergarten</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Pre-Kindergarten (2 POINTS)</th>
<th>Kindergarten (3 POINTS)</th>
<th>Grade 1 (4 POINTS)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>The writer could read his pictures and some of his words. The writer tried to make words.</td>
<td>Mid-level</td>
<td>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.</td>
<td>Mid-level</td>
<td>The writer used all he knew about words and chunks (at, op, il, etc.) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.</td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>The writer could label pictures. The writer could write her name.</td>
<td>Mid-level</td>
<td>The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.</td>
<td>Mid-level</td>
<td>The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**
# Writing Rubrics

## Rubric for Narrative Writing—Kindergarten

<table>
<thead>
<tr>
<th></th>
<th>Pre-Kindergarten (2 POINTS)</th>
<th>Kindergarten (3 POINTS)</th>
<th>Grade 1 (4 POINTS)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>The writer told a story with pictures and some “writing.”</td>
<td>Mid-level</td>
<td>The writer told, drew, and wrote a whole story.</td>
<td>Mid-level</td>
</tr>
<tr>
<td>Lead</td>
<td>The writer started by drawing or saying something.</td>
<td>Mid-level</td>
<td>The writer had a page that showed what happened first.</td>
<td>Mid-level</td>
</tr>
<tr>
<td>Transitions</td>
<td>The writer kept on working.</td>
<td>Mid-level</td>
<td>The writer put his pages in order.</td>
<td>Mid-level</td>
</tr>
<tr>
<td>Ending</td>
<td>The writer’s story ended.</td>
<td>Mid-level</td>
<td>The writer had a page that showed what happened last in her story.</td>
<td>Mid-level</td>
</tr>
<tr>
<td>Organization</td>
<td>On the writer’s paper, there was a place for drawing and a place where she tried to write words.</td>
<td>Mid-level</td>
<td>The writer’s story had a page for the beginning, a page for the middle, and a page for the end.</td>
<td>Mid-level</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaboration*</td>
<td>The writer put more and then more on the page.</td>
<td>Mid-level</td>
<td>The writer’s story indicated who was there, what they did, and how the characters felt.</td>
<td>Mid-level</td>
</tr>
</tbody>
</table>
# Writing Rubrics

<table>
<thead>
<tr>
<th>Craft*</th>
<th>Pre-Kindergarten (2 POINTS)</th>
<th>Kindergarten (3 POINTS)</th>
<th>Grade 1 (4 POINTS)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the writer’s story, she told and showed what happened.</td>
<td>2.5 PTS</td>
<td>The writer drew and wrote some details about what happened.</td>
<td>Mid-level</td>
<td>The writer used labels and words to give details.</td>
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<td>TOTAL</td>
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</table>

## LANGUAGE CONVENTIONS

### Spelling
- The writer could read his pictures and some of his words.
- The writer tried to make words.
- 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.
- 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.
- The writer put spaces between words.
- The writer used lowercase letters unless capitals were needed.
- The writer wrote capital letters to start every sentence.
- The writer ended sentences with punctuation.
- The writer used a capital letter for names.
- The writer used commas in dates and lists.
Vocabulary

When teaching vocabulary,
- Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).
- Use the various learning modalities and sample menu in order to deliver instruction.
- Introduce the word in context first before explicit vocabulary instruction.
- Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.
- Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Fresh From the Farm</th>
<th>The Four Seasons</th>
<th>Unit 6</th>
<th>Stormy Weather</th>
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<tr>
<td>Trees</td>
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<tr>
<td>develop</td>
<td>fresh</td>
<td>weather</td>
<td>predict</td>
<td>Safe</td>
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<td>amazing</td>
<td>delicious</td>
<td>seasons</td>
<td>temperature</td>
<td>Prepare</td>
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<tr>
<td>enormous</td>
<td>beneath</td>
<td>migrate</td>
<td>Storm</td>
<td>Notice</td>
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<tr>
<td>imagine</td>
<td>raise</td>
<td>active</td>
<td>clever</td>
<td>Celebration</td>
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<tr>
<td>content</td>
<td>special</td>
<td>spot</td>
<td>drought</td>
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<td>Unit 7</td>
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<tr>
<td>Baby Farm Animals</td>
<td>The Family Pet</td>
<td>Anansi: An African Tale</td>
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<tr>
<td>appearance</td>
<td>responsibility</td>
<td>habitat</td>
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<tr>
<td>behavior</td>
<td>train</td>
<td>wild</td>
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<tr>
<td>exercise</td>
<td>depend</td>
<td>complain</td>
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<td>wander</td>
<td>compared</td>
<td>join</td>
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<tr>
<td>plenty</td>
<td>social</td>
<td>stubborn</td>
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Additional District Resources

Use the resources below to further support instruction.

**Comprehension Clubs:** Use as additional read alouds or mentor texts to support reading and writing instruction. May also be used in centers to support independent reading.

**Toolkit Texts:** Use titles to support reading and writing instruction as needed. The CD contains Spanish translations to support instruction in native language.

**Common Core Appendix B Titles:** Use to support reading and writing instruction as needed and contain a variety of genres to support student learning.

[http://www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

**Lakeshore Learning Kits:** Use in centers to support reading and writing instruction and expose students to working interactively with technology to communicate their ideas.
## Additional Resources: Suggested in the NJ Curriculum Framework

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking &amp; Listening</th>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></td>
<td>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></td>
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<td>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></td>
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<td></td>
<td>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></td>
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<tr>
<td>Suggested Websites</td>
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<td><strong>Reading Rockets</strong></td>
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<td>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. <a href="http://www.readingrockets.org/">http://www.readingrockets.org/</a></td>
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<tr>
<td><strong>Writing Fix</strong></td>
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<td>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. <a href="http://www.writingfix.com/">http://www.writingfix.com/</a></td>
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<td><strong>Read Write Think</strong></td>
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<tr>
<td>Read Write Think offers a multitude of grade level lesson plans, articles, and resources to support English Language Arts and enhance your lessons. <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></td>
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<td><strong>Brain Pop Jr.</strong></td>
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<td>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. <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></td>
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<td><strong>Tween Tribune</strong></td>
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<td>Tween Tribune is a daily news site 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. <a href="http://tweentribune.com/">http://tweentribune.com/</a></td>
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<td><strong>E Reading Worksheets</strong></td>
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<tr>
<td>Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards. <a href="http://www.ereadingworksheets.com/">http://www.ereadingworksheets.com/</a></td>
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<tr>
<td><strong>Achieve the Core</strong></td>
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<td>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. <a href="http://achievethecore.org/">http://achievethecore.org/</a></td>
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Suggested Websites

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/

McGraw Hill
McGraw Hill’s digital platform for the Wonders Literacy suite. Utilize the username and password you were provided in order to access the following resources:

- Wonders
- Wonders for ELD
- Wonderworks (intervention component)
- Maravillas (accessible only to bilingual/ESL teachers)

www.connected.mcgraw-hill.com
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 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/](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.

ELL Resources

- “Word clouds” from text that you provide: [http://www.wordle.net/](http://www.wordle.net/)
- Bilingual website for students, parents and educators: [http://www.colorincolorado.org/](http://www.colorincolorado.org/)
- Learn a language for FREE: [www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students: [http://www.online-stopwatch.com/](http://www.online-stopwatch.com/)
- Differentiation activities for students based on their lexile: [www.Mobymax.com](http://www.Mobymax.com)
- WIDA: [http://www.wida.us/](http://www.wida.us/)
- Everything ESL: [http://www.everythingESL.net](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](http://www.wallwisher.com/wall/elltoolbox)
  best practices for various aspects of an English language classroom
- Hope4Education: [http://www.hope4education.com](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
  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](http://www.flenj.org/Publications/?page=135)
- OELA: [http://www.ed.gov/offices/OBEMLA](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/](http://www.state.nj.us/education/bilingual/)
- Learning Resource Centers (LRC Network): [http://www.state.nj.us/education/lrc](http://www.state.nj.us/education/lrc)
  supported through the NJDOE, Office of Special Education Programs.
  Click on "Services" and scroll down to the library in your region.

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

Students K-8

- **Kindersite** - [http://www.kindersite.org](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](http://www.learninggamesforkids.com)
  Learning games and songs for preschool and elementary children
- **SpellingCity.com** - [http://www.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](http://www.starfall.com)
  Phonics lessons, interactive books, and word games
- **AAA Math** - [http://www.aaamatematicas.com](http://www.aaamatematicas.com)
  over 2500 interactive math lesson pages
- **NASA's Space Place** - [http://spaceplace.nasa.gov](http://spaceplace.nasa.gov)
  NASA's education program; also available in Spanish

Students K-12

- **Teaching Reading and Language Arts** - [http://teachingreadingandla.pbworks.com](http://teachingreadingandla.pbworks.com)
  Sites and resources for classroom instruction compiled by Keith Schoch
- **Mrs. Hurley's ESL Page** - [http://www.mrshurleyesl.com](http://www.mrshurleyesl.com)
  Tips, activities, information & links for students and teachers
  Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
  Implement 'Centers' in a high school classroom using the i-pod touch
- **Windows to the Universe** - English: [http://www.windows.ucar.edu](http://www.windows.ucar.edu) Spanish: [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**
  Search by college or location. Updated annually
Special Education Resources

- **Animoto**
  Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share.
  [https://animoto.com](https://animoto.com)

- **Bookbuilder**
  Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.
  [http://bookbuilder.cast.org/](http://bookbuilder.cast.org/)

- **CAST**
  CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.
  [http://www.cast.org](http://www.cast.org)

- **CoSketch**
  CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.

- **Crayon**
  The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper.
  [http://crayon.net/](http://crayon.net/)

- **Education Oasis**
  Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more!

- **Edutopia**
  A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration.
Special Education Resources

- **Glogster**
  Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends.

- **Interactives – Elements of a Story**
  This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.

- **National Writing Project (NWP)**
  Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.
  [http://www.nwp.org](http://www.nwp.org)

- **Pacecar**
  Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

- **Plickers**
  Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices. Use Plickers for quick checks for understanding to know whether your students are understanding big concepts and mastering key skills.
  [https://plickers.com/](https://plickers.com/)

- **Read Write Think**
  ReadWriteThink provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials
  [http://www.readwritethink.org](http://www.readwritethink.org)

- **RubiStar**
  RubiStar is a free tool to help teachers create quality rubrics.
  [http://rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php)

- **VisuWords**
  VisuWords is an online graphic dictionary and thesaurus that helps develop word knowledge. Word relationships are illustrated by the color and pattern of the link between words.
Special Education Resources

- **Vocab Ahead**
  Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

- **Voki**
  Voki is a text to speech generator that allows the user to create a personal speaking avatar that can be embedded in a website. The site offers a high level of customization ranging from the overall look of the Voki to the sound of its voice.

- **Webspiration**
  Webspiration is an online visual thinking tool with features that assist students in capturing ideas, organizing information, diagramming processes, and creating concise written documents.

- **Wordle**
  Wordle is a toy for generating 'word clouds' from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes.