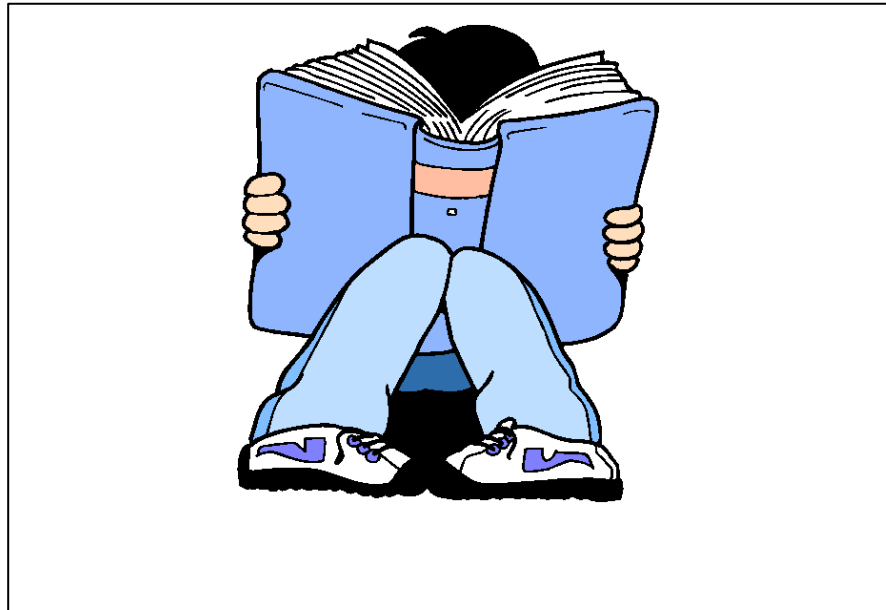# Public Speaking

Grade K: Unit 1

Title of Unit: Speaking and Listening

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Course Description
(Workshop Model)

Public Speaking is introduced to students in Kindergarten as an important component of their academic work and academic success. In addition, it is also introduced as an important component of their social lives. Students will be introduced to Speaking and Listening by preparing for and participating effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively, asking and answering questions about key details in a text read aloud or information presented orally or through other media, and making strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Students will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Students will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, as well as, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.

To make learning active, engaging, and responsive to students' needs, a workshop model is employed. Teachers use the "I Do, We Do, You Do" instructional method. This model proactively supports student learning and develops their voices as public speakers through teacher modeling, guided practice, and independent demonstration of learning or understanding. The Common Core Standards are designed to provide a clear understanding of what students are expected to learn so teachers and parents can take ownership in the education process. The standards are designed to be robust and relevant to the real world while reflecting on the knowledge and skills young learners need for future success in college and career readiness. By providing a rigorous education that supports student achievement, we prepare them for a future where they can successfully compete in the global economy. It is our goal to establish a community of learners that become productive members of society striving to achieve their life-long goals.

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Rationale

In order to plan instruction inclusive of all students in the Public Speaking classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Public Speaking curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Speaking and Listening and Language Standards have 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.

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Pacing Chart – Unit 1			
Topic: Speaking and Listening		**NJSLS**	
DISTRICT RESOURCES **Students will learn and practice the following in the Public Speaking Curriculum:** . **Ask ques tions to clari fy mea ning in text** · **Taki ng part in conv ersat ions**	. N o r m s f o r d i s c u s s i o n s .	P r o v i d i n g d e t a i l **The learning objectives of Public Speaking are as follows:**	

Speaking and Listening Standards:

SL.K.1A, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

Language Standards:

L.K.1.B,D,E, L.K.5A, L.K.6

Instruction: 8 weeks

Assessment: 1 week

· **Students will learn how to ask and answer questions in order to seek help, get information, or clarify something that is not understood**

· **Students will participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups**

· **Students will learn how to listen to others and take turns speaking about the topics and texts under discussion**

· **Students will learn how to describe familiar people, places, things, and events and, with prompting and support, provide additional detail**

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Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving	Word Study Drills
Writing to learn Making	Flash Cards
thinking visible Note-taking	Interviews Role
Rereading & rewriting	Playing
Establishing text-based norms for discussions & writing	Diagrams, charts and graphs
Establishing metacognitive reflection & articulation as a regular pattern	Storytelling Coaching
in learning	Articulation Pronunciation
Quick writes	Body Movement Reading
Pair/trio Sharing	partners Visuals Reading
Turn and Talk	Aloud
Charting Gallery	Model (I Do), Prompt (We Do), Check (You Do)
Walks	Mind Mapping Trackers
Whole class discussions	Multiple Response Strategies
Modeling	Choral reading
	Reader's/Writer's Notebooks
	Conferencing

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Educational Technology

Standards

8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

➢ **Technology Operations and Concepts**
  □ Identify the basic features of a computer and explain how to use them effectively.
  □ Create a document using a word processing application.
  □ Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
  □ Enter information into a spreadsheet and sort the information.

➢ **Creativity and Innovation**
  □ Illustrate and communicate original ideas and stories using multiple digital tools and <u>resources</u>.

➢ **Communication and Collaboration**
  □ Engage in a variety of <u>developmentally appropriate</u> learning activities with students in other classes, schools, or countries using
    Various media formats such as online collaborative tools and social media.

➢ **Digital Citizenship**
  □ Develop an understanding of ownership of print and non-print information.

➢ **Research and Information Literacy**
  □ Use digital tools and online resources to explore a problem or issue.

➢ **Critical Thinking, Problem Solving, and Decision-Making**
  □ Use geographic <u>mapping tools</u> to plan and solve problems.

Computer Skills

Basic Computer Skills

██████████████

███████████

Word Processing Skills

████████████

████████entences

███████████████

Backspace/Delete to edit incorrect letters in body of text

Keyboarding Skills

███████████████████

Programs

Internet Explorer

Microsoft

PowerPoint

Internet Skills

Use a web browser to search on specific sites

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Career Ready Practices

Standards

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

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

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

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

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

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

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

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

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written,

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

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

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

· **CRP6. Demonstrate creativity and innovation.**

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

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

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

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

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

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

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

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

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

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

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and

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organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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

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

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

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6- Reaching	· Specialized or technical language reflective of the content areas at grade level · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level · Oral or written communication in English comparable to proficient English peers
5- Bridging	· Specialized or technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports · Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	· Specific and some technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs · Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	· General and some specific language of the content areas · Expanded sentences in oral interaction or written paragraphs · Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	· General language related to the content area · Phrases or short sentences · Oral or written language with phonological, syntactic, or semantic errors that often impede 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

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Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

Assistive Technology	Tests/Quizzes/Grading	Behavior/Attention	Organization
· Computer/whiteboard	· Extended time	· Consistent daily structured routine	· Individual daily planner
· Tape recorder	· Study guides	· Simple and clear classroom rules	· Display a written agenda
· Spell-checker	· Shortened tests	· Frequent feedback	· Note-taking assistance
· Audio-taped books	· Read directions aloud		· Color code materials

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Enrichment

Accommodate Based on Students Individual Needs: Strategies

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

· Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.

· Pose questions and exhibit sincere curiosity about principles and how things work.

· The ability to grasp concepts and make real world and cross-curricular connections.

· Generate theories and hypotheses and pursue methods of inquiry.

· Produce products that express insight, creativity, and excellence.

· Possess exceptional leadership skills.

· Evaluate vocabulary

· Elevate Text Complexity

· Inquiry based assignments and projects

· Independent student options

· Tiered/Multi-level activities

· Purposeful Learning Center

· Open-ended activities and projects

· Form and build on learning communities

· Providing pupils with experiences outside the 'regular' curriculum

· Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.

· A higher quality of work than the norm for the given age group.

· The promotion of a higher level of thinking and making connections.

· The inclusion of additional subject areas and/or activities (cross-curricular).

· Using supplementary materials in addition to the normal range of resources.

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Assessments

Required District/State Assessments	Suggested Formative/Summative Classroom Assessments
· Star Early Literacy (Students with CPL ≥3.5) · Unit Assessment · NJDOE Model Curriculum · Running Records	· 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 · Speeches

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Grade: Kindergarten	Unit: 1	Topic: Speaking and Listening

Standards: NJSLS:

Speaking and Listening: SL.K.1.A, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

Language: L.K.1B,D,E, L.K.5A, L.K.6

DISTRICT RESOURCES

Students will learn and practice the following in the Public Speaking Curriculum:

- **Ask questions to clarify meaning in text**
- **Taking part in conversations**
- **Norms for discussions**
- **Providing detail**

The learning objectives of Public Speaking are as follows:

- **Students will learn how to ask and answer questions in order to seek help, get information, or clarify something that is not understood**
- **Students will participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups**
- **Students will learn how to listen to others and take turns speaking about the topics and texts under discussion**
- **Students will learn how to describe familiar people, places, things, and events and, with prompting and support, provide additional detail**

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New Jersey Student Learning Standard (NJSLS) SL.K.1., SL.K.1.A

NJSLS: SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Participate in a variety of rich structured conversations about grade appropriate topics and texts · Follow agreed upon rules for listening to others and taking turns speaking about topics and texts	· Talk to your partner about… · Talk to your group about… · Ask your partner_____? · Tell your partner what you think about_____. · Tell your partner what you have likes so far. · Tell your group what you have learned about… · Remember our rules when we talk to partners · Be sure to listen to your partner. · Be sure to wait until it's your turn to speak.	· Know that when talking, there are rules that we follow such as, not interrupting when another person is speaking · Know that when listening to someone, we need to look at them · Know that when we are listening ot someone, we need to respond about the same thing

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New Jersey Student Learning Standard (NJSLS) SL.K.2.

NJSLS: 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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Ask and answer questions about a text read aloud or information through other media to better student understanding · Practice asking questions for clarification	· What/who was this about? · How do you know what happened? · What do you think this picture/video is about? · If you are not sure, who can you ask for help? · What did you learn when we read this book? · What do you think the author/film/illustrator is trying to tell us? · Repeat the two things I just asked you to do. · What steps did the author say we needed to do?	· Understand the ideas presented in text · Listen with the intent to remember what is being said · Look at a book and understand that illustrations and words convey messages · Understand that there are messages in videos, television programs, and pictures · Recognize which details presented are key to the message · Know that there are places a person can go to ask for help in understanding the message · Know how to ask appropriate questions · Answer questions to show that they understand

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New Jersey Student Learning Standard (NJSLS) SL.K.3.

NJSLS: SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Use strategies for asking questions that are on a topic · Use strategies for understanding and answering questions asked of them	· What did they say? · Can you ask them to tell you more? · What can you say if you don't understand? · What was the most important part that you heard? · Did you understand what h/she was telling you? · Can you tell me what they said about…? · Excuse me; can you tell me that part again?	· Have a basic understanding of what is being said · Ask questions · Answer questions · Recognize that their understanding is not complete · Ask for additional information

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New Jersey Student Learning Standard (NJSLS) SL.K.4.

NJSLS: SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Describe familiar people · Tell about familiar places · Describe memorable events · Explain familiar events · Report facts and details about an experience	· Can you tell me what it looked like? · Where did that happen? · What happened when? · What was special about that? · What does a person, such as a doctor or teacher, do? · Tell your neighbor what a _____looks like. · Is that anymore that you can say about…? · What else can you tell me about…? · Describe _____to me.	· Use descriptive words · Understand what an event is · Recognize that a place can be a building, city, space, or location · Know and use positional words · Know and use sensory words

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New Jersey Student Learning Standard (NJSLS) SL.K.5.

NJSLS: SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Construct drawings or gather other visual media when describing · Present information to others using appropriate visual displays to add detail	· What will you be speaking about today? · I want you to draw a picture that will help us understand what you are saying. · Can you find a picture that shows what you will share? · Can you tell us more about your picture? · Does your drawing help add more details?	· Choose a topic to speak about · Be able to use adjectives to describe the topic · Draw a picture that shows what they are saying · Use magazine pictures, drawings, or clip art to make posters to support what they are saying

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New Jersey Student Learning Standard (NJSLS) SL.K.6.

NJSLS: SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Express thoughts and feelings and ideas · Speak audibly to naturally express ideas	· What will you share with us today? · Who would like to share today? · Talk to your partner about how you felt when… · Remember to speak loudly enough so everyone can hear you. · Think about what you will share today. · Don't forget to tell if this made you feel happy or sad, mad, or scared.	· Talk to the audience · Speak loudly without yelling · Plan what they will say · Use words like happy, unhappy, like, dislike to express feelings · Choose one or two ideas to talk about · Stay on the chosen topic

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New Jersey Student Learning Standard (NJSLS) L.K.1., L.K.1.B., L.K.1.D., L.K.1.E.			
NJSLS: L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.K.1.B.** Use frequently occurring nouns and verbs. **L.K.1.D.** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). **L.K.1.E.** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).			
Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**

· General Education · ESL · Special Education	· Utilize formal grammar and usage of spoken and written standard English · Use frequently occurring nouns and verbs correctly · Understand and use question words (e.g., who, what, where, when, why, how) appropriately · Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)	· Can you write your ABC's? · Can you write the letter _____? · Can you write the uppercase letters? · What does this letter look like in the lowercase? · Can you make the capital letter _____ ? · Which of these words are nouns? · Can we come up with some names of…? · A noun is a person, place, thing or idea. · Which words tell what the people are doing? · Can you tell what he/she is doing? · Which word is the action word in the sentence? · How can we change this word so that is shows that there is	· Be able to recognize upper and lowercase letters · Correctly form upper and lowercase letters · Know that nouns are words that name people, places, things and ideas · Know that verbs describe actions · Know that many singular nouns can become plurals by adding *s* or *es* · Form questions using *who, what, where, when , why* and *how* · Know that the position of objects can be described by using words like *to, from, in, on,* etc. · Know how to speak in complete sentences · Know that you can expand a sentence by adding adjectives (color words) and prepositional phrases (in the room)

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| | | more than one? | |
| | | · Is _____plural or singular? | |

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New Jersey Student Learning Standard (NJSLS) L.K.5., L.K.5.A.

NJSLS: L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

· General Education · ESL · Special Education	· Explore word relationships and nuances in word meaning · Categorize common objects · Sort common objects · Draw conclusions about the category representations	· Put these into groups please. · Can you tell me about the groups you made? · Can you and your partner sort these pictures into groups? · Do you know another way to say that? · Listen to all the words the author uses that mean _____. · Let's make a describing map to think of ways to say _____. · We are going to brainstorm ways to say… · The opposite of ___ is ___. · If it is not _____; it is_____. · Can you show me what *march* looks like? · Show me the difference between *talk* and *whisper*.	· Group objects by colors, sizes, shape · Sort given objects into groups · Sort pictures into categories and label the categories · Understand what an opposite is · Distinguish written messages · Know and use basic verbs

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New Jersey Student Learning Standard (NJSLS) L.K.6.

NJSLS: L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Listen, share and read a variety of texts · Highlight · Use new words and phrases when writing, reading and responding to texts	· How would you respond to _____? · How should you ask for _____? · What type of vocabulary would be best for this situation? · When you had a conversation with _____, what did you share? · What did you share with your group when you talked with them? · What great ideas did you read about?	· Know how to sustain a conversation · Know the rules of speaking with others · Talking about ideas or events in a story · Responding to ideas they have heard or read about · Respond in sentences or phrases · Use new vocabulary in conversations about what you have learned or read

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Additional Resources: Suggested in the NJ Curriculum Framework			
Reading	**Writing**	**Speaking and Listening**	**Language**
· 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://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	· http://readingandwritingproject.org/ · www.lindahoyt.com/tips.html	· http://readingandwritingproject.org/ · www.lindahoyt.com/tips.html · http://www.seymoursimon.com/index.php/blog/
http://www.state.nj.us/education/cccs/frameworks/ela/	http://www.state.nj.us/education/cccs/frameworks/ela/	http://www.state.nj.us/education/cccs/frameworks/ela/	http://www.state.nj.us/education/cccs/frameworks/ela/

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