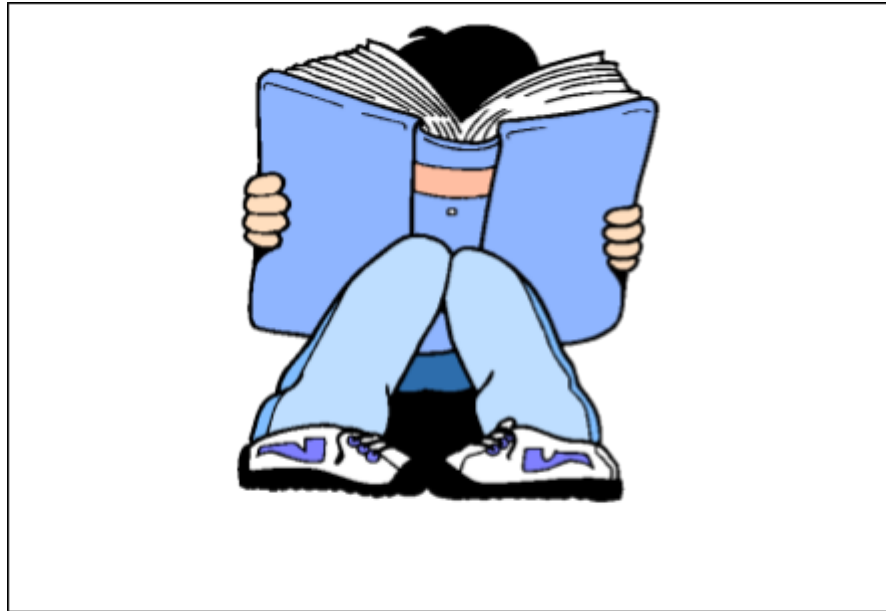


ENGLISH LANGUAGE ARTS



Grade 1: Unit 1

Literature/Informational Reading and Narrative/Informational Writing

Course Description *(Workshop Model)*

First grade 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 1st grade 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 1st grade 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 1

Topic: Reading Literature and Informational Text Narrative and Informational Writing	NJSLS	
<p>DISTRICT RESOURCES</p> <p>Vocabulary: Oral Vocabulary, Words to Know (High-Frequency Words), Domain Specific Vocabulary, Selection Vocabulary, and Terms About Reading/Language Arts</p> <p>Reading Instruction: Journeys: Friendship, Weather, School, Neighborhoods, At the Zoo</p> <p>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 I by the end of first grade. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on.</p> <p>Writer’s Workshop: Journeys: Narrative Writing (Labels, Captions, Sentences, Class Story)</p>	<p>Reading Standards:</p> <p style="padding-left: 40px;">Literature</p> <p style="padding-left: 40px;">RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.1.10</p> <p style="padding-left: 40px;">Informational RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9</p> <p>Reading Foundational Skills:</p> <p style="padding-left: 40px;">RF.1.1A, RF.1.2.B, C, D, RF.1.3B, F, G, RF.1.4A, B, C</p> <p>Writing Standards:</p> <p style="padding-left: 40px;">W.1.3, W.1.5, W.1.7, W.1.8</p> <p>Language Standards:</p> <p style="padding-left: 40px;">L.1.1.A, B, E, F, L.1.2B, D, E, L.1.4A, L.1.5A, C, L.1.6</p> <p>Speaking and Listening Standards:</p> <p style="padding-left: 40px;">SL.1.1A, B, C, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</p>	<p>Instruction: 8 weeks</p> <p>Assessment: 1 week</p>

Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving

Writing to learn Making

thinking visible

Note-taking Rereading

& rewriting

Establishing text-based norms for discussions & writing

Establishing metacognitive reflection & articulation as a regular pattern

in learning

Quick writes

Pair/trio Sharing

Turn and Talk

Charting Gallery

Walks

Whole class discussions

Modeling Conferencing

Word Study Drills

Flash Cards

Interviews

Role Playing

Diagrams, charts and graphs

Storytelling Coaching

Reading partners Visuals

Reading Aloud

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

Mind Mapping Trackers

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

Educational Technology

Standards

8.1.2.A.1, 8.1.2.C.1, 8.1.2.E.1

Technology Operations and Concepts

- Identify the basic features of a computer and explain how to use them effectively.

Example: By utilizing tools such as RazKids, Epic, and 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.

Communication and Collaboration

- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

Example: Engage in collegial discussions of the texts with other first grade classes or schools via Vlogging.

Research and Information Literacy

- Use digital tools and online resources to explore a problem or issue.

Example: As part of weather unit, to deepen their understanding of how the different types of weather, the students, with teacher support, will select and research facts about specific weather events.

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

Computer Skills

Basic Computer Skills

Turn on the monitor (or iPad)

Turn off the monitor (or iPad)

Turn on the computer

Turn off the computer

Log on

Log off

Verbally identify computer parts:

Computer

Monitor

Screen

Keyboard

Mouse

Mouse Pad

Double click to open programs

Word Processing Skills

Use backspace and delete keys

Use enter key



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Career Ready Practices

Standards

CRP1, CRP4, CRP6

- **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 will demonstrate, in whole and small group reading activities, an understanding, respect and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, problem solving, collaboration, listening, speaking, and taking turns.

- **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: Students will use oral class discussions and written responses to build their conceptual understanding and comprehension of the informational texts and communicate their thinking and understanding of the content.

- **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.

Example: The students will use their new learning about types of weather and their experience with the informational texts within the unit, to draw and write about a type of weather of their choice and contribute to a class book in which they write an opinion piece about the informational text that helped them learn more about the different types of weather.

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



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

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

1- Entering

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

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> · Extra time for assigned tasks · Adjust length of assignment · Timeline with due dates for reports and projects · Communication system between home and school · Provide lecture notes/outline · 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 · Note-taking assistance · Color code materials

Differentiated Instruction

Accommodate Based on Students' Individual Needs: Strategies

- 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

Social Studies Connection 6.3.4.A.1

“Lily’s Purple Plastic Purse” is a great lesson to be introduced in the beginning of the school year or in the middle as reinforcement to appropriate behaviors. The story reveals Lily’s character, which students will relate to, by showing her reaction to situations. Some of the activities include a thinking map, a picture/word matching game, recall sheets etc. Students will discuss how behaviors could impact friendships.

<http://firstgradewow.blogspot.com/2013/07/lilys-purple-plastic-purse-mini-unit.html>

<http://www.teachingheart.net/kevinideas1.html>

Social Studies Connection 6.1.4.B.1

My Community: Draw a Map

Have students draw a map of their own home or their bedroom. Instruct students to include different colors for each room or each part of their room. To make the activity more fun, you may also opt to have students draw in their family members on the map.

<http://classroom.synonym.com/map-children-4841927.html>

Math Connection 1.MD.A.2

This lesson activity is based on the book “Inch by Inch” which allows students to explore the concept of measuring. After students listen to the story they can discuss how animals were measured by the inch worm in the book. With a partner, students can measure different objects in their classroom.

<http://www.mwpenn.com/lesson-plans/other-math-books/inch-by-inch/>

<http://www.scholastic.com/teachers/lesson-plan/inch-inch-lesson-plan>

Social Studies Connection: 6.3.4A.1

In the book “School Long Ago,” students will learn how schools have changed over time. Students will also watch a Brain Pop Jr. video on School (<https://jr.brainpop.com/socialstudies/communities/school/>). Write About It, Draw About It, and Online Games can be completed. The class will participate in a discussion to determine what school, or classroom, rules they must follow. Students will determine what makes a good rule. **Social Studies 6.1.4.C.5**

There are many people who live in a community. They have many types of jobs and responsibilities. Students can have a discussion and identify the many jobs and types of community workers.

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
- Reader Response folders/notebooks ·
- Quick writes
- Writer's folders/notebooks ·
- Projects
- Portfolio ·
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) ·
- Homework
- Anecdotal Notes
- Student Conferencing

Grade: 1		ELA Standards				Standards in each Lesson				
						1	2	3	4	5
LANGUAGE										
L.1.1A	Print all upper- and lowercase letters.	X								
L.1.1B	Use common, proper, and possessive nouns.	X	X	X						
L.1.1C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).									
L.1.1D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).									
L.1.1E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).			X	X					
L.1.1F	Use frequently occurring adjectives.				X	X				
L.1.1G	Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).									
L.1.1H	Use determiners (e.g., articles, demonstratives).									
L.1.1I	Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).									
L.1.1J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.									
L.1.2A	Capitalize dates and names of people.									
L.1.2B	Use end punctuation for sentences.			X						
L.1.2C	Use commas in dates and to separate single words in a series.									
L.1.2D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	X	X	X					X	

L.1.2E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	X			X	
L.1.4A	Use sentence-level context as a clue to the meaning of a word or phrase.		X	X		X
L.1.4B	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.					
L.1.4C	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).					
L.1.5A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	X				
L.1.5B	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).					
L.1.5C	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	X	X	X	X	X

L.1.5D	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.					
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	X				
READING: FOUNDATIONAL SKILLS						
RF.1.1A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	X		X		
RF.1.2A	Distinguish long from short vowel sounds in spoken single-syllable words.					
RF.1.2B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	X	X	X	X	X
RF.1.2C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		X	X	X	X
RF.1.2D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		X			X
RF.1.3A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).					
RF.1.3B	Decode regularly spelled one-syllable words.	X	X	X	X	X
RF.1.3C	Know final -e and common vowel team conventions for representing long vowel sounds.					
RF.1.3D	Distinguish long and short vowels when reading regularly spelled one-syllable words.					
RF.1.3E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.					
RF.1.3G	Recognize and read irregularly spelled words.	X				
RF.1.4A	Read grade-level text with purpose and understanding.	X	X	X	X	X
RF.1.4B	Read grade-level text orally with accuracy, appropriate rate, and expression.	X	X			
RF.1.4C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X				X
READING: LITERATURE						
RL.1.1	Ask and answer questions about key details in a text.		X	X		X
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	X	X	X	X	X

RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.					X
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	X	X			
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.			X		X
RL.1.6	Identify who is telling the story at various points in a text.					
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.		X			X
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.					

RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.			X		
READING: INFORMATIONAL TEXT						
RI.1.1	Ask and answer questions about key details in a text.	X			X	
RI.1.2	Identify the main topic and retell key details of a text.	X				
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.					
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.				X	
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.					X
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		X			
RI.1.7	Use the illustrations and details in a text to describe its key ideas.				X	
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.					
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	X	X		X	X
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.					
WRITING						
W.1.1	Write opinion pieces in which they 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.					
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.					
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				X	X
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.				X	X
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					

W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).					X
W.1.8	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.1.1A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	X	X		
SL.1.1B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	X			
SL.1.1C	Ask questions to clear up any confusion about the topics and texts under discussion.	X	X		
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X		X	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		X		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X	X	X	X
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		X	X	X
SL.1.6	Produce complete sentences when appropriate to task and situation.	X	X		X

Grade: 1	Unit: 1	Topic: Literature/Informational Reading and Narrative/Informational Writing
<p>Standards: NJSLS:</p> <p>Reading Literature:1.1, 1.2, 1.3,1.4, 1.5, 1.7, 1.10 Reading Informational Text: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9</p> <p>Reading Foundational Skills: 1.1A, 1.2.B,C,D,1.3B, F, G, 1.4A,B,C Writing: 1.3,1.5, 1.7, 1.8</p> <p>Speaking and Listening: 1.1A, B, C, 1.2, 1.3, 1.4, 1.5, 1.6 Language: 1.1.A,B,E,F, 1.2B, D, E, 1.4A, 1.5A, C, 1.6</p>		

Journeys Unit

Lesson 1: What is important about being a friend?

This unit helps students think and talk about what makes a good friend. Students will:

- Summarize Text
- Draw and write about what their friend do.
- Identify, talk about, and learn vocabulary to describe friendships.

Lesson 2: What happens during a storm?

This unit allows student to use factual information to learn about stormy weather. Students will:

- Compare Texts
- Revise captions, using the Writing Traits Checklist
- Identify, talk about, and learn vocabulary to describe weather.

Lesson 3: Why is going to school important?

This unit allows student to understand the importance of school. Students will:

- Read informational text to sequence events
- Write and revise sentences about school activities
- Identify, talk about, and learn vocabulary to describe a school day.

Lesson 4: Who can you meet in a neighborhood?

This unit allows student to understand types of communities. Students will:

- Read informational texts about neighborhoods.
- Write a class narrative.
- Identify, talk about, and learn vocabulary to describe neighborhoods/communities.

Lesson 5: What happens on the train?

This unit allows student to learn about recreation and travel. Students will:

- Analyze/evaluate a Text
- Write a narrative.
- Identify, talk about, and learn vocabulary to describe transportation.

Required Resources

What Is a Pal?, *Nina Crews*
The Storm, *Raul Colon*
Curious George at School, *Margret and H.A. Ray*
Lucia's Neighborhood, *George Ancona*
Gus Takes the Train, *Tussell Benfanti*

New Jersey Student Learning Standard (NJSLS) RL.1.1

NJSLS: RL.1.1. Ask and answer questions about key details in a text.

Essential Element of the NJSLS: Identify details in familiar stories.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education ·ESL Student Levels 4-5· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Understand what key details in the text are.· Determine what key details are in a text.· Recall key details of texts.· Ask and answer questions about key details.· 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, with support.	<ul style="list-style-type: none">· Who was the story about? ·What was this story about? ·What happened in the story? Include key details?· What happened in the beginning, middle and end of the story	<ul style="list-style-type: none">· Who was the story about? What was the story about?· What happened in the story incorporating key details?· What happened in the beginning, middle and end of story?

<ul style="list-style-type: none"> · ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group 	<ul style="list-style-type: none"> · Ask questions and answer “Wh _” questions in simple sentences. · Using simple words, students will give details/recall key details. · Distinguish between key details and insignificant details. 	<ul style="list-style-type: none"> · Who was the story about? · What was the story about? · What happened in the story? Share two key details. · What happened in the beginning, middle and end of the story? 	<ul style="list-style-type: none"> · Using a Graphic Organizer, write the main idea of a known story and list five details that are significant to the story plot. · After reading a story, with teacher support, respond to questions using textual evidence as key details.
<ul style="list-style-type: none"> · ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking 	<ul style="list-style-type: none"> · Ask simple questions and orally answer yes/no or either/or questions with single words. 	<ul style="list-style-type: none"> · Who was the story about, _____ or _____? · Was the story about _____ or _____? 	<ul style="list-style-type: none"> · Out of three illustrations provided by the teacher, select the picture that shows the main idea of the story. · Using a graphic organizer, draw three details

<ul style="list-style-type: none"> · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Using a drawing and/or simple words, orally give details/recall key details. · Using visual representation, distinguish between key details and insignificant details. · Listen for information through audio and/or teacher read aloud. 	<ul style="list-style-type: none"> · In the story, did _____ happen? · In the beginning, (middle and end) of the story, did _____ happen? (teacher will use characters, plot, and events from appropriately leveled text when asking these questions) 	<p>that are significant to the story plot.</p> <ul style="list-style-type: none"> · After reading a story, respond to “Wh _” questions or questions with single words using visual cues from the text.
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

New Jersey Student Learning Standard (NJSL) RL.1.3

NJSL: RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Essential Element of the NJSL: Identify characters and settings 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 Student Levels 4-5· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Identify key story details.· 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">· Who are the characters in this story?· What is the setting of the story?· How do the characters in the story solve their problem?· What is an illustration?· How do illustrations help us understand the events in the story?	<ul style="list-style-type: none">· Given a known story, name the main characters and list two of the character's traits.· After listening to a story, list words that describe the setting, including details from an illustration and text.· After reading a story, complete a character trait graphic organizer using specific details from the text.

<ul style="list-style-type: none"> · ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group 	<ul style="list-style-type: none"> · Orally describe characters and setting in a story using simple sentences in appropriately leveled or adapted text. · Identify the main character in the story. · Given specific key events on sentence strips, students will place in sequential order. · Understand that illustration is a picture or drawing that adds details to a story. 	<ul style="list-style-type: none"> · What is the setting of the story? · How do the characters in the story solve their problem? · What is an illustration? · How do illustrations help us understand the events in the story? 	<ul style="list-style-type: none"> · After reading and viewing the story's illustrations, complete a graphic organizer to name the main characters and list two of the character's traits. · After listening to a story, list words that describe the setting, including details from an illustration and text.
<ul style="list-style-type: none"> · ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking 	<ul style="list-style-type: none"> · Orally identify characters and setting in a story with single words in appropriately leveled or 	<ul style="list-style-type: none"> · How did _____ (character) feel? · Did the story take place ? 	<ul style="list-style-type: none"> · After listening to a story and viewing illustrations, orally name the main characters and provide single words to describe the character's trait.

<ul style="list-style-type: none"> · Special Education Students - Low Group 	<ul style="list-style-type: none"> · adapted text. · Orally identify the main character of the story. · Given key events using visuals, students will place in sequential order. · Understand that an illustration is a drawing that adds details to story. 	<ul style="list-style-type: none"> · Did the characters in the story solve their problem by _____? · Is an illustration a drawing? · Do illustrations help us understand the events in the story? 	<ul style="list-style-type: none"> · After listening to a story, and viewing illustrations, select simple words to describe details from the text. · After listening to a story and viewing the illustrations, complete a character trait graphic organizer by illustrating 2 specific details from the text.
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

New Jersey Student Learning Standard (NJSL) RL.1.5

NJSL: RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Essential Element of the NJSL: With guidance and support, identify a text as telling a story.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> General Education ESL Student Levels 4-5 WIDA 2: Reading, Speaking Special Education Students - High Group 	<ul style="list-style-type: none"> Read a variety of narrative and informational texts. Identify the traits of narrative texts and informational texts. Compare and contrast narrative and informational text, focusing on how they are different. Explain the differences between narrative and informational texts. 	<ul style="list-style-type: none"> Is this a book that tells a story or gives information? How do you know? What is the book about? What did we learn from this book? Who are the characters? Where does the story take place? What happens in this book? 	<ul style="list-style-type: none"> After reading a story, identify the different parts that tell a story with a partner. As a whole group, teacher will identify the elements of a story and create an anchor chart to assist students.
<ul style="list-style-type: none"> ESL Student Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students -Mid Group 	<ul style="list-style-type: none"> Understand the narrative structure of a story. Identify story structure. Recognize common genres. 	<ul style="list-style-type: none"> What is the story about? Did we learn anything from this story? Who are the main characters? Where did the story take place? 	<ul style="list-style-type: none"> After reading a story with illustrations, students will use illustrations to identify the different parts that tell a story. As a whole group, teacher will identify the elements of a story and create an anchor chart to assist students.

<ul style="list-style-type: none"> · ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand the narrative structure of a story. · Identify story structure. · Recognize common genres. 	<ul style="list-style-type: none"> · Is this story about _____? · Did we learn _____ or _____ from the book? · Name a character from the story. 	<ul style="list-style-type: none"> · After teacher reads a story with illustrations, students will use illustrations to retell the different parts of the story. · As a whole group, teacher will identify the elements of a story and create an anchor chart to assist students.
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		· Did the story take place in _____ or _____?	
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(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) RL.1.6

NJSLS: RL.1.6. Identify who is telling the story at various points in a text.

Essential Element of the NJSLS: With guidance and support, identify a speaker within a familiar story.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education ·ESL Student Levels 4-5· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Explain the function of a narrator.· Determine the narrator who is telling a story.· Identify when the narrator changes.	<ul style="list-style-type: none">· Who is telling the story? ·What does the narrator of the story do?· What does an author do?· How many characters are in the story?· What are the names of the characters?· What are the characters in the story saying?· Who is the story about?· What are pronouns?	<ul style="list-style-type: none">· Check to see that your students know that pronouns are often used to take the place of a noun. Go over singular and plural personal pronouns before introducing point of view.· Discuss with your partner who is telling the story. How do you know?· Students will highlight quotation marks in a text.

<ul style="list-style-type: none"> · ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group 	<ul style="list-style-type: none"> · Understand the role of the narrator, character and the concept of dialogue · Understand quotation marks · Identify narrator, character's voice, speaker and the dialogue within the text · Orally explain who is telling the story using key vocabulary in a series of simple, related sentences in a leveled text. 	<ul style="list-style-type: none"> · Who is telling the story? · A narrator _____ the story. · An author _____ the story. · How many characters are in the story? · Name at least 3 characters in the story. · What are the characters in the story saying? · Who is the story about? 	<ul style="list-style-type: none"> · After listening to a story, students will identify who is telling the story. · With a partner, students will identify at least 3 characters and discuss what they are saying in the story. · Students will highlight quotation marks in a passage.
<ul style="list-style-type: none"> · ESL Student Levels 1-2.4 · WIDA 2: Reading, 	<ul style="list-style-type: none"> · Understand the role of the narrator, character and the concept of dialogue 	<ul style="list-style-type: none"> · Who is telling the story? · Does the narrator tell the story? 	<ul style="list-style-type: none"> · After listening to a passage, the teacher will model how to identify who is telling the story. · After listening to a passage, the students will

Speaking · Special Education Students - Low Group	· Understand quotation marks · Identify narrator, character's voice, speaker and the dialogue within the text · Orally explain who is telling the story using pictures, gestures and selected single words from a leveled text.	· Does an author write the story? · How many characters are in the story? · Are there _____ characters in the story? · Who is the story about?	work with a partner to identify who is telling the story. · Students will highlight quotation marks in a paragraph
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

New Jersey Student Learning Standard (NJSL) RL.1.7

NJSL: RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

Essential Element of the NJSL: 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 Student Levels 4-5· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Interpret illustrations to develop a better understanding of the story.· Identify an illustration that helps to describe the character, setting, or events.· Explain how illustrations describe important story elements.· Identify story details that describe story elements.· Describe elements of the story using story details.	<ul style="list-style-type: none">· What is an illustration?· Where can we look to find details about the story characters (ex. How they look, where they live?)· How do illustrations help us understand the events in the story?· Describe details from the illustrations.· Where does the story take place (setting)? How do you know?	<ul style="list-style-type: none">· Prior to reading, picture walk through the story's illustrations, encourage students to make story predictions.· After a read aloud, re-visit the story's illustrations and determine if the illustrations tell about the character, setting or story events.· Have the students identify and illustrate the main characters from the story.· Have the students identify /illustrate two major story events.

<ul style="list-style-type: none"> · ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Understand that illustrations support the story · Identify an illustration that helps to describe the character or setting. · Know that illustrations describe important story details. · Understand how to identify story details that describe story elements. · List elements of the story. 	<ul style="list-style-type: none"> · What is an illustration? · Which picture describes the character? Setting? · Does this illustration provide any detail about the story? · What are the elements of the story _____, _____ or _____? · Where does the story take place? _____ or _____? 	<ul style="list-style-type: none"> · Prior to reading, picture walk through the story's illustrations, as a whole group discuss the pictures and chart the details and any story predictions. · After a read aloud, re-visit the story's illustrations and choose two illustrations that show information about the character, setting or story events. · As a whole group have students identify the main characters. Allow students to provide their own illustration of a selected character. · Have the students work with a partner to identify /illustrate two story events.
<ul style="list-style-type: none"> · ESL Student Levels 1-2.4 	<ul style="list-style-type: none"> · Understand that illustrations support the story 	<ul style="list-style-type: none"> · Which picture is from the story? 	<ul style="list-style-type: none"> · Prior to reading, picture walk through the story's illustrations, and as a whole group

<ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand events · Characters · Setting · Understand that an illustration that describes the character or setting. · State elements of the story. 	<ul style="list-style-type: none"> · Who is that the character? · Is the setting _____ or _____? · Did _____ or _____ happen first? · Is this picture about the character or the setting? · Can you name a part of the story you see in this picture? 	<p>label details of the pictures (a bird, a tree, the snow, ect.). Chart the details to compare to the story later.</p> <ul style="list-style-type: none"> · After a read aloud, re-visit the story's illustrations and choose two illustrations that show the character or setting. · Students will select from a choice of two drawings that shows either character or setting. They can then recreate the character or setting. · Have the students work with a partner to match an illustration to an event.
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

New Jersey Student Learning Standard (NJSLS) RL.1.10

NJSLS: RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.

Essential Element of the NJSLS: With guidance and support, actively engage in shared reading for a clearly stated purpose.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Participate in reading activities, either in a group or independently. · Articulate the purpose of the reading activities. · Model and develop engaging reading habits that lead to reading increasingly complex texts independently. 	<ul style="list-style-type: none"> · Can I retell and recall the events in the story/poem? · Does this story/poem remind you of any other stories/poems you have read? · Predict what you think will happen next in the text? · What makes you think that will happen? · How do you know that will happen explain using key details from the text? 	<ul style="list-style-type: none"> · Given a poem, read and explain what the poem is about. Share with a partner. · Given a Toolkit Text article, read and explain what the article is about. Write your response using details from the article to support your response. · As a whole group create a list of words and as a class create a classroom poem. Have students recite the poem. · Expose students to a variety of poems (e.g., acrostic, haiku, and limerick).

<ul style="list-style-type: none"> · ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group 	<ul style="list-style-type: none"> · Recall and retell familiar stories · Recite poems · Read with fluency · Read short sentences of leveled prose and poetry. 	<ul style="list-style-type: none"> · Can I retell and recall the events in the story/poem? · Does this story/poem remind you of any other stories/poems you have read? · What do you think will happen next in the story? · What makes you think that will happen? · Can you use one key detail from the text to explain? 	<ul style="list-style-type: none"> · Given a poem, read and answer questions to explain what the poem is about. Work with a partner. · Given an article, read and answer questions explain what the article is about. Use highlighted details from the article to support your response. · As a whole group create a list of words and as a class create a classroom poem. Have students recite the poem. · Expose students to a variety of poems (e.g., acrostic, haiku, and limerick).
<ul style="list-style-type: none"> · ESL Student Levels 1-2.4 · WIDA 2: Reading, 	<ul style="list-style-type: none"> · Recall familiar stories · Understand poetry · Understand reading with 	<ul style="list-style-type: none"> · Did _____ happen in the story/poem? · Is this poem similar to 	<ul style="list-style-type: none"> · Teacher will read poem and model how to determine what the poem is about. · Teacher will chunk and read an article and

Speaking · Special Education Students - Low Group	fluency · Read single words of leveled prose and poetry in English.	_____? · Do you think _____ or _____ will happen next?	model how to retell story with details. · As a whole group create a list of words and as a class create a classroom poem. Have students recite the poem. · Expose students to a variety of poems (e.g., acrostic, haiku, and limerick).
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

New Jersey Student Learning Standard (NJSLS) RI.1.1

NJSLS: RI.1.1. Ask and answer questions about key details in a text.

Essential Element of the NJSLS: Identify details in familiar text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education ·ESL Student Levels 4-5· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Understand what key details in the text are.· Determine what key details are in a text.· Recall key details of texts.· Ask and answer questions about key details.· 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, with support.	<ul style="list-style-type: none">· What is this text about?· What is the most important idea or part of this text?· What can we learn from this text?· What details are important?· What events happened first, second, third?· Can you identify the main event?· How do you know this is the main event?	<ul style="list-style-type: none">· After reading an informational text, explore the idea of asking and answering questions. Students will learn to use this strategy as they read a text. Teacher can model if necessary.· After reading a Toolkit Text article, respond to multiple choice questions and analyze the details that helped them select the correct answer by highlighting important key details within the text.· With a partner ask students to read a short informational paragraph and provide students with higher level thinking questions to respond to as they engage in an Accountable Talk discussion.

<ul style="list-style-type: none"> · ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group 	<ul style="list-style-type: none"> · Ask and answer questions with simple sentences about key details in a leveled text. · Understand how to ask a question about text · Understand how to answer questions about text · Answer who, what, where, when and how questions · Identify main events, and key details within a text 	<ul style="list-style-type: none"> ▪ What is this text about? ▪ What is the most important idea or part of this text? ▪ Did we learn anything from this text? ▪ Did you find details that are important? ▪ What events happened first, second, third? ▪ Did you identify the main event? ▪ How do you know this is the main event? 	<ul style="list-style-type: none"> ▪ After reading an informational text, explore the idea of asking and answering questions using sentence starters. Students will learn to use this strategy as they read a text. Teacher will model. ▪ After reading a Toolkit Text article, respond to multiple choice questions and highlighting important key details within the text with a partner. ▪ Ask partners to read a short, leveled informational paragraph and engage in an Accountable talk discussion with teacher provided higher order thinking questions.
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<ul style="list-style-type: none"> · ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Ask questions and answer choice questions using single words about important details in a leveled text. · Understand how to ask a question about text · Understand how to answer questions about text · Answer who, what, where, when and how questions · Know there are key details and main events in a text. 	<ul style="list-style-type: none"> · Is the text about _____ or _____? · Is _____ an important idea? · Is _____ an important detail? · Did you identify the main event? · Did _____ happen first, second or third? 	<ul style="list-style-type: none"> · After listening to an appropriately leveled informational text with illustrations, students will answer yes/no questions based off of the illustrations and text. · Students will listen to a Toolkit Text article with illustrations, match the illustrations to single words or phrase that state key details from the text. · Students will listen to an excerpt from a text, and as a whole group, students will engage in an Accountable Talk discussion based on the illustrations from the text. Anchor chart, illustrations, and word bank will be provided.
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

New Jersey Student Learning Standard (NJSLS) RI.1.5

NJSLS: RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or details.

Essential Element of the NJSLS: Locate the front cover, back cover, and title page of a book.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL Student Levels 4-5· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Read a variety of narrative and informational texts.· Identify the traits of narrative texts and informational texts.· Compare and contrast narrative and informational text, focusing on how they are different.· Explain the differences between narrative and informational texts.	<ul style="list-style-type: none">· Can you identify the different parts of a text?· Can you explain how the different parts of the text are being used?· If you wanted to find the meaning of a word in a text, where would you look and why?· Why is it important to use text features?	<ul style="list-style-type: none">· Given a question about a familiar text, locate and utilize the Table of Contents to find the information needed to answer the question correctly.· Provide students with a chart and a list of facts/information based on a text they've read and discussed. Have the students indicate if the information came from the text or the illustration.· After completing a writing piece, have the students use the computer to select an image that would support/represent the information in the writing piece.

<ul style="list-style-type: none"> · ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group 	<ul style="list-style-type: none"> · Use key vocabulary in complete sentences to identify and explain the purpose of informational text features found in texts. · Identify headings and their purposes. · Identify and use the Table of Contents to locate parts of a book. · Identify and use the Glossary to locate facts. · Use computer icons and menus to locate information. 	<ul style="list-style-type: none"> · Can you identify the different parts of a text? · How are the different parts of the text being used? · If you wanted to find the meaning of a word in this text, where would you look? · Why does the author use text features? 	<ul style="list-style-type: none"> · Given a question for a known text, work with a partner to locate and utilize the Table of Contents to find the information needed to answer the question correctly. · Provide students with a chart and a list facts/information based on a text they've read and discussed. Have the students work in small groups and indicate if the information came from the text or the illustration. · After completing a writing piece, use a computer selected image that would support the information in the writing. Teacher will assist as needed.
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<ul style="list-style-type: none"> · ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Orally identify informational text features found in an appropriately leveled text. · Know the front cover, back cover, title page. · Know the Table of Contents is used to locate parts of the book. · Know the glossary is used to locate facts. · Understand computer icons 	<ul style="list-style-type: none"> · Is this the front cover? Back cover? Title page? · Is _____ in the Table of Contents? · Is _____ in the glossary? · What does _____ icon do? 	<ul style="list-style-type: none"> · Given a question for a known text, work with a partner to locate and utilize the Table of Contents to lead them to the information needed to answer the question correctly. Teacher will model. · Provide students with a chart listing facts/information and illustrations from a text they've read and discussed. Students will match the illustrations to the correct facts. · After being provided an appropriately leveled writing piece, students will point to an appropriate graphic on the computer from a choice of 3 that would support the writing.
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

New Jersey Student Learning Standard (NJSLs) RI.1.10

NJSLs: RI.1.10. With prompting and support, read informational texts at grade level complexity or above.

Essential Element of the NJSLs: 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 Student Levels 4-5· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Participate in reading activities, groups or independently.· Articulate the purpose of the reading activities.· Model reading habits that lead to reading increasingly complex text independently.	<ul style="list-style-type: none">· What do you already know about this topic?· What do you think will happen next?· What does your partner think?· What clues gave you that idea?	<ul style="list-style-type: none">· With a partner read an information text and engage in a discussion about the text. Teacher can provide students with high level questions to guide the discussion.· Turn and talk to your partner about the text and share two or three new things you learned.
<ul style="list-style-type: none">· ESL Student Levels 2.5-3.9· WIDA 2: Reading, Speaking· Special Education Students -Mid Group	<ul style="list-style-type: none">· Read with a purpose.· Work in groups.· Understand what is read individually.· Read short sentences of leveled informational texts.	<ul style="list-style-type: none">· What do you already know about this topic?· What do you think will happen next?· Did any clues give you that idea?· What does your partner think?	<ul style="list-style-type: none">· With a partner read an appropriately leveled text and highlight/underline key details. Students will answer questions about the text using a word/phrase bank as needed.· Turn and talk to your partner about the text and share two new things you learned.

<ul style="list-style-type: none"> · ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand how to read with a purpose. · Know how to follow along during a read aloud. · Read leveled informational texts with high-frequency and/or content-specific words in English. 	<ul style="list-style-type: none"> · Is _____or _____ a major detail? · Do you think _____ will happen next? · Did any clues give you that idea? · Does your partner agree or disagree? 	<ul style="list-style-type: none"> · Teacher will read an excerpt from an appropriately leveled text. Students will verbally answer questions asked by the teacher. Students will record these answers by drawing/labeling picture(s).
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

New Jersey Student Learning Standard (NJSLS) W.1.2

NJSLS: W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Essential Element of the NJSLS: Select a familiar topic and use drawing, dictating, or writing to share information about it.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> General Education ESL Student Levels 4-5 WIDA 2: Reading, Speaking Special Education Students - High Group 	<ul style="list-style-type: none"> Discern facts from opinion. Introduce a topic that is well known. Include some facts about a topic. Write a closing statement. 	<ul style="list-style-type: none"> What is your topic sentence? What details do you have to support your topic? Where will you get your information? 	<ul style="list-style-type: none"> Teacher will model how to write an informative/explanatory writing piece and students will follow writing an independent piece on a specific topic. Students can share their work. After students decide what they are going to write about, have them turn to a partner and share their topic sentence before beginning to write independently.
<ul style="list-style-type: none"> ESL Student Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students -Mid Group 	<ul style="list-style-type: none"> Begin to be able to write complete sentences. Ability to identify facts within a text. Organize and sequence ideas and orally state them in logical order. Write an informational text with details using simple sentences incorporating general and content-based vocabulary. 	<ul style="list-style-type: none"> Do you have a topic sentence? Do you have details to support your topic? Where will you get your information? 	<ul style="list-style-type: none"> Teacher will model how to write an informative/explanatory writing piece. With teacher support, students will draw/write an explanatory piece on a specific topic. Students can use a graphic organizer, anchor charts and/or writing templates to assist with their writing.

<ul style="list-style-type: none"> · ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Ability to write words. · Understand the facts located in a text. · Organize ideas to be able to place ideas in sequential order. 	<ul style="list-style-type: none"> · What is your writing/drawing about? · Did you include details? · Did you get your information from _____ or _____ ? 	<ul style="list-style-type: none"> · Teacher will model how to write an informational/explanatory writing piece. Students will draw and label an informative picture on a specific topic. Students can share with a partner and verbally explain their drawing.
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	· Write/draw an informational text using a Graphic Organizer.		
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

New Jersey Student Learning Standard (NJSLS) W.1.3

NJSLS: W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Essential Element of the NJSLS: Select an event and use drawing, dictating, or writing to share information about it.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL Student Levels 4-5· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Tell events in a sequence.· Describe events using details.· Use sequence words to show order of events (e.g., now, when, then).· End with a closing sentence.	<ul style="list-style-type: none">· Can you retell the story in sequential order?· What happened first, next etc.?· What was the main event?· Can you organize your thoughts using sequencing?· What words will you use to signal another event?· Did you remember to capitalize and punctuate your sentence?	<ul style="list-style-type: none">· Provide a written paragraph that does not contain any capitals. Have the students independently correct the paragraph.· Students partner up and write 3-5 sentences for their partner to correct. They trade papers, correct the sentences and give their partner an explanation for the corrections.· Given the outline/plan of a narrative piece, add temporal words between major events.· Given a short story lacking a conclusion, write a logical conclusion.· Independently use a graphic organizer to prewrite and then write a narrative piece.

<ul style="list-style-type: none"> · ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group 	<ul style="list-style-type: none"> · Ability to retell familiar events in sequence order. · Identify major events. · · Know how to end your writing. · Know that the first word in a sentence, proper names, days of the week and month are capitalized. · Know temporal words. · Draw and write a matching sequenced narrative using words and short sentences in English incorporating 	<ul style="list-style-type: none"> · Can you retell the story? · · What happened first, next etc.? · What was the main event? · Can you state your thoughts using sequencing? · What words are signal words? · Did you capitalize and punctuate your sentence? 	<ul style="list-style-type: none"> · Provide a written paragraph that does not contain any capitals. Have the students correct the paragraph with a partner. · Teacher will read and model how to correctly sequence an event. The students will then draw and write several sentences about a sequence of events from their life. · Given the outline/plan of a narrative piece and a temporal word bank, with a partner add temporal words between major events. · Given a short story lacking a conclusion, students will work with a group to write a conclusion, provide a word bank and a model paragraph as a guide.
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	temporal words on two or more pages, after listening to an appropriately leveled mentor text.		<ul style="list-style-type: none"> Use a graphic organizer to prewrite a narrative. With teacher guidance the student will begin to write a narrative piece.
<ul style="list-style-type: none"> ESL Student Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group 	<ul style="list-style-type: none"> Know sequence. Understand major events. Know temporal words. Understand signal words. Draw a picture sequence or write letters or single words in English after listening to an appropriately leveled mentor text. 	<ul style="list-style-type: none"> Is this what happened first, second, or third? Was _____ the main event? Can you state your thoughts in order of events, first, second, third? Is _____ a signal word? Did you use punctuation and capitalization? 	<ul style="list-style-type: none"> Provide a written paragraph that does not contain and capitals. Teacher will model for the students how to correct the paragraph. Teacher will read and model how to correctly sequence an event. The students will draw about a sequence of events from their life. Given the illustrations of a narrative piece, students will place those illustrations in correct order and add temporal words using a temporal word bank. Given a short story lacking a conclusion, students will draw a picture and write words to illustrate the conclusion. Students will use a graphic organizer to draw pictures about their narrative. Teacher will model how to begin writing a narrative based on those pictures,

<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

New Jersey Student Learning Standard (NJSLS) W.1.5

NJSLS: W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

Essential Element of the NJSLS: With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL Student Levels 4-5· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Explain what was written when questions are asked by adults and peers.· Reflect on writing and make changes.· Add descriptive words and details.· Attempt to recognize and correct spelling, grammar and punctuation errors.	<ul style="list-style-type: none">· What is your topic?· What details will you add to support the topic?· How will you revise your writing?· What details are the most important to include in your writing?· Can you explain what happened in the story in sequential order?	<ul style="list-style-type: none">· Given two paragraphs, students will revise the writing adding descriptive details and clarifying information.· Include interactive writing experiences that support the use of various revision techniques.· Model for students how to use a graphic organizer to draft sentences. Have the students practice independently incorporating descriptive words and details.

<ul style="list-style-type: none"> · ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group 	<ul style="list-style-type: none"> · Revise writing by adding details using key vocabulary in a series of simple, related sentences. · Generate a topic to write. · Know how to use a graphic organizer to understand that writing should move logically. · Write sentences with details. 	<ul style="list-style-type: none"> · What is your topic? · Did you add to support the topic? · Did you revise your writing? · What details are the most important to include in your writing? · Can you explain what happened in the story in sequential order? 	<ul style="list-style-type: none"> · Given two paragraphs, students will work with a partner to revise the writing adding descriptive details and clarifying information. · Teacher will model how to use of various revision techniques during the writing process. · Model for students how to use a graphic organizer to draft sentences. Have the students work with a partner to practice independently incorporating descriptive words and details from a word/phrase bank.
<ul style="list-style-type: none"> · ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking 	<ul style="list-style-type: none"> · Revise writing by adding details by drawing pictures and using single words to label pictures. 	<ul style="list-style-type: none"> · Do you have a topic? What is it? · Are there details to support your topic? 	<ul style="list-style-type: none"> · Given one paragraph, students will work in a small group to verbally add details. · Teacher will model how to use various revision techniques during the writing process.

<ul style="list-style-type: none"> · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand what a topic is. · Know how to use a graphic organizer. · Understand how writing moves logically. 	<ul style="list-style-type: none"> · Do you need to revise your writing/drawing? · Is _____ or _____ an important detail to include? · What happened first? Second? Third? 	<ul style="list-style-type: none"> · Teacher will model for students how to use a graphic organizer to draft sentences. Students will practice incorporating details in sentences or pictures. Word/phrase bank will be provided.
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtml>

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

District Resources

Phonics

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

i
n
t
h
e
u
p
c
o
n
i
n
g
u
n
i
t
s
.

Lesson 1:

- Words with short a
- Consonant n
- Consonant d
- Consonant p
- Consonant f

Lesson 2:

- Words with short I
- Consonants r,h, /z/s, b,g
- Phonogram –it

Lesson 3:

- Words with short o
- Consonants l,x
- Inflection –s

Lesson 4:

- Words with short e
- Consonants y, w
- Consonants k,v,j
- Phonogram –et

Lesson 5:

- Words with short u
- Consonant qu
- Consonant z

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

First Grade Level I

- Read fluently, slowing down to figure out new words and then resume speed.
 - Actively figures out new words, using a range of strategies.
 - Reread to search for meaning.
 - Flexibly use meaning, language syntax, and visual information to figure out new words and to monitor reading.
 - Sustain problem solving and development of meaning through a longer text and over a two or three day period.
 - Remember details to support meaning accumulated through the text.
-

Comprehension Clubs

Readings- Journeys

Helping, *Laura Townsend*
Sharing, *Tracy Gallo*
Friends, *Erika Rice*
Friends Who Share, *Tracy Gallo*
Granny, *Christine Dowe*
Grandpa and Me, *Sheila Higginson*
A Mexican Festival, *Rita Cruze*
When Grandpa Was a Boy, *Sheila Higginson*
Curious George Find Out About School, *Hal Martin*
Curious George's Day at School, *Willa Reid*
Curious George at the Library, *Jonas Lisson*
Curious George Visits School
At the Park, *Hillary Simmons*
Our Town, *Taiyo Kobayashi*
Neighbors, *Kenyetta Ray*
The Places in Our Town, *Taiyo Kobayashi*
Sledding, *Stephanie Richardson*
Ben the Cat, *Ondina Mancilla*
A Job for Jojo, *Shandra Owens*
A Cat Named Ben, *Ondina Mancilla*

CCSS: Text Exemplars (Appendix B)

Stories:

Friends Forever
Raul Colon, The Storm
Margret and H.A. Rays, Curious George at School
City Mouse and Country Mouse
Russell Benfanti, Gus Takes the Train

Informational Texts:

Nina Cruz, What is a Pal?
Storms
School Long Ago
George Ancona, Lucia's Neighborhood
City Zoo

<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.
-

Selection Vocabulary				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Fun Pal Pet What	Storm Pop Come Wet Bed	Curious School This George Kids Mess Paints	Book Car Firefighter's Goal Lucia Neighborhood Pants Home Librarian Plant Street Hi	Takes Conductor Train Window
Terms About Reading/ Language Arts				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Main Idea Topic Detail Classify Categorize	Characters Context Realistic Fiction Text Evidence	Sequence of Events Context Author's Word Choice	Author's Word Choice Graphic Features Text Features Alphabetical Order	Characters Setting Plot Fantasy Synonyms

Writing

Primary Focus: Writing Unit

Narrative Writing

Secondary Focus

Informational Writing Suggestions:

Students can write books based on their IFL learning about their amazing bodies.

Create a “Meet Your Classmates” class book. Students each complete a page with personal information, interests, hobbies, and hope/dream for this school year.

After reading [A Color of His Own](#), research chameleons and have students write/illustrate chameleon facts
(www.pbs.org/edens/madagascar)

Routine Writing

The following are suggestions for writing tasks that may be incorporated into your students’ daily writing experiences:

Interactive Writing

Morning Message

Reader’s Response Folder

Journals

Quick Writes

Lesson 1:

Narrative Writing: Labels Focus Trait: Ideas

Language:

Spelling: short a; consonants: n, d

Lesson 2:

Narrative Writing: Captions Focus Trait: Ideas

Language:

Spelling: short i; consonants: r. h. /z/s

Lesson 3:

Narrative Writing: Sentences Focus Trait: Word

Choice

Language:

Spelling: short o; consonants: l, x

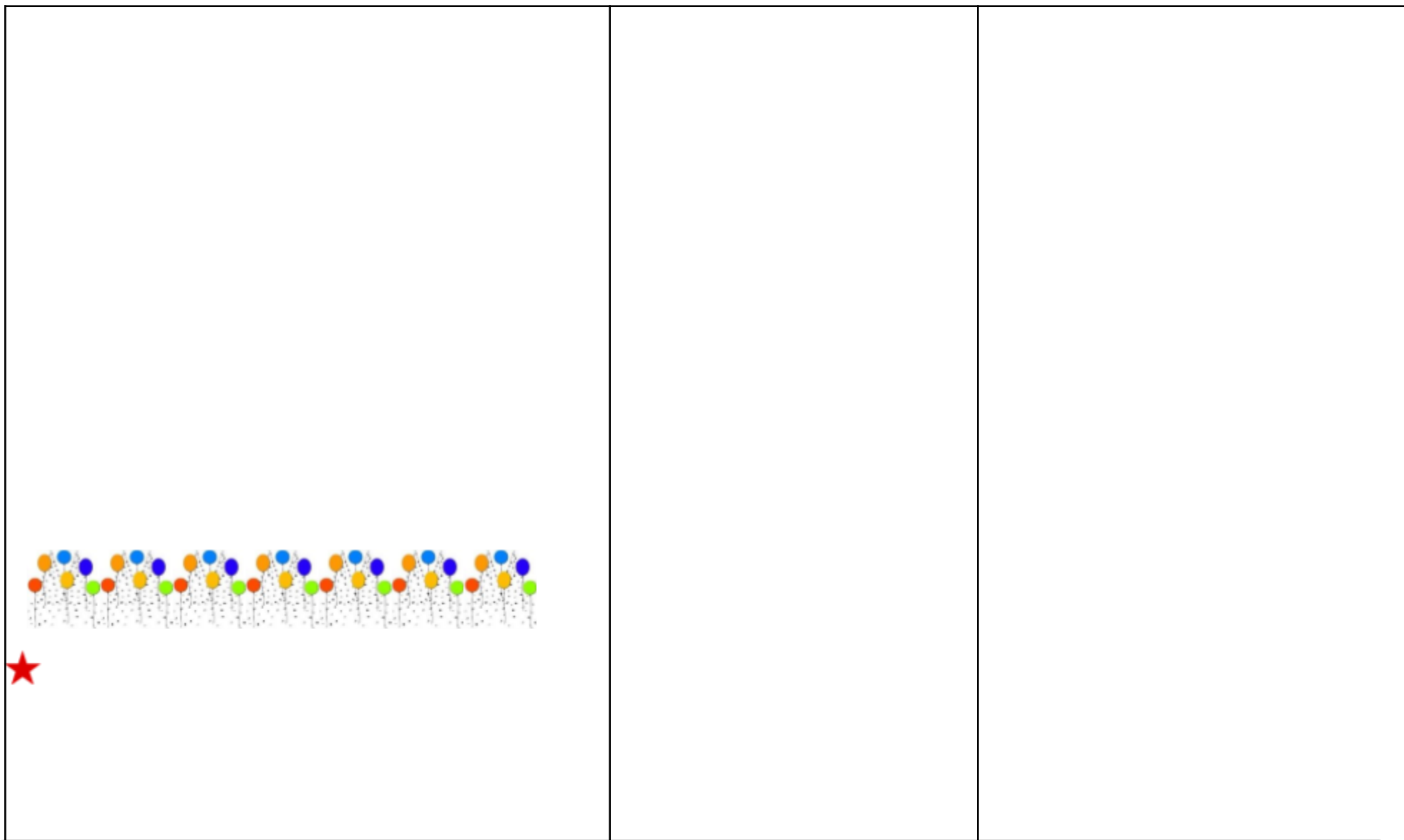
Lesson 4:

Narrative Writing: Class Story Focus Trait: Word

Choice

Language:

Spelling: short e; consonants: y, w



Lesson 5:

Narrative Writing: Class Story Focus Trait: Ideas

Language:

Spelling: short u

Writing Rubrics

Rubric for Narrative Writing—First Grade

	Pre-Kindergarten (1POINT)	1.5PTS	Kindergarten (2 POINTS)	2.5PTS	Grade 1 (3 POINTS)	3.5PTS	Grade 2 (4 POINTS)	SCORE
	STRUCTURE							
Overall	The writer told a story with pictures and some “writing.”	Mid-level	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when he did something.	Mid-level	The writer wrote about one time when he did something.	
Lead	The writer started by drawing or saying something.	Mid-level	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for his story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	
Transitions	The writer kept on working.	Mid-level	The writer put his pages in order.	Mid-level	The writer put her pages in order. She used words such as and, then, and so.	Mid-level	The writer told the story in order by using words such as when, then, and after.	
Ending	The writer’s story ended.	Mid-level	The writer had a page that showed what happened last in her story.	Mid-level	The writer found a way to end his story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	
Organization	On the writer’s paper, there was a place for drawing and a place where she tried to write words.	Mid-level	The writer’s story had a page for the beginning, a page for the middle, and a page for the end.	Mid-level	The writer wrote her story across three or more pages.	Mid-level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	

									TOTAL
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Writing Rubrics

DEVELOPMENT

Elaboration*

The writer put more and then more on the page.

Mid-level

The writer's story indicated who was there, what they did, and how the characters felt.

Mid-level

The writer put the picture from his mind onto the page. He had details in pictures and words.

Mid-level

The writer tried to bring her characters to life with details, talk, and actions.

(X2)

Craft*

In the writer's story, she told and showed what happened.

Mid-level

The writer drew and wrote some details about what happened.

Mid-level

The writer used labels and words to give details.

Mid-level

The writer chose strong words that would help readers picture his story.

(X2)

TOTAL

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and 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/ • http://www.lesterlaminack.com/blog.htm • www.seymoursimon.com/index.php/blog • https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p>	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.schrockguide.net/ - (technology resource) • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p>	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p>	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html • www.seymoursimon.com/index.php/blog <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p>

Suggested Websites

Poetry Websites

Visit the following websites for poems and resources to support poetry instruction: the Poem Farm (www.poemfarm.amylv.com); children's poetry @ www.poetryarchive.org/childrenarchive; poetry activities for the whiteboard @ www.readwritethink.org; poetry printables @ www.scholastic.com; and Pinterest (1st grade poetry)

Reading Rockets

Reading Rockets offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn become successful readers. 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/>

The Florida Center for Reading Research (FCRR)

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 grade specific ELA activities and resources. <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 as well as providing an alternate approach to teaching the standards. The lessons are scaffolded to provide a clear understanding of the standard being addressed while supporting the use of technology in your classroom. You must complete the free registration before accessing learn zillion. www.learnzillion.com

Field Trip Ideas

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

<http://alstedefarms.com/group-events-and-tours/group-farm-tours/?gclid=CJzn-W4lMYCFQgUHwodK1oAxA>

GREEN MEADOWS FARM Hazlet, NJ - Green Meadows Petting Farm in Hazlet, New Jersey is a unique hands on learning adventure with hundreds of friendly farm animals. Some of our many petting zoo activities include milking a cow, feeding our animals, tractor drawn hayrides and fall pumpkin picking. Give us a call and we'll bring the fun to you! We're the ideal farm animal experience for families, birthday parties, groups and school field trips!

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

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/>

BERGEN COUNTY ZOO Paramus, NJ - This great zoo, located in **Van Saun County Park**, is home to a wide variety of wild and domestic animals, living in recreated habitats natural to each species. **School Programs** for grades Pre-K and up include *'Sense'-Sational Animals* (grades Pre-K - 1): a unique introduction to animals through the five senses; *Survival Strategies* (grades 2 and up): an exploration of incredible adaptations for survival; *Dispelling the Myths* (all grades): unravels riddles like Are Snakes Really Slimy? Can Owls Really Turn Their Heads all the way around? and more; and several others, including thematic Guided Tours of the zoo for Pre-K and up. A program takes 30 - 40 minutes per group of 25.

<http://www.co.bergen.nj.us/index.aspx?NID=437>

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/>

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

Field Trip Ideas

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

LIBERTY SCIENCE CENTER Jersey City, NJ - An interactive science museum and learning center located in Liberty State Park. The center, which first opened in 1993 as New Jersey's first major state science museum, has science exhibits, the largest IMAX Dome theater in the United States, numerous educational resources, and the original *Hoberman sphere*.

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

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/>
- **Everythingn 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/>

Special Education Resources

- **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/>

- **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>

Special Education Resources

- **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>

Special Education Resources

- **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/>

- **Vocab Ahead**

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

<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/>

