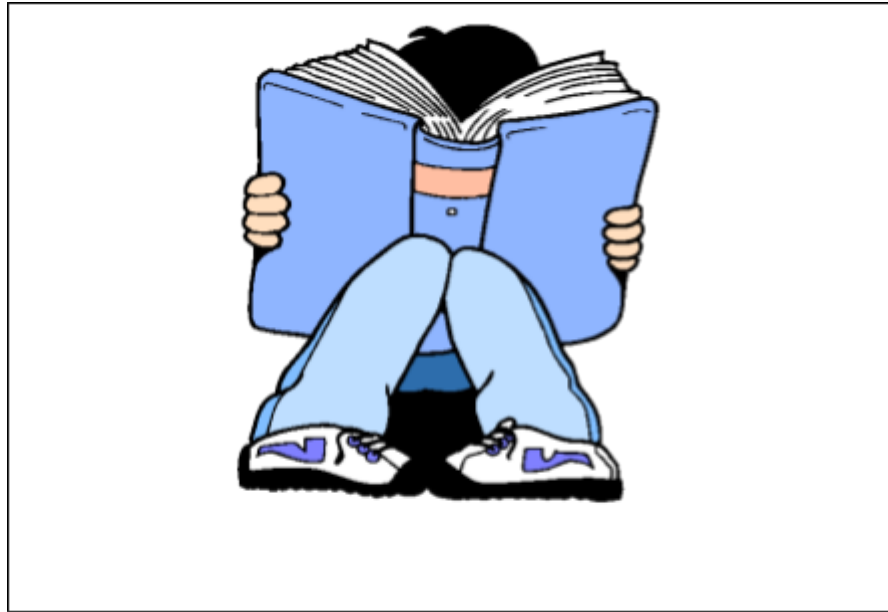


ENGLISH LANGUAGE ARTS



Kindergarten: Unit 3

Reading Literature & Informational Text

Opinion & Informational/Explanatory Writing

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.

ESL Framework

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 – Unit 3

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

Topic: Reading Literature & Informational Text
Narrative Writing

NJSLS

Instruction: 8 weeks

Assessment: 1 week

DISTRICT RESOURCES

Writer's Workshop: Journeys: Narrative Writing (Story Sentences, Story)

Reading Instruction: Journeys: Seasons, Weather, Animal Bodies, Animal Homes, Up in the Sky

Vocabulary: Oral Vocabulary, Words to Know (High-Frequency Words), Domain Specific Vocabulary, Selection Vocabulary, and Terms About Reading/Language Arts

Guided Reading: Teachers will meet daily with guided reading groups using the materials specific to their students' reading level, with the end goal being students reading at level D by the end of Kindergarten. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on.

Reading Standards:

Literature

RL.K.1, RL.K.2, RL.K.3,
RL.K.4, RL.K.6, RL.K.7,
RL.K.9, RL.K.10

Informational

RI.K.1, RI.K.2, RI.K.3,
RI.K.4, RI.K.5, RI.K.6,
RI.K.7, RI.K.8, RI.K.9,
RI.K.10

Reading Foundational Skills:

RF.K.1A,B,C,D,
RF.K.2A,D,
RF.K.3.A,B,C,D, RF.K.4

Writing Standards:

W.K.1, W.K.2,
W.K.3,W.K.5,

W.K.6, W.K.7, W.K.8

Language Standards:

L.K.1A,B,F

L.K.2A,B, C,D, E, L.K.4A,B,

L.K.5A,C, L.K.6

Speaking and Listening Standards:

SL.K.1A, SL.K.2, SL.K.4,
SL.K.5, SL.K.6

Effective Pedagogical Routines/Instructional Strategies

Modeling

Shared Read Alouds

Collaborative problem solving

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

Whole class discussions Storytelling

Role playing/Dramatization

Multiple Response Strategies

Think Pair Share

Turn and Talk

Choral reading

Reading partners

Charting Visuals

Writing to learn

Rereading & rewriting

Interviews

Gallery walks

Diagrams, charts and graphs

Flashcards

Word Study Drills

Note taking

Coaching

Reader's/Writer's Notebook

Quick writes

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

Conferencing

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, Epic, 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: Students will engage in discussions about the different types of weather and how the weather may impact animals. Students will 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: Students will research an animal of their preference and write one or more facts about the animal in complete sentence.

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

Computer Skills



Computer Skills

Turn on the monitor (or iPad)

Turn off the monitor (or iPad)

Turn on the computer

Turn off the computer

Verbally identify computer parts:

Computer

Monitor

Screen

Keyboard

Mouse

Mouse pad

Use the mouse

Locate alphabet letters

Programs

iPad Applications

Microsoft Word

Internet Explorer

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 this unit, students will apply appropriate academic and technical skills when making relevant global connections to texts found in the unit.

· **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).

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

6- Reaching	<p>WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:</p> <ul style="list-style-type: none"> · Specialized or technical language reflective of the content areas at grade level · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level · Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> · Specialized or technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports · Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> · Specific and some technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs · Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> · General and some specific language of the content areas · Expanded sentences in oral interaction or written paragraphs · Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> · General language related to the content area · Phrases or short sentences · Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support

1- Entering

- Pictorial or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> · Extra time for assigned tasks · Adjust length of assignment · Timeline with due dates for reports and projects · Communication system between home and school · Pacing Guides/Visual Checklists 	<ul style="list-style-type: none"> · Extra Response time · Have students verbalize steps · Repeat, clarify or reword directions · Mini-breaks between tasks · Provide a warning for transitions · Reading partners 	<ul style="list-style-type: none"> · Precise step-by-step directions · Short manageable tasks · Brief and concrete directions · Provide immediate feedback · Small group instruction · Emphasize multi-sensory learning 	<ul style="list-style-type: none"> · Teacher-made checklist · Use visual graphic organizers · Reference resources to promote independence · Visual and verbal reminders · Graphic organizers

<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none">· Computer/whiteboard· Tape recorder· Spell-checker· Audio-taped books	<ul style="list-style-type: none">· Extended time· Study guides· Shortened tests· Read directions aloud	<ul style="list-style-type: none">· Consistent daily structured routine· Simple and clear classroom rules· Frequent feedback	<ul style="list-style-type: none">· Individual daily planner· Display a written agenda· Color code materials

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

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.

Science: K-ESS2-1

Local Weather: Students will observe the daily weather and dress the class weather bear to reflect the weather outside. In addition, PBS Kids (<http://pbskids.org/sid/weatherwheel.html>) has a weather wheel game where students will dress Sid The Science Kid in the appropriate outfit for the weather. Students will enjoy spinning the wheel and picking out different outfits.

Science: K-ESS2-2

Changes: Students will participate in a class discussion about how animals and people change to meet their needs, such as when the weather changes. Students will engage in Dressing for the Season (<https://www.pbslearningmedia.org/resource/evscps.sci.ess.watcyc.dress/dress-for-the-weather/#.W288rcaZOCQ>) by participating in an online activity. Furthermore, students can draw a picture of themselves in their favorite season. Students will label what they are wearing to meet their needs.

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

- DIBELS
(Refer to the district assessment calendar for the appropriate testing window)
- TERRANOVA
(Refer to the district assessment calendar for the appropriate testing window)
- End of Unit Assessment
(Students with CPL ≥ 3.5)
- ESL Unit Level Assessment
(Students with CPL ≤ 3.4)
- W-APT oral language proficiency test / ACCESS

Suggested Formative/Summative Classroom Assessments

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

Grade: K	ELA Standards	Standards in each Unit				
		11	12	13	14	15
LANGUAGE						
L.K.1A	Print many upper- and lowercase letters.	X	X			
L.K.1B	Use frequently occurring nouns and verbs.	X	X			
L.K.1C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).					
L.K.1D	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).					
L.K.1E	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).					
L.K.1F	Produce and expand complete sentences in shared language activities.			X	X	
L.K.2A	Capitalize the first word in a sentence and the pronoun <i>I</i> .	X				X
L.K.2B	Recognize and name end punctuation.		X			X
L.K.2C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	X				X
L.K.2D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.				X	X
L.K.4A	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).	X				
L.K.4B	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.			X	X	X
L.K.5A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		X	X		
L.K.5B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).					
L.K.5C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	X	X	X	X	X

L.K.5D	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.					
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	X	X	X	X	X
READING: FOUNDATIONAL SKILLS						
RF.K.1A	Follow words from left to right, top to bottom, and page by page.	X	X	X		

RF.K.1B	Recognize that spoken words are represented in written language by specific sequences of letters.	X	X	X		X
RF.K.1C	Understand that words are separated by spaces in print.	X	X	X	X	X
RF.K.1D	Recognize and name all upper- and lowercase letters of the alphabet.	X		X	X	X
RF.K.2A	Recognize and produce rhyming words.	X				
RF.K.2B	Count, pronounce, blend, and segment syllables in spoken words.					
RF.K.2C	Blend and segment onsets and rimes of single-syllable spoken words.					
RF.K.2D	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/.)		X	X	X	X
RF.K.2E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.					
RF.K.3A	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.	X	X	X	X	X
RF.K.3B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	X				X
RF.K.3C	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	X	X	X	X	X
RF.K.3D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	X	X	X	X	X
RF.K.4A	Read emergent-reader texts with purpose and understanding.	X	X	X	X	X
RF.K.4B	Read grade level text for purpose and understanding.	X	X	X	X	X
READING: LITERATURE						
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	X			X	
RL.K.2	With prompting and support, retell familiar stories, including key details.		X			
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.		X			X
RL.K.4	Ask and answer questions about unknown words in a text.	X	X	X	X	

RL.K.5	Recognize common types of texts (e.g., storybooks, poems).					
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		X			
RL.K.7	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).		X			X
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		X			

RL.K.10	Actively engage in group reading activities with purpose and understanding.	X	X	X		
READING: INFORMATIONAL TEXT						
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	X	X		X	
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	X		X	X	X
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	X		X	X	X
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.			X	X	
RI.K.5	Identify the front cover, back cover, and title page of a book.			X	X	
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	X		X	X	X
RI.K.7	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).				X	X
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	X		X	X	X

RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	X			X	X
RI.K.10	Actively engage in group reading activities with purpose and understanding.	X	X		X	
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., <i>My favorite book is...</i>).	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		
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	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
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

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	
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			X		
SPEAKING AND LISTENING						
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
SL.K.1B	Continue a conversation through multiple exchanges.					
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	

SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.					
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.					X
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.					X
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	X			X	X

Grade: K	Unit: 3	Topic: Reading Literature & Informational Text Opinion & Informative/Explanatory Writing
Standards: NJSLs:		
Reading Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.6, RL.K.7, RL.K.9, RL.K.10 Reading Informational Text: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10 Reading Foundational Skills: RF.K.1A,B,C,D, RF.K.2A,D, RF.K.3.A,B,C,D, RF.K.4 Writing: W.K.1, W.K.2, W.K.3,W.K.5, W.K.6, W.K.7, W.K.8		
Speaking and Listening: SL.K.1A, SL.K.2, SL.K.4, SL.K.5, SL.K.6 Language: L.K.1A,B,F L.K.2A,B, C,D, E, L.K.4A,B, L.K.5A,C, L.K.6		
Unit CCSS:		
Reading Literature: RL.K.1, RL.K.2, RL.K.3, RL.4, RL.9		Language: L.K.2, L.K.6
Speaking and Listening: SL.1, SL.2, SL.4, SL.6		Writing: W.K.2, W.K.8

Journeys Unit

Lesson 11: How does the weather change in different months and seasons?

Lesson 13: How do animals use their different body parts? This unit helps students understand Life Science, such as animal bodies. In addition, students learn about text and graphic features. Students will:

- Identify the author's purpose while creating visualizations
- Draw and write poems about animals

Lesson 14: Where do different animals make their homes?

This unit helps students to understand Life Science, such as animal habitats. Students will:

- Identify cause and effect relationships within a text
- Draw and write a story

Lesson 15: What can we see in the sky?

This unit will help students understand Earth Science as well as what could be found in the sky. Students will:

- Students will read informational text and create a sequence of events
- Draw and write a story

This unit helps students think and talk about how weather changes. Students will:

- Compare and contrast seasons.
- Read informational text and write stories about topics learned.
- Identify, talk about, and learn vocabulary to describe weather.

Lesson 12: Why do animals do when the weather changes?

This unit helps students think and talk about animal adaptations and habitats. Students will:

- Read informational text and discuss new vocabulary
- Discuss and use verbs within student writing
- Draw and write using story sentences

Required Resources

Mentor Texts:

- Jump into January, *Silla Blackstone*
- Snow, *Manya Stojic*
- What do You Do With a Tail Like This, *Steve Jenkins and Robin Page*

- Turtle Splash!, *Cathryn Falwell*
- What a Beautiful Sky!, *Yanitzia Canetti*

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)

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL WAPT 11-18 · Special Education Students - High Group 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> ▪ What details are the most important to the story? ▪ Who are the characters in the story? ▪ What was the story mostly about? ▪ What happened in the story? ▪ Can I explain and retell the story to my partner? 	<ul style="list-style-type: none"> ▪ Invite student participation during story reading: ask open-ended questions, offer clarifying comments, recap, model think alouds, and support understanding of key details. ▪ After listening to a story, have students respond to questions that pertain to the text and discuss their responses with a partner. ▪ Given the main idea of a known story and a list of five details, students will circle all details that are significant to the story.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education · Students - Mid Group 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> ▪ 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? 	<ul style="list-style-type: none"> · Invite students to participate during read aloud. Ask yes/no or single word questions, think aloud, offer clarifying comments, reminders, restatements and modeling to support understanding and key details of text. · After listening to a story and looking at illustrations, have students respond to yes/no or and/or questions that pertain to the text and discuss their responses with a partner. · Given the main idea of a known story and four pictures depicting story details, students will identify 2 details that are
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	single words or phrases		significant to the story plot.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> ▪ 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? 	<ul style="list-style-type: none"> · Invite students to participate during read aloud. During teacher read aloud of a text, students will answer questions using illustrations and/or yes/no questions. · After listening to a story and looking at illustrations, have students respond to yes/no questions that pertain to the text and point to illustrations that support their answer. · Given the main idea of a known story and two pictures depicting story details, students will identify one detail that is part of the story.

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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL Students Levels 4-5· Special Education Students - High Group	<ul style="list-style-type: none">· Retell a familiar story, putting key details in a sequential order	<ul style="list-style-type: none">· Can you tell me what happened in the story?· Using the illustrations from the story can you tell me what happened?· What was the story mostly about?· What did the characters do to solve the problem?· What happened at the end of the story?	<ul style="list-style-type: none">· Given the title of a known story, with support, students will verbalize three key details from the story.· 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.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Identifying the main events of the story through illustrations if needed · Retelling the story using visual representation if needed · Sequencing/Ordering the events of the story using visual representation if needed · Verbalizing the basic elements of the story 	<ul style="list-style-type: none"> ▪ Looking at the illustrations from the story did _____ happen? ▪ Was the story mostly about _____? ▪ Did _____ (character) resolve the problem in the story by _____ (solution)? ▪ Did _____ happen at the end of the story? 	<ul style="list-style-type: none"> · After teacher chunks and reads a familiar story that includes illustrations, with support, students will verbalize or draw a key detail from the story on a story map. Teacher should model. · The teacher will model retelling a chunked story using visual sequence words on a story map. Then, with guidance and feedback, students will practice retelling the same story using pictures and sequence words with a partner.
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	<p>(character, setting, problem, resolution, ending) by answering “Yes/No” questions about the text with single words, phrases, or chunks.</p> <ul style="list-style-type: none">· Identifying key details through illustrations if needed		
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<ul style="list-style-type: none"> · ESL Students Levels · Special Education · Students - Low Group 	<ul style="list-style-type: none"> · Identifying the main events of the story through illustrations if needed · Retelling the story using visual representation if needed · Sequencing/Ordering the events of the story using visual representation if needed · 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. · Identifying key details through illustrations if needed 	<ul style="list-style-type: none"> ▪ Looking at the illustrations from the story did (Picture Cue) happen? ▪ Was the story mostly about (Picture cue)? ▪ Did (Picture of character) resolve the problem in the story by (picture of solutions)? ▪ Did (Picture cue) happen at the end of the story? 	<ul style="list-style-type: none"> · 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 · 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).
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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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL Students Levels 4-5· Special Education Students - High Group	<ul style="list-style-type: none">· 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	<ul style="list-style-type: none">· Can you find words in the text that are unfamiliar to me?· What was hard about that word?· Is there a chunk in that word that you know?· Do you know a word like that?· Is there something in the picture that can help you define the word?	<ul style="list-style-type: none">· Given five sentences with underlined unknown words, students will read the sentences and select the best answer to define the unknown word using clues.· 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.· Build vocabulary by reading, listening to, and discussing a variety of literature.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Identify an unknown word · Use cues such as visuals, phonics, and semantics to figure out unknown words · 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 	<ul style="list-style-type: none"> ▪ Can you find words in the text that are unfamiliar to you? ▪ Is there a part in that word that you know? ▪ Do you know a word like that? ▪ Is there something in the picture that can help you define the word? 	<ul style="list-style-type: none"> · 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. · 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. · Build vocabulary by listening to, and discussing a variety of literature.
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	short phrases.		
<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Identify an unknown word · Use cues such as visuals, phonics, and semantics to figure out unknown words · 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. 	<ul style="list-style-type: none"> ▪ Can you find words in the text that are unfamiliar to you? ▪ Is there a part in that word that you know? ▪ Do you know a word like that? ▪ Is there something in the picture that can help you define the word? 	<ul style="list-style-type: none"> · Given five unknown words, students will match to the correct picture that helps to define the word. · After listening to a sentence containing an unknown word, student will underline the unfamiliar word. They will use picture clues from sentence to assist in determining the meaning of the word. · Build vocabulary by listening to, and discussing a variety of literature. Teacher will create an anchor chart with unfamiliar words and their definitions. Picture cues will be used to assist with student understanding.

New Jersey Student Learning Standard (NJSL) RL.K.7

NJSL: 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).

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Identify key illustrations of a story · Make clear the relationship between the illustrations and the story or text · Describe how the illustrations explain the story or text, with support 	<ul style="list-style-type: none"> · What can you learn from the illustrations? · What do you think the author is trying to say? · Does the illustration match what the author is trying to say? · Do you think the story and the illustration are connected? 	<ul style="list-style-type: none"> · After listening to a story, students will create illustrations that depict the setting or characters from the text. · Today the students will listen to a text and identify the front cover, back cover, and title page making connections between the illustrations and the text.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> ▪ Recognize what an illustration is (e.g., picture, photo, drawing, sketch) ▪ Understand and follow the story's events and plot using illustrations ▪ Describe connections between the illustration and text 	<ul style="list-style-type: none"> ▪ Do illustrations give you information about what the story is about? ▪ Is the author trying to say _____ in the story? ▪ Does the illustration match what the author is trying to 	<ul style="list-style-type: none"> ▪ After listening to a story and looking at the illustrations, the teacher will have a discussion about the setting and characters in the story. After, students will create illustrations that depict the setting or characters from the story. ▪ Students will listen to a story. The teacher will model how to identify the front cover, back cover, and title page making connections between the illustrations and the text. After,
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	using single words.	say? <ul style="list-style-type: none"> ▪ Do you think the story and the illustration are connected? 	students should all be given a book to show their understanding by holding up the part of the book the teacher calls out (i.e. Show me the front cover of your book, etc.
<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> ▪ Recognize what an illustration is (e.g., picture, photo, drawing, sketch) ▪ Understand and follow the story's events and plot using illustrations ▪ Describe connections between the illustration and text using single words. 	<ul style="list-style-type: none"> ▪ Which picture is from the story? (Provide picture cues) ▪ Is the author trying to say _____ in the story? ▪ Does the illustration match what the author is trying to say? ▪ Do you think the story and the illustration are connected? 	<ul style="list-style-type: none"> ▪ After listening to a story and looking at the illustrations, the teacher will describe illustrations about the setting and characters in the story. After, students will draw a picture that depicts the setting or characters in the story. ▪ Students will listen to a story. The teacher will model how to make connections between the illustrations and the text. Students will point to illustrations that make a connection to the text.

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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Compare similarities and differences in character's experiences within a story 	<ul style="list-style-type: none"> · What adventure did the main character have in this story? · Can you compare and contrast the characters in the story? · How is this like another story we have read? · How were the stories different? · Why is it important to look at the illustrations in the story? 	<ul style="list-style-type: none"> · Given two pictures of animals, have students tell how they are alike and different. Chart the student responses on an anchor chart. · After reading a story, provide students with a graphic organizer and with support have the students compare and contrast the characters. · Given two familiar short stories, engage in a class discussion and then, with a partner, ask students to identify the similarities and differences among the stories.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Understand that the vocabulary word “compare” means looking at things that are alike. · Understand that the vocabulary word “contrast “means looking for differences · Understand that the vocabulary word 	<ul style="list-style-type: none"> · Was the adventure that the main character in this story had _____ or _____? · Can you compare (how are they alike) and contrast (how they are different) the characters in the story? · Is this story like another 	<ul style="list-style-type: none"> · Given two pictures of animals, with support, have students tell how they are alike and different by using gestures and/or single words. Chart the student responses on an anchor chart or Venn Diagram. · After reading a story, provide students with a graphic organizer and with support have the students compare and contrast the characters. · Given two familiar short stories, engage in
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	<p>“experience” can be part of an adventure or plot</p> <ul style="list-style-type: none">· 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.	<p>story we have read? Which story?</p> <ul style="list-style-type: none">· Were the stories different?· Is it important to look at the illustrations in the story? Do the illustrations help you understand the story?	<p>a class discussion and then as a class, identify the similarities and differences among the stories with teacher support.</p>
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<ul style="list-style-type: none"> ESL Students Levels Special Education Students - Low Group 	<ul style="list-style-type: none"> Understand that the vocabulary word “compare” means looking at things that are alike. Understand that the vocabulary word “contrast” means looking for differences Understand that the vocabulary word “experience” can be part of an adventure or plot 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 	<ul style="list-style-type: none"> Was the adventure that the main character in this story had _____ or _____? (Provide picture cues) Can you compare (how are they alike) and contrast (how they are different) the characters in the story? (Provide picture cues) Is this story like another story we have read? (Show two story options for student to choose from) Were the stories different? Is it important to look at the illustrations in the 	<ul style="list-style-type: none"> Given two pictures of animals, with support, have students tell how they are alike and different by using gestures and/or single words. Chart the student responses on an anchor chart or Venn Diagram. After reading a story 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.
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	selected single words.	story?	
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New Jersey Student Learning Standard (NJSL) RL.K.10

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL Students Levels 4-5· Special Education Students - High Group	<ul style="list-style-type: none">· Participate in group reading activities· Articulate the purpose of the group reading activities· Model and develop engaging reading habits that lead to reading texts independently	<ul style="list-style-type: none">· Listen to what I read, and be prepared to turn to a partner and retell the story in your own words.· What/who is the story about?· What did you learn when we read this story?· What do you think the author/illustrator is trying to tell us?	<ul style="list-style-type: none">· Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the story to a partner using descriptive details.· 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.· After rereading a story that is known, with a partner, students will develop questions to ask and answer that pertain to the text.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education <p style="text-align: center;">Students - Mid Group</p>	<ul style="list-style-type: none"> ▪ Understand the ideas presented in a text. ▪ 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. ▪ Answer questions 	<ul style="list-style-type: none"> ▪ Listen to what I read and ▪ look at the illustrations. <p style="text-align: center;">Turn to your partner and share what you heard in the story or saw in the illustrations.</p> <ul style="list-style-type: none"> ▪ Is the story about _____ or _____? (show illustrations) 	<ul style="list-style-type: none"> ▪ Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the story to a partner using simple words or phrases from the text or illustrations. ▪ 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.
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	<p>orally to show understanding of the text</p> <ul style="list-style-type: none">▪ Asking simple questions▪ Listen intently.▪ Answer questions about the text by answering yes/no questions or using single words, phrases, or chunks of language.	<ul style="list-style-type: none">▪ Which illustration matches the story?▪ Is the author/illustrator trying to tell us _____ or _____?	
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<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> ▪ Understand the ideas presented in a text ▪ 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. ▪ Answer questions orally to show understanding of the text ▪ Asking simple questions ▪ Listen intently. 	<ul style="list-style-type: none"> ▪ Listen to what I read and ▪ look at the illustrations. Draw a picture of what you heard in the story or saw in the illustrations. ▪ Is the story about _____ or _____? (show picture cues) ▪ Which illustration matches the story? (Picture cues) ▪ Is the author/illustrator trying to tell us _____ or _____? (Picture Cues) 	<ul style="list-style-type: none"> ▪ Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the story using illustrations to sequence in order ▪ 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.
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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).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL WAPT 11-18 · Special Education Students - High Group 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> ▪ 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? 	<ul style="list-style-type: none"> ▪ 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.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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 _____? 	<ul style="list-style-type: none"> ▪ Invite students to participate during read aloud. Ask yes/no or single word questions, think aloud, offer clarifying comments, reminders, restatements and modeling to support understanding and key details of text. ▪ After listening to a 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
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		<ul style="list-style-type: none"> ▪ Did _____ happen in the text? 	<p>four pictures depicting text details, students will identify 2 details that are significant to the text plot.</p>
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · · WIDA 2: Reading, Speaking · Special Education · Students - Low Group 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Is this detail from the text important? (Teacher provides picture cues of detail from text) ▪ Are the people in the text _____ and ____? (Provide picture cues) ▪ Is the text mostly about (picture cues)? ▪ Did (Picture cue) happen in the text? 	<ul style="list-style-type: none"> ▪ Invite students to participate during read aloud. During teacher read aloud of a text, students will answer questions using illustrations and/or yes/no questions. ▪ After listening to a 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. ▪ 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.

New Jersey Student Learning Standard (NJSL) RI.K.2

NJSL: With prompting and support, identify the main topic and retell key details of a text.

Essential Element of the NJSL: With guidance and support, identify the topic of a familiar text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL WAPT 11-18· Special Education Students - High Group	<ul style="list-style-type: none">· Identify the main topic of a text· Retell key details in a text· Name or illustrate some of the details about the topic	<ul style="list-style-type: none">▪ What was the text about?▪ Can you tell me what you learned after reading this text?▪ Which sentence tells what this text was mostly about?▪ What is the main topic of the text?	<ul style="list-style-type: none">▪ After listening to a text, students will draw a picture with details to demonstrate the main topic of the text.▪ The teacher will read-aloud the text and assist students with circling the details in the text that help support the big idea so students can see the text support.▪ With support from the teacher, the students will underline/circle key words to highlight facts that support the main idea.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education · Students - Mid Group 	<ul style="list-style-type: none"> · Identifying the main events of the text through illustrations if needed · Retelling the text using visual representation if needed · Sequencing/Ordering the events of the text using visual representation if needed · Verbalizing the basic elements of the text 	<ul style="list-style-type: none"> · Looking at the illustrations from the text did _____ happen? · Was the text mostly about _____? · Did _____ resolve the problem in the text by _____ (solution)? · Did _____ happen at the end of 	<ul style="list-style-type: none"> · After teacher chunks and reads a familiar text that includes illustrations, with support, students will verbalize or draw a key detail from the text on a text/story map. Teacher should model. · The teacher will model retelling a chunked text using visual sequence words on a text/story map. Then, with guidance and feedback, students will practice retelling the same text using pictures and sequence words with a partner.
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	<p>(character, setting, problem, resolution, ending) by answering “Yes/No” questions about the text with single words, phrases, or chunks.</p> <ul style="list-style-type: none">· Identifying key details through illustrations if needed	<p>the text?</p>	
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Identifying the main events of the text through illustrations if needed · Retelling the story using visual representation if needed · Sequencing/Ordering the events of the text using visual representation if needed · Verbalizing the basic elements of the text (character, setting, problem, resolution, ending) by answering “Yes/No” questions about the text with single words, phrases, or chunks. · Identifying key details through illustrations if needed 	<ul style="list-style-type: none"> ▪ Looking at the illustrations from the text did (Picture Cue) happen? ▪ Was the text mostly about (Picture cue)? ▪ Did (Picture cue)resolve the problem in the text by (picture of solutions)? ▪ Did (Picture cue) happen at the end of the text? 	<ul style="list-style-type: none"> ▪ After teacher chunks and reads a familiar text that includes illustrations, with support, students will chose a picture from a choice of two to show a detail ▪ The teacher will model retelling a chunked text using visual sequence words on a text/story map. Then, with guidance and feedback, students will sequence text with picture cards on a text/story map (place 3 cards to show text sequence).
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New Jersey Student Learning Standard (NJSL) 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.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL WAPT 11-18 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Provide a description of characters in a story using key details. · Provide a description of the setting of a story using key details. · Provide a description of the major events in a story using key details. 	<ul style="list-style-type: none"> · What was his/her idea? · What caused this to happen? Support your answer with events from the text. · What did you do to make this happen? · What information is most important from the text? 	<ul style="list-style-type: none"> · After reading two stories, ask students to identify the relationship between the characters, setting, and the events in the text using a graphic organizer. · After reading an informational text, underline the important piece of information from the text and explain to your partner why you underlined this information.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Retell text using single words, simple phrases and/or acting out the parts of an appropriately leveled text. · 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. 	<ul style="list-style-type: none"> ▪ Was his/her idea _____ or _____? ▪ Did ____ or ____ cause this to happen? ▪ Was _____ or _____ information most important from the text? ▪ Can you list two details from the text? 	<ul style="list-style-type: none"> ▪ 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.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Retell text using single words, simple phrases and/or acting out the parts of an appropriately leveled text. 	<ul style="list-style-type: none"> · Was his/her idea _____? · Did _____ cause this to happen? · Was _____ 	<ul style="list-style-type: none"> · After reading an appropriately leveled informational text with visual cues, work with a partner and match the important piece of information from a list provided by the teacher.

<p>Students - Low Group</p>	<ul style="list-style-type: none">· 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.	<p>information most important from the text?</p> <ul style="list-style-type: none">· Can you give me one detail from the text?	
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New Jersey Student Learning Standard (NJSL) RI.K.4

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL WAPT 11-18· Special Education Students - High Group	<ul style="list-style-type: none">· 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	<ul style="list-style-type: none">· 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?	<ul style="list-style-type: none">· 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.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · Could ____ about that word help you? · Can you get your mouth ready to say the first sound? · Do you know what you can you do to get help? · Is there something in the picture that can help you figure out what the word is? 	<ul style="list-style-type: none"> · 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.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking 	<ul style="list-style-type: none"> · Provide one or two words or a visual that shows understanding of unknown words in a literary or informational text, using 	<ul style="list-style-type: none"> · Could ____ about that word help you? · Can you get your mouth ready to say the first 	<ul style="list-style-type: none"> · After reading an informational text, ask students to highlight unfamiliar words and as a class model how to use illustrations and clues to define the word.

<ul style="list-style-type: none">· Special Education Students - Low Group	<p>text content</p> <ul style="list-style-type: none">· Understand that you can use strategies when faced with an unknown word	<p>sound?</p> <ul style="list-style-type: none">· Do you know what you can you do to get help?· Can this picture help you figure out what the word is?	<ul style="list-style-type: none">· As a class, create a text specific word wall with visuals of unknown words that students can refer to.
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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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · 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). 	<ul style="list-style-type: none"> · Does this word make sense with the picture? · Why did the illustrator draw this? · What can you learn from the illustrations? · Does the illustration match what the author is trying to say? · Do you think the text and the illustration are connected? 	<ul style="list-style-type: none"> · Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to tell you which sentence goes with the picture. <i>(Grouping: small or individual)</i> · 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 march the sentence with the correct picture. <i>(Grouping: small, partner, individual)</i>

<ul style="list-style-type: none">· ESL Students Levels· Special EducationStudents - Mid Group	<ul style="list-style-type: none">· 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	<ul style="list-style-type: none">· Does this word make sense with the picture?· Do you think the illustrator drew this because _____ or _____?· Can you learn _____ from the illustrations?	<ul style="list-style-type: none">· Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to tell you which sentence goes with the picture.· Put five pictures and five sentences in a
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	depicts).	<ul style="list-style-type: none"> · Does the illustration match what the author is trying to say? · Do you think the text and the illustration are connected? 	<p>pocket chart. This can also be done on paper or put on strips for a center activity. Have the class discuss what they see in the pictures. Then have students read the five sentences with your assistance, if needed. Lastly, have students work in groups to match the sentence with the correct picture.</p>
<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> · 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). 	<ul style="list-style-type: none"> · 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? 	<ul style="list-style-type: none"> · Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and teacher will read both sentences. Ask students to match which sentence goes with the picture. · 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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Discuss similarities and differences between two texts on the same topic 	<ul style="list-style-type: none"> · Can you tell me what this text is mostly about? · We are going to compare these two texts. How are they the same? · We read two text, what was different about them? · Can you tell me how this picture is the same as this other picture? How are they different? · 	<ul style="list-style-type: none"> · Discussing two familiar texts, the teacher will model how to compare and contrast the texts using a Venn Diagram. Students will participate in the activity by identifying similarities and differences between the two texts. · After reading two 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.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education <p style="text-align: center;">Students - Mid Group</p>	<ul style="list-style-type: none"> · List similarities and differences between two texts on the same topic 	<ul style="list-style-type: none"> · Is this text is mostly about _____ or _____? · We are going to compare these two texts. How are they the same; - _____ or _____? · We read two texts, what was different about them 	<ul style="list-style-type: none"> · Discussing two familiar texts, the teacher will model how to compare and contrast the texts using a Venn Diagram. Students will participate in the activity by identifying similarities and differences between the two texts. · After reading two appropriately leveled familiar texts, have the students think, pair,
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		<p>_____ or _____?</p> <ul style="list-style-type: none"> Can you tell me two things in this picture that is the same as this other picture? 	<p>and share similarities/differences between the stories using a teacher provided guide as well as visual cues. Then have the partners draw/write one similarity and one difference between the two stories.</p>
<ul style="list-style-type: none"> ESL Students Levels Special Education Students - Low Group 	<ul style="list-style-type: none"> Understand similarities and differences 	<ul style="list-style-type: none"> Is this text is mostly about _____? We are going to compare these two texts. Are they the same because of _____? We read two texts, was _____different about them? Can you tell/show me one thing in this picture that is the same as this other picture? 	<ul style="list-style-type: none"> Discussing two familiar texts, the teacher will model how to compare and contrast the texts using a Venn Diagram. Students will participate in the activity by 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.

New Jersey Student Learning Standard (NJSL) RI.K.10

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL Students Levels 4-5· Special Education Students - High Group	<ul style="list-style-type: none">· Participate in group reading activities· Articulate the purpose of the group reading activities· Model and develop engaging reading habits that lead to reading texts independently	<ul style="list-style-type: none">· Listen to what I read, and be prepared to turn to a partner and retell the text in your own words.· What/who is the text about?· What did you learn when we read this text?· What do you think the author/illustrator is trying to tell us?	<ul style="list-style-type: none">· Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the information to a partner using descriptive details.· 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.· After rereading a text that is known, with a partner, students will develop questions to ask and answer that pertain to the text.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Understand the ideas presented in a text. · Know how to respond to appropriate questions non-verbally by pointing to pictures/photographs in context or by using single words and simple phrases · Answer questions orally to show understanding of the text · Asking simple questions 	<ul style="list-style-type: none"> · Listen to what I read and look at the illustrations. Turn to your partner and share what you heard in the text or saw in the illustrations. · Is the text about _____ or _____? (show illustrations) · Which illustration matches the text? · Is the author/illustrator 	<ul style="list-style-type: none"> · Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the text to a partner using simple words or phrases from the text or illustrations. · After listening to a recording of a text and using illustrations, students will respond to "yes/ no" or "either/or" questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher.
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	<ul style="list-style-type: none"> · Listen intently. · Answer questions about the text by answering yes/no questions or using single words, phrases, or chunks of language. 	<p>trying to tell us _____ or _____?</p>	
<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand the ideas presented in a text · Know how to respond to appropriate questions non-verbally by pointing to pictures/photographs in context or by using single words and simple phrases · Answer questions orally to show understanding of the text · Asking simple questions · Listen intently. 	<ul style="list-style-type: none"> · Listen to what I read and look at the illustrations. Draw a picture of what you heard in the text or saw in the illustrations. · Is the text about _____ or _____? (show picture cues) · Which illustration matches the text? (Picture cues) · Is the author/illustrator trying to tell us _____ or _____? (Picture Cues) 	<ul style="list-style-type: none"> · Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the text using illustrations to sequence in order · After listening to a recording of a text and using illustrations, students will respond to "yes/ no" questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher.

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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Express opinion or likes and dislikes about a topic or book · State an opinion or preference · Dictate thinking and/or illustrate ideas and write ideas · Choose self-selected topics · Begin to develop ability to support opinion or preference with a reason 	<ul style="list-style-type: none"> ▪ What are you writing about? ▪ How will you start your writing? ▪ 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? · Why is it important to give your story a title? 	<ul style="list-style-type: none"> · 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. · 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.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> ▪ 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? 	<ul style="list-style-type: none"> · Independently students will think about then draw their favorite event in their life. After, they will be paired with a partner to share their picture. They will then engage in a discussion stating their opinion on why this event is their favorite. · After reading a story and showing illustrations, have the students draw and dictate an opinion about the story and share their work with a classmate. Teacher provides support as needed to help
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	<p>and the sounds they make can be written</p> <ul style="list-style-type: none">· 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.	<ul style="list-style-type: none">▪ Is it important to give your story a title?	<p>students clarify and expand their idea.</p>
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<ul style="list-style-type: none"> · ESL Students Levels · Special Education · Students - Low Group 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> ▪ 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? 	<ul style="list-style-type: none"> · Independently students will think about then draw their favorite event in their life. After, they will be paired with a partner to share their picture. They will then engage in a discussion stating their opinion on why this event is their favorite. · After reading a story and showing illustrations, have the students draw and dictate an opinion about the story and share their work with a classmate. Teacher provides support as needed to help students clarify and expand their idea.
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	repeating words.		
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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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Draw tell, write about topics that is well known · Name what is being written about · Supply additional information about the topic 	<ul style="list-style-type: none"> · 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? 	<ul style="list-style-type: none"> · 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.

<ul style="list-style-type: none">· ESL Students Levels· Special Education <p>Students - Mid Group</p>	<ul style="list-style-type: none">▪ Choose a topic to draw and write about▪ Decide what information you will write about▪ Organize the ideas	<ul style="list-style-type: none">▪ 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?	<ul style="list-style-type: none">▪ 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
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	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Can you tell me about your picture and I will help you write about it? 	<p>like to do and share their idea with a partner. Then have the students draw a picture of themselves engaged in the activity. Next, the student will use developmental spelling, word walls, classroom labels, and teacher support to write what they are doing in their picture. Have the students share their completed work with the class or a partner.</p> <ul style="list-style-type: none"> ▪ 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.
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<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> ▪ Choose a topic to draw and write about ▪ Decide what information you will write about ▪ Organize the ideas ▪ Use drawings about the topic to support the 	<ul style="list-style-type: none"> ▪ Can you tell me what you're drawing? ▪ 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? 	<ul style="list-style-type: none"> ▪ Provide magazines or catalogs and scissors to students. Have the students cut out one or more pictures that describe the topic. ▪ 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
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	<p>written ideas</p> <ul style="list-style-type: none">▪ 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		<p>word to write what they are doing in the picture.</p> <ul style="list-style-type: none">▪ 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.
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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)

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Tell, draw and write a story about something that happened · Show what happens first · Put the pages in order 	<ul style="list-style-type: none"> · What will you be writing about today? · Who will you write about and why? · What did you like the most? Can you write about that? · What will you tell about in your writing? · Why is it important to add details to your writing? · How can you use a graphic organizer to help you write your story? 	<ul style="list-style-type: none"> · 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. · 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. · 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.

<ul style="list-style-type: none">· ESL Students Levels· Special Education <p>Students - Mid Group</p>	<ul style="list-style-type: none">▪ Generate a topic to write about▪ Brainstorm & write ideas on a graphic organizer or chart▪ Organize the writing	<ul style="list-style-type: none">▪ What will you be writing about today?▪ Who will you write about and why?▪ What will you tell about in your writing	<ul style="list-style-type: none">▪ 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)
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	<p>so that it moves logically</p> <ul style="list-style-type: none"> ▪ 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 with peers by adding one-word or picture details to writing. 	<p>or drawing?</p> <ul style="list-style-type: none"> ▪ Is it important to add details to your writing? ▪ Can you use a graphic organizer to help you write your story? 	<ul style="list-style-type: none"> ▪ 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.
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<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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? 	<ul style="list-style-type: none"> ▪ 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
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	with peers by adding one-word or picture details to writing.		add a detail.
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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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · 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) 	<ul style="list-style-type: none"> · Would your writing fit best on one page, or should we use PowerPoint? · How will your group decide how to present your story? · Can you turn on the computer? Show me. · Would you like to type, or should I? · Did you remember to save your work? 	<ul style="list-style-type: none"> · Model for the students how to turn the computer on/off to print, and save a document. Have students practice these tasks with a partner. Display, near the computers, an anchor chart as a reference for students use. · After 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.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education <p>Students - Mid Group</p>	<ul style="list-style-type: none"> · 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) 	<ul style="list-style-type: none"> · Can your writing fit on one page or should we use PowerPoint? · Do you know how your group will present your story, by _____ or _____? · Can you turn on the computer? Show me. 	<ul style="list-style-type: none"> · Model for the students how to turn the computer on/off to print, and save a document. Have students practice these tasks with a partner. Display, near the computers, an anchor chart as a reference for students use. · After listing ideas for a collaborative short story, with teacher support/ guidance, students will type or dictate their story,
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		<ul style="list-style-type: none"> · Would you like to type, or should I? · Do you know how to save your work? 	<p>save, add an image, and print the completed work. Teacher will assist with turning the list into a story.</p>
<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> · 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) 	<ul style="list-style-type: none"> · Can your writing fit on one page? · Will your group present their story _____? · Can you turn on the computer? Show me. · Would you like to type, or should I? · Do you know how to save your work? 	<ul style="list-style-type: none"> · Model for the students how to turn the computer on/off to print, and save a document. Have students practice these tasks with a teacher. Display, near the computers, a visual anchor chart as a reference for students use. · 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.

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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Understand their job and how they will contribute to the project from beginning to end 	<ul style="list-style-type: none"> · What is the name of your favorite book? · Who wrote that book? · Would you like to read/hear another book by that author? · The two books you read are by the same author. Which one did you like best and why? · What are some of your favorite things? Why do you like them? · Why is it important to include the author's name and the title of the book in your writing? 	<ul style="list-style-type: none"> · 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 o each sentence that gives information you can prove. Write "o" next to statements that tell how someone feels about something. · 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. · 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.

<ul style="list-style-type: none">· ESL Students Levels· Special Education	<ul style="list-style-type: none">· Understand their job and how everyone needs to contribute to the project from beginning to end	<ul style="list-style-type: none">· Is the name of your favorite book _____ or _____?	<ul style="list-style-type: none">· 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
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<p>Students - Mid Group</p>		<ul style="list-style-type: none"> · Do you know who wrote that book? Was it _____? · Would you like to read/hear another book by that author? · The two books you read are by the same author. Which one did you like best? · Are some of your favorite things for the story _____ or _____? · Is it important to include the author's name and the title of the book in your writing? 	<p>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.</p> <ul style="list-style-type: none"> · After reading a story, have students work with a partner on a fact or opinion graphic organizer with a teacher provided informational sheet to use as a guide. Model how to organize your information and decide whether statements are fact or opinion. Engage in a whole group discussion. · Use a combination of drawing, dictating, and writing to compose opinion pieces in which students introduce the topic or name the book they are writing about and state an opinion. Teacher will ask a variety of questions of the student to help find the reason for the opinion.
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<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand the roles of each job and how those roles contribute to the project from beginning to end 	<ul style="list-style-type: none"> · 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 _____ 	<ul style="list-style-type: none"> · Define and discuss what a fact and an opinion means. Display three-six visual sentences on chart paper. Read each sentence/point and describe each picture and model for the 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. · After reading a story, teacher will model for students how to use a fact or opinion
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		<p>_____ best?</p> <ul style="list-style-type: none">· Is _____ one of your favorite things from the story?· Is it important to include the author's name and the title of the book in your writing?	<p>graphic organizer. Teacher will model how to organize the information and decide whether statements are fact or opinion. Class will create and anchor chart of the information and engage in a whole group discussion.</p> <ul style="list-style-type: none">· 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.
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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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support 	<ul style="list-style-type: none"> · Where can you go to collect/gather information to help you understand? · Did you find information in books and magazines? · Did you find information on the computer? · What were the best sources you used? · Why is it important to ask who, what, where, and when questions after reading a text? 	<ul style="list-style-type: none"> · 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. · Ask students to work with a partner. Give each pair a book with factual information about animals. Have them choose an animal to learn about. Remind the partners to use the pictures and words in the text to find facts about the animal. Have the partners record the animal facts on a paper and share with the class.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Recall an event to answer yes/no questions by using illustrations or single words. · Look at multiple sources to gather information · Draw conclusions from experiences to help 	<ul style="list-style-type: none"> ▪ Can you collect/gather information in books/magazines to help you understand? ▪ Can you find information in books and magazines? ▪ Can you find 	<ul style="list-style-type: none"> · Using pictures from a magazine, book and/or internet, lead a class discussion about the weather. Students will work with a partner and, using single words or phrases, describe and draw a picture about the weather outside. Provide guidance/support as needed. · Ask students to work with a partner. Give each pair an appropriately leveled
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	<p>answer a question</p> <ul style="list-style-type: none">· Use multiple sources to come to an answer	<p>information on the computer?</p> <ul style="list-style-type: none">▪ Were the best sources you used, from a book, magazine or computer?▪ Is it important to ask who, what, where, and when questions after reading a text?	<p>book 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 and share one fact about the animal to the class.</p>
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<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Recall an event to answer yes/no questions by using illustrations or single words. · Look at multiple sources to gather information · Draw conclusions from experiences to help answer a question · Use multiple sources to come to an answer 	<ul style="list-style-type: none"> ▪ Can you collect/gather information in books/magazines to help you understand? ▪ Can you find information in books and magazines? ▪ Can you find information on the computer? ▪ Were the best sources you used, from a book, magazine or computer? ▪ Is it important to ask who, what, where, and when questions after reading a text? 	<ul style="list-style-type: none"> · 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.
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District Resources

Phonological / Phonemic Awareness

Lesson 11:

- Blend Phonemes

Lesson 12:

- Blend Phonemes
- Final Sound

Lesson 13:

- Blend Phonemes
- Final Sound

Lesson 14:

- Blend Phonemes
- Middle Sound

Lesson 15:

- Blend Phonemes
- Middle Sound

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

District Resources

Letters/ Phonics

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

Lesson 11:

- Review short a and blending words
- Word Building

Lesson 12:

- Letter/Sound: n
- Blending words
- Word Building

Lesson 13:

- Letter/Sound: f /f/
- Blending Words
- Word Building

Lesson 14:

- Letter/Sound: b /b/
- Blending Words
- Word Building

Lesson 15:

- Review Letter/Sounds: short a, b, n, f
- Blending Review
- Word Building
- Long vowel /a/a_e

District Resources

Guided Reading

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



Running Records

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

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

District Resources

Guided Reading

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

Reading Behaviors

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

Writer's Workshop

Primary Focus: Writing Unit

Secondary Focus

Routine Writing

Narrative Writing

Lesson 11:

Narrative Writing Focus Trait:

Word Choice

Language:

Figurative Language

Sentence parts, subject

Lesson 12:

Narrative Writing Focus Trait:

Word Choice

Language:

Classify and

Categorize

Sensory Words

Sentence parts, verb

Lesson 13:

Narrative Writing Focus Trait:

Ideas

Language:

Context Clues

Complete Sentences

Lesson 14:

Narrative Writing Focus Trait:

Organization

Language:

Classify and Categorize Number

Words

Verbs in the past tense

Informative/explanatory writing

After reading *All About Things People Do*, students might create information books on different jobs or one career in particular.

After reading *Lola at the Library* and *Tomas and the Library Lady*, students might write an explanatory piece about what it is like at the library. (This might also be a great opportunity to take students on a trip to the Paterson Public Library)

Reader's Response Notebook
Writing Folders
Interactive Writing
Drawing books

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Lesson 15:

Narrative Writing Focus Trait: Organization

Language:

Figurative Language: Simile

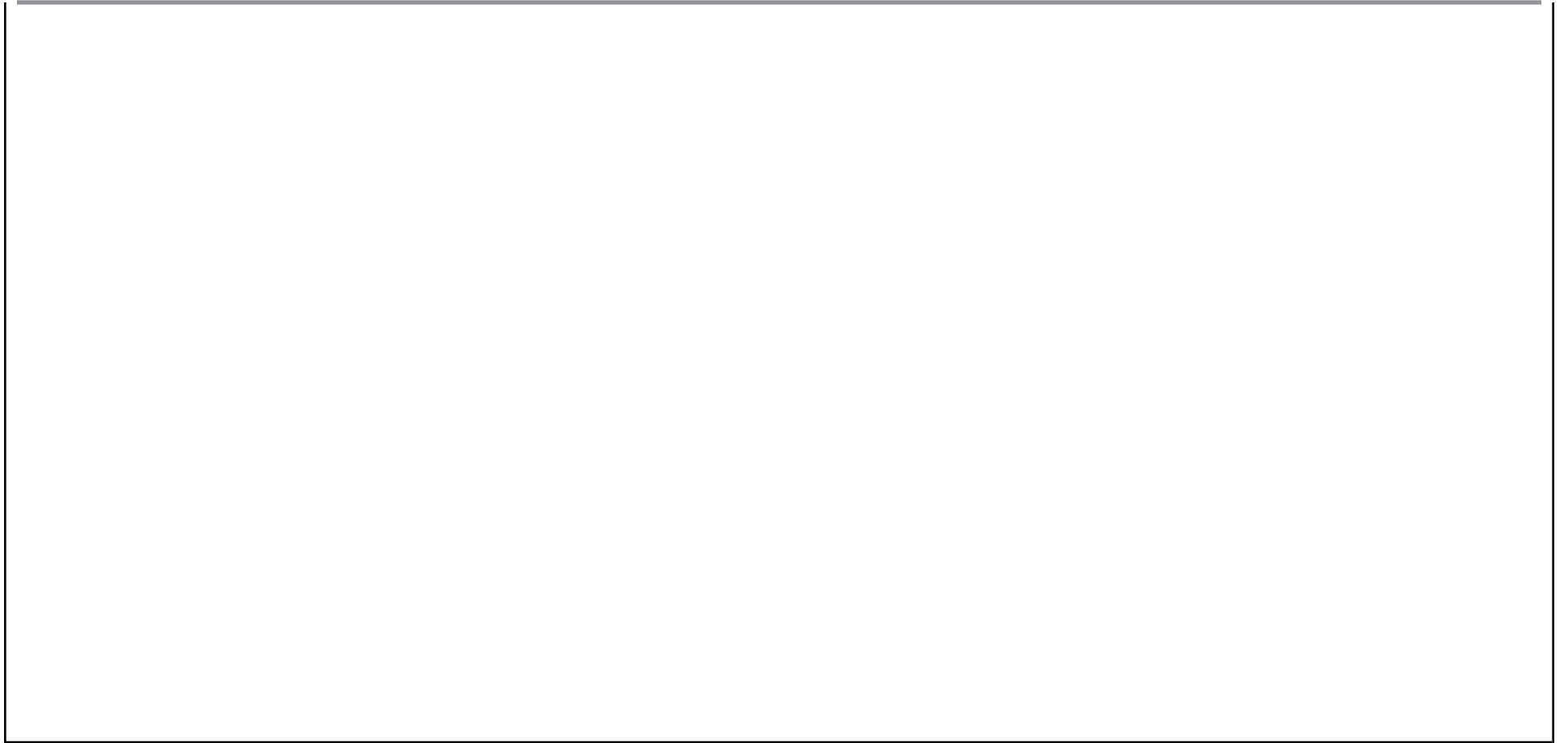
Statements

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

	Pre-Kindergarten (2 POINTS)	2.5PTS	Kindergarten (3 POINTS)	3.5PTS	Grade 1 (4 POINTS)	SCORE
STRUCTURE						
Overall	The writertold about something she liked likes or disliked with pictures and some “writing.”	Mid-level	The writertold,drew,and wrote his opinion orlikesanddislikesaboutatopic orbook.	Mid-level	The writer wrote her opinion or her and dislikesandsaidwhy.	
Lead	The writerstarted by drawing or which he saying something.	Mid-level	The writerwroteher opinionin the beginning.	Mid-level	The writer wrote a beginning in gotreaders’attention.Henamedthe topic ortextthewaswritingaboutand gavehis opinion.	
Transitions	The writer kept on working.	Mid-opinion level	The writer wrote hisidea and then said and usedwordssuchasandandbecause.	Mid-more. level	The writersaid more about her Heusedwordssuchasbecause. level	
Ending	The writer ended working when he had piece. said, drawn,and“written”allhecould abouthis opinion.	Mid-level	The writerhadalastpartorpage.	Mid-level	The writer wrote an ending for his	
Organization	On the writer’s paper, there was a place got for the drawing and a place where she triedto writewords.	Mid-level	The writertoldhisopinioninoneplace and inanotherplacesaidwhy.	Mid-level	The writer wrote a part where she readers’ attention and a part where said more.	
TOTAL						
DEVELOPMENT						
Elaboration*	The writerputmoreandthen moreon the page.	Mid-level	The writerputeverythingshethought about thetopic(orbook)onthepage.	Mid-level	The writer wrote atleast one reasonfor his opinion.	(X2)
Craft*	The writer said,drew,and “wrote” some Thewriter used labels and words to level like.	Mid-(X2) level	The writer had details in pictures and words. thingsaboutwhatshelikedanddidnot give details.	Mid-level		

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

Writing Rubrics						
						TOTAL



Comprehension Clubs

Readings- Journeys

October Days, *Harriet Karmi*
Fun All Year, *Steve Munson*
June Vacation, *Rachael Fogelberg*
A Year of Fun, *Steve Munson*
Winter Vacation, *Henry Hart*
Bears Through the Year, *Ada Mame*
No Snow!, *Sharon Fear*
Look at the Bears, *Ada Mame*
The Pet Show, *Kristen Lars*
My Flower Garden, *Irma Singer*
In the Desert, *Kate Pershing*
Lots of Flowers, *Irma Singer*
At the Pond, *Oscar Hagen*
Splash!, *Beverly Dani*
Look in the Woods!, *Peter Stone*
Four Frogs, *Beverly Dani*
Look Uo!, *Lucy Fukushima*
Rainy Day, *Charlotte Shell*
The Storm, *Celeste Albrights*
Rain Today, *Charlotte Shell*

CCSS: Text Exemplars (Appendix B)

Stories:

Manya Stojic, Snow
Aileen Fisher, Poems About Animals

Read-Aloud Stories:

Shelley Rotner and Anne Love Woodhull, Every Season
Heather Tekavec, Storm is Coming!
Caroline Arnold, A Zebra's World
Brenda Williams and Rosamund Fowler, Home for a Tiger, Home for a Bear
James E. Ransom, How Many Stars in the Sky?

Informational Texts:

Stella Blackstone, Jump Into January
Roy Grindall, Holidays All Year Long
How Water Changes
Steve Jenkins and Robin Page, What Do You Do With a Tail Like This
Cathryn Falwell, Turtle Splash!
Anne Rodgers, Where Animals Live
Yanitzia Canetti, What a Beautiful Sky
What Will the Weather be Like?

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

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.

* High Frequency Words: come, me, with, my, you, what, are, now

Oral Vocabulary

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Bloom Pick Scatter Speckled Store Tracks	Guard Huddle Nodded Pasture Silent Stampede	Daily Herd Muscles Pattern Several Usually	Burrow Desert Lodge Patient Shade Soaring	Dazzling Distance Gazing Leaned Planet Tunnel

Domain Specific Vocabulary				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Wind Weather Season Evaporate Air	Hibernate Adapt Temperature Melt	Insect Mammal Fish Reptile Bird	Habitat Woodland Environment Grassland Wetland	Star Sun Moon Galaxy
Selection Vocabulary				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Glistens Jive Local Orchard	Drifted Gathering Swirled Wisely	Belongs Nasty Capture Sensitive	Idle Lounging Scampers Timid	Fireball Thinner Beautiful Misty
Terms About Reading/Language Arts				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15

<p>Compare Meaning Subject Graphic Features Contrast Text</p>	<p>Sort Conclusion</p>	<p>Clues Author's Purpose Author</p>	<p>Sort Cause Effect</p>	<p>Compare First Next</p>
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Additional Resources: Suggested in the NJ Curriculum Framework

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

Suggested Websites

Reading Rockets

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

Writing Fix

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

Read Write Think

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

Brain Pop Jr.

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

Tween Tribune

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

E Reading Worksheets

Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards. <http://www.ereadingworksheets.com/>

Achieve the Core

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

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/>

TCOE

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

Field Trip Ideas

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

<http://alstedefarms.com/group-events-and-tours/group-farm-tours/?gclid=CJzn-W4IMYCFQgUHwodK1oAxA>

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,

Suggested Websites

numerous educational resources, and the original *Hoberman sphere*.

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

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

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

ELL Resources

- **Learning style quiz for students-** <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml> ▪

“Word clouds” from text that you provide-<http://www.wordle.net/>

- **Bilingual website for students, parents and educators:** <http://www.colorincolorado.org/> ▪

Learn a language for FREE-www.Duolingo.com

- **Time on task for students-**<http://www.online-stopwatch.com/>

- **Differentiation activities for students based on their lexile-** www.Mobymax.com ▪

WIDA- <http://www.wida.us/>

- **Everything ESL -** <http://www.everythingESL.net>

Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers

- **ELL Tool Box Suggestion Site** <http://www.wallwisher.com/wall/elltoolbox>

best practices for various aspects of an English language classroom

- **Hope4Education -** <http://www.hope4education.com>

Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass

- **Learning the Language** <http://blogs.edweek.org/edweek/learning-the-language/>

Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners

- **FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki:** <http://www.flenj.org/Publications/?page=135> ▪

OELA - <http://www.ed.gov/offices/OBEMLA>

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

- **New Jersey Department of Education- Bilingual Education information** <http://www.state.nj.us/education/bilingual/> ▪

Learning Resource Centers (LRC Network) <http://www.state.nj.us/education/lrc>

supported through the NJDOE, Office of Special Education Programs.

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

- **1-Language.com -** <http://www.1-language.com>

Activities, exercises, worksheets, forums, chats, articles, and more

- **Repeat After Us** - <http://repeatafterus.com/>

The best collection of copyright-free English texts and scripted recordings

- **Learning Vocabulary Can Be Fun** - <http://www.vocabulary.co.il>

Games and quizzes for practicing vocabulary

ELL Resources

Students K-8

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

Students K-12

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

- **ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18**

<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>

Search by college or location. Updated annually

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>

- **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/>

- **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>

- **CoSketch**

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

<http://www.cosketch.com/>

- **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/>

- **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!

<http://www.educationoasis.com/printables/graphic-organizers/>

- **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.

<http://www.edutopia.org/>

Special Education Resources

- **Glogster**

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

<http://edu.glogster.com/?ref=personal>

- **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.

<http://www.learner.org/interactives/story/index.html>

- **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>

- **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.

<http://pacecar.missingmethod.com/>

- **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/>

- **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>

- **RubiStar**

RubiStar is a free tool to help teachers create quality rubrics.

<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.

<http://www.visuwords.com/>

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<http://www.vocabahead.com/>

- **Voki**

Voki is 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.

<http://www.voki.com/>

- **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. <http://www.mywebspiration.com/>

- **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.

<http://www.wordle.net/>