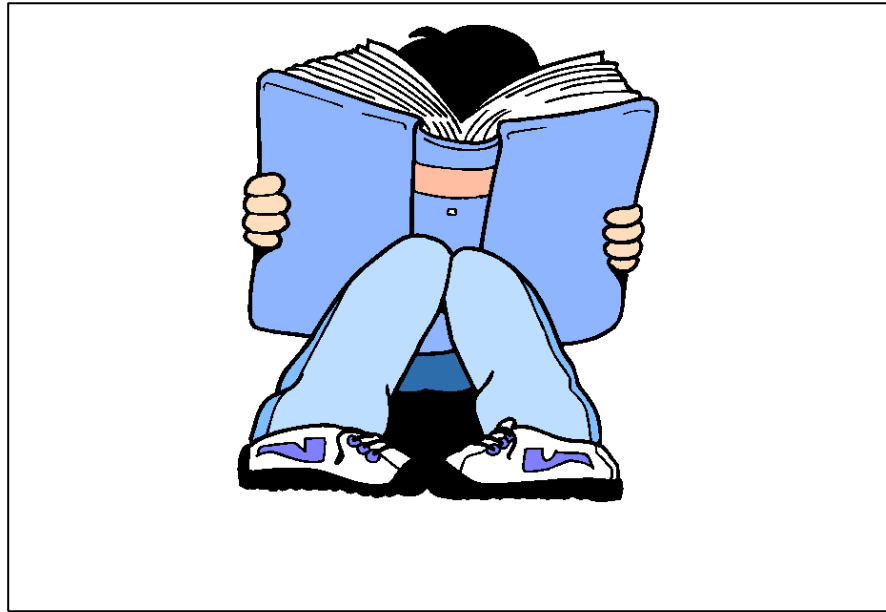# ENGLISH LANGUAGE ARTS

Kindergarten: Unit 4

Reading Literature & Informational Text

Opinion & Narrative Writing

Course Description

(Workshop Model)

In Kindergarten, English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The Kindergarten curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The Kindergarten English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

Rationale

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.

ESL Framework

This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the New Jersey Student Learning Standards. WIDA's ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.

Pacing Chart – Unit 4

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

Topic: Reading Literature & Informational Text Opinion & Narrative Writing	NJSLS	
DISTRICT RESOURCES **Writer's Workshop:** Journeys: Opinion Writing (Message, Thank You Note, Friendly Letter, Opinion Sentences) **Reading Instruction:** Journeys: Testing Ideas, Nature All Around the World, Oceans and Waterways, Outdoor Adventures, Making Discoveries **Vocabulary:** Oral Vocabulary, Words to Know (High-Frequency Words), Domain Specific Vocabulary, Selection Vocabulary, and Terms About Reading/Language Arts **Guided Reading:** Teachers will meet daily with guided reading groups using the materials specific to their students' reading level, with the end goal being students reading at level D by the end of Kindergarten. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on.	**Reading Standards:** **Literature** RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.6, RL.K.7, RL.K.9, RL.K.10 **Informational** RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.10 **Reading Foundational Skills:** RF.K.1.A,B, C,D, RF.K.2.D, E, RF.K.3.A,B, C,D, RF.K.4 **Writing Standards:** W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8 **Language Standards:** L.K.1.A,B, D, F, L.K.2.A, B,C, D, E, L.K.4.A, B, L.K.5.A,B, C,D, L.K.6 **Speaking and Listening Standards:** SL.K.1.A, B. SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6	**Instruction: 8 weeks** **Assessment: 1 week**

Effective Pedagogical Routines/Instructional Strategies

Modeling	Writing to learn
Shared Read Alouds	Rereading & rewriting
Collaborative problem solving	Interviews Gallery
Model, (I Do), Prompt (We Do), Check (You Do)	walks
Whole class discussions Storytelling	Diagrams, charts and graphs
Role playing/Dramatization	Flashcards
Multiple Response Strategies	Word Study Drills
Think Pair Share	Note taking
Turn and Talk	Coaching
Choral reading	Reader's/Writer's Notebook
Reading partners	Quick writes
Charting Visuals	Multiple Response Strategies
	Choral reading
	Reader's/Writer's Notebooks
	Conferencing

Educational Technology

Standards

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

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

➤ **Creativity and Innovation**
□ Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
Example: Students can write their letter, within the unit, and illustrate their letter on Google slides.

➤ **Communication and Collaboration**
□ Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
Example: Based on the theme, *scientists,* engage in Accountable Talk discussions facilitated by the teacher among peers and other Kindergarten classes or schools via Vlogging. Each Kindergarten class will conduct an experiment and compare and contrast their findings.

➤ **Research and Information Literacy**
□ Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
Example: Based on opinion writing, with teacher's support, students will research an author and write letters to the author sharing their thoughts on a portion of the text read.

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

Computer Skills

Computer Skills	Programs

➢ Turn on the monitor (or iPad)
 	
➢ Turn off the monitor (or iPad)
 	
➢ Turn on the computer
 	
➢ Turn off the computer
 	
➢ Verbally identify computer parts:
    Computer
    Monitor
    Screen
    Keyboard
    Mouse
    Mouse pad
 	
➢ Use the mouse
 	
➢ Locate alphabet letters
	➢iPad Applications
	
	➢Microsoft Word
	
	➢Internet Explorer

Career Ready Practices
Standards
CRP1, CRP2, CRP4, CRP12

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

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

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

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

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

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

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

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

Example: In this unit, students will communicate, to compose opinion writing pieces.

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

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

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

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

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

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

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

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

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

Differentiated Instruction
Accommodate Based on Students' Individual Needs:

- Leveled Text ·

  Chunking text

- Choice Board/Menu

- Tiered Instruction

- Small group instruction

- Sentence starters/frames

- Writing scaffolds

- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)

- Use of oral assessment

- Tiered learning centers

- Tiered questioning

- Data-driven student partnerships

Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines

Science / Technology Connections: *Science* **K-LS1-1**/*Tech* **8.1** *From Bulb to Daffodil*, Ellen Weiss

Grow a Plant: At www.bbc.co.uk/schools/science clips/ages/5_6/growing_plants_fs.shtml, students can grow a plant, label the parts of the plant, and take a quiz on their knowledge of growing a plant.

Science Connection: *Science* **K-LK1-1** *From Seed to Dandelion,* Ellen Weiss

Garden People: To learn through firsthand experience what plants needs to grow (soil, sun and water), students will grow grass "hair" in cups decorated with people faces. Provide students with paper or Styrofoam cups. Have the students decorate their cup with a face. Fill the cup with soil; add some grass seeds and water. Put the cups in a sunny spot, keep the soil moist and observe as the grass starts to grow. Students can keep a log of their observations. Follow-up activity: students can give their garden people a "haircut".

Science: *Science* **K-LK1-1** *Are Trees Alive?*, Debbie Miller

Informational Read Alouds: At Scholastic.com (http://teacher.scholastic.com/commclub/index.htm), you can find listen & read books, non-fiction read alouds, for young readers. Under plants and flowers, you'll find two level A readers with audio. An Apple Grows describes an apple's growth from a blossom to a juicy snack. From Tree to You tells what happens after an apple grows on the tree.

Technology Connection: 8.1

Basic Computer Skills: Visit the Growing with Technology website (www.growing.course.com/index.html) to have your students learn grade level (K-5) technology skills in "Katie's Room."

Enrichment

Accommodate Based on Students Individual Needs: Strategies

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

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments

· DIBELS

   (Refer to the district assessment calendar for the appropriate testing window)

· TERRANOVA

   (Refer to the district assessment calendar for the appropriate testing window)

· End of Unit Assessment

   (Students with CPL ≥3.5)

· ESL Unit Level Assessment

   (Students with CPL ≤3.4)

·   W-APT oral language proficiency test / ACCESS

Suggested Formative/Summative Classroom Assessments

· Short constructed response questions · Multiple Choice questions

· Quizzes ·

Journals · Essays

· Quick writes

· Summative chapter test · Projects

· Portfolio · Exit Slips

· Graphic Organizers

· Presentations (incorporating Web 2.0 tools) · Homework

· Anecdotal Notes

· Student Conferencing

Grade: K	ELA Standards	Standards in each Unit				
		16	17	18	19	20

LANGUAGE

		16	17	18	19	20
L.K.1A	Print many upper- and lowercase letters.		X	X		
L.K.1B	Use frequently occurring nouns and verbs.			X	X	X
L.K.1C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).					
L.K.1D	Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).	X		X		
L.K.1E	Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).					
L.K.1F	Produce and expand complete sentences in shared language activities.	X	X	X	X	
L.K.2A	Capitalize the first word in a sentence and the pronoun *I*.			X		X
L.K.2B	Recognize and name end punctuation.	X		X	X	
L.K.2C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).		X			X
L.K.2D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		X			X
L.K.4A	Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).		X			X
L.K.4B	Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.				X	
L.K.5A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	X				
L.K.5B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).				X	
L.K.5C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	X	X	X	X	X

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

RF.K.1B	Recognize that spoken words are represented in written language by specific sequences of letters.		X	X			
RF.K.1C	Understand that words are separated by spaces in print.		X				
RF.K.1D	Recognize and name all upper- and lowercase letters of the alphabet.	X	X	X		X	X
RF.K.2A	Recognize and produce rhyming words.						
RF.K.2B	Count, pronounce, blend, and segment syllables in spoken words.						
RF.K.2C	Blend and segment onsets and rimes of single-syllable spoken words.						
RF.K.2D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)	X	X		X	X	X
RF.K.2E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.						X
RF.K.3A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.			X	X	X	X
RF.K.3B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	X		X			X
RF.K.3C	Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).	X	X		X	X	X
RF.K.3D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		X		X	X	X
RF.K.4A	Read emergent-reader texts with purpose and understanding.		X	X	X	X	X
RF.K.4B	Read grade level text for purpose and understanding.		X	X	X	X	X
READING: LITERATURE							
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	X				X	
RL.K.2	With prompting and support, retell familiar stories, including key details.	X	X			X	X
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.			X			
RL.K.4	Ask and answer questions about unknown words in a text.	X				X	X

RL.K.5	Recognize common types of texts (e.g., storybooks, poems).					
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	X	X	X	X	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	X	X	X		
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	X	X		X	X

RL.K.10	Actively engage in group reading activities with purpose and understanding.	X	X	X	X	
READING: INFORMATIONAL TEXT						
RI.K.1	With prompting and support, ask and answer questions about key details in a text.		X			
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	X		X		
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		X	X		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.			X	X	X
RI.K.5	Identify the front cover, back cover, and title page of a book.	X				
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		X	X		
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			X		X
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.			X		
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					

RI.K.10	Actively engage in group reading activities with purpose and understanding.			X		X
WRITING						
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).	X	X	X	X	X
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		X	X		
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				X	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.				X	X
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			X		
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		X			
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			X		
SPEAKING AND LISTENING						
SL.K.1A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).				X	X
SL.K.1B	Continue a conversation through multiple exchanges.		X		X	X
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	X		X		
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			X		
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			X	X	

SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	X				
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	X		X	X	

Grade: K	Lessons: 16-20	Topic: Reading Literature & Informational Text Opinion & Narrative Writing

Standards: NJSLS:

Reading Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.6, RL.K.7, RL.K.9, RL.K.10 **Reading Informational Text:** RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.10

Reading Foundational Skills: RF.K.1.A,B, C,D, RF.K.2.D, E, RF.K.3.A,B, C,D, RF.K.4 **Writing:** W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8

Speaking and Listening: SL.K.1.A, B. SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 **Language:** L.K.1.A,B, D, F, L.K.2.A, B,C, D, E, L.K.4.A, B, L.K.5.A,B, C,D, L.K.6

New Jersey Student Learning Standard (NJSLS) RL.K.1

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

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

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

· General Education · ESL WAPT 11-18 · Special Education Students - High Group	· Ask and prompt who, what where, when, why and how regarding details of a text · Answer when prompted and use key details from the text · Ask and answer questions about key details when prompting with who, what, where, when, why and how · Determine what key details are in a text · Understand what key details are · Ask and answer questions about key details, with support	· What details are the most important to the story? · Who are the characters in the story? · What was the story mostly about? · What happened in the story? · Can I explain and retell the story to my partner?	· Invite student participation during story reading: ask open-ended questions, offer clarifying comments, recap, model think alouds, and support understanding of key details. · After listening to a story, have students respond to questions that pertain to the text and discuss their responses with a partner. · Given the main idea of a known story and a list of five details, students will circle all details that are significant to the story.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Listening for information through read aloud · With prompting, answer "Yes/No" questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions. · With visual support, determine which details are important in the text. · Answer who, what, when, where, how questions with single words or phrases	· Is this detail from the story important? (teacher should verbalize details or have the detail written on sentence strip for student to see and agree or disagree). · Are the characters in the story _____ and _____? · Was the story mostly about_____? · Did _____happen in the story?	· Invite students to participate during read aloud. Ask yes/no or single word questions, think aloud, offer clarifying comments, reminders, restatements and modeling to support understanding and key details of text. · After listening to a story and looking at illustrations, have students respond to yes/no or and/or questions that pertain to the text and discuss their responses with a partner. · Given the main idea of a known story and four pictures depicting story details, students will identify 2 details that are significant to the story plot.

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

New Jersey Student Learning Standard (NJSLS) RL.K.2 NJSLS:

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Retell a familiar story, putting key details in a sequential order	· Can you tell me what happened in the story? · Using the illustrations from the story can you tell me what happened? · What was the story mostly about? · What did the characters do to solve the problem? · What happened at the end of the story?	· Given the title of a known story, with support, students will verbalize three key details from the story. · The teacher will model retelling a story using sequence words. Then, with guidance and feedback, students will practice retelling another story, and then use pictures and sequence words to retell the same story independently. .

· ESL Students Levels
 	
· Special Education
 	
  Students - Mid
 	
  Group
	· Identifying the main events of the story through illustrations if needed
	
	· Retelling the story using visual representation if needed
	
	· Sequencing/Ordering the events of the story using visual representation if
		· Looking at the illustrations from the story did _____ happen?
		
		· Was the story mostly about _____?
		
		· Did _____ (character) resolve the problem in the story by _____ (solution)?
			· After teacher chunks and reads a familiar story that includes illustrations, with support, students will verbalize or draw a key detail from the story on a story map. Teacher should model.
			
			· The teacher will model retelling a chunked story using visual sequence words on a story map. Then, with guidance and feedback, students will practice retelling the same story using pictures and sequence words with a

	needed · Verbalizing the basic elements of the story (character, setting, problem, resolution, ending) by answering "Yes/No" questions about the text with single words, phrases, or chunks. · Identifying key details through illustrations if needed	· Did _____ happen at the end of the story?	partner.

·   ESL Students Levels
 	
·   Special Education
 	
    Students - Low
 	
    Group
	· Identifying the main events of the story through illustrations if needed
	
	· Retelling the story using visual representation if needed
	
	· Sequencing/Ordering the events of the story using visual representation if needed
	
	· Verbalizing the basic elements of the story (character, setting, problem, resolution, ending) by answering "Yes/No" questions about
		· Looking at the illustrations from the story did (Picture Cue) happen?
		
		· Was the story mostly about (Picture cue)?
		
		· Did (Picture of character) resolve the problem in the story by (picture of solutions)?
		
		· Did (Picture cue) happen at the end of the story?
			· After teacher chunks and reads a familiar story that includes illustrations, with support, students will chose a picture from a choice of two to show a detail
			
			· The teacher will model retelling a chunked story using visual sequence words on a story map. Then, with guidance and feedback, students will sequence story with picture cards on a story map (place 3 cards to show story sequence).

	the text with single words, phrases, or chunks. · Identifying key details through illustrations if needed		

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

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content · Use strategies when faced with an unknown word	· Can you find words in the text that are unfamiliar to me? · What was hard about that word? · Is there a chunk in that word that you know? · Do you know a word like that? · Is there something in the picture that can help you define the word?	· Given five sentences with underlined unknown words, students will read the sentences and select the best answer to define the unknown word using clues. · After reading a text, have students work in small groups and identify words that are unfamiliar. Then ask them to use context clues and pictures to help them determine the meaning of the word. · Build vocabulary by reading, listening to, and discussing a variety of literature.

· ESL Students Levels · Special Education Students - Mid Group	· Identify an unknown word · Use cues such as visuals, phonics, and semantics to figure out unknown words · Ask and answer questions about the meaning of content-based words in and/or answer choice questions about high-	▪ Can you find words in the text that are unfamiliar to you? ▪ Is there a part in that word that you know? ▪ Do you know a word like that? ▪ Is there something in the picture that can help you define the word?	· Given five sentences with underlined unknown words, students will listen to the sentences and select the best answer to define the unknown word using pictures and clues. Teacher should model two for students. · After listening to a paragraph, have students work in small groups and identify two words that are unfamiliar. Then ask them to use context clues and pictures to help them determine the meaning of the

	frequency, unknown words in a leveled text using single words and short phrases.		· word. · Build vocabulary by listening to, and discussing a variety of literature.
· ESL Students Levels · Special Education Students - Low Group	· Identify an unknown word · Use cues such as visuals, phonics, and semantics to figure out unknown words · Ask and answer questions about the meaning of content-based words in and/or answer choice questions about high-frequency, unknown words in a leveled text using single words and short phrases.	▪ Can you find words in the text that are unfamiliar to you? ▪ Is there a part in that word that you know? ▪ Do you know a word like that? ▪ Is there something in the picture that can help you define the word?	· Given five unknown words, students will match to the correct picture that helps to define the word. · After listening to a sentence containing an unknown word, student will underline the unfamiliar word. They will use picture clues from sentence to assist in determining the meaning of the word. · Build vocabulary by listening to, and discussing a variety of literature. Teacher will create an anchor chart with unfamiliar words and their definitions. Picture cues will be used to assist with student understanding.

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

NJSLS: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Identify key illustrations of a story · Make clear the relationship between the illustrations and the story or text · Describe how the illustrations explain the story or text, with support	· What can you learn from the illustrations? · What do you think the author is trying to say? · Does the illustration match what the author is trying to say? · Do you think the story and the illustration are connected?	· After listening to a story, students will create illustrations that depict the setting or characters from the text. · Today the students will listen to a text and identify the front cover, back cover, and title page making connections between the illustrations and the text.

· ESL Students Levels · Special Education Students - Mid Group	▪ Recognize what an illustration is (e.g., picture, photo, drawing, sketch) ▪ Understand and follow the story's events and plot using illustrations ▪ Describe connections between the illustration and text using single words.	▪ Do illustrations give you information about what the story is about? ▪ Is the author trying to say _____ in the story? ▪ Does the illustration match what the author is trying to say?	▪ After listening to a story and looking at the illustrations, the teacher will have a discussion about the setting and characters in the story. After, students will create illustrations that depict the setting or characters from the story. ▪ Students will listen to a story. The teacher will model how to identify the front cover, back cover, and title page making connections between the illustrations and the text. After, students should all be given a book to show their understanding by holding up the part of the book the teacher calls out

		▪ Do you think the story and the illustration are connected?	(i.e. Show me the front cover of your book, etc.
· ESL Students Levels · Special Education Students - Low Group	▪ Recognize what an illustration is (e.g., picture, photo, drawing, sketch) ▪ Understand and follow the story's events and plot using illustrations ▪ Describe connections between the illustration and text using single words.	▪ Which picture is from the story? (Provide picture cues) ▪ Is the author trying to say _____ in the story? ▪ Does the illustration match what the author is trying to say? ▪ Do you think the story and the illustration are connected?	▪ After listening to a story and looking at the illustrations, the teacher will describe illustrations about the setting and characters in the story. After, students will draw a picture that depicts the setting or characters in the story. ▪ Students will listen to a story. The teacher will model how to make connections between the illustrations and the text. Students will point to illustrations that make a connection to the text.

New Jersey Student Learning Standard (NJSLS) RL.K.9

NJSLS: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Essential Element of the NJSLS: With guidance and support, identify the adventures or experiences of a character in a familiar story.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Compare similarities and differences in character's experiences within a story	· What adventure did the main character have in this story? · Can you compare and contrast the characters in the story? · How is this like another story we have read? · How were the stories different? · Why is it important to look at the illustrations in the story?	· Given two pictures of animals, have students tell how they are alike and different. Chart the student responses on an anchor chart. · After reading a story, provide students with a graphic organizer and with support have the students compare and contrast the characters. · Given two familiar short stories, engage in a class discussion and then, with a partner, ask students to identify the similarities and differences among the stories.

· ESL Students Levels · Special Education Students - Mid Group	· Understand that the vocabulary word "compare" means looking at things that are alike. · Understand that the vocabulary word "contrast "means looking for differences	· Was the adventure that the main character in this story had _____ or_____? · Can you compare (how are they alike) and contrast (how they are different) the characters in the story?	· Given two pictures of animals, with support, have students tell how they are alike and different by using gestures and/or single words. Chart the student responses on an anchor chart or Venn Diagram. · After reading a story, provide students with a graphic organizer and with support have the students compare and contrast the characters.

	· Understand that the vocabulary word "experience" can be part of an adventure or plot · Understand the "who" and the "what" of the story · Compare and contrast the adventures and experiences of characters or in leveled stories using pictures and selected single words.	· Is this story like another story we have read? Which story? · Were the stories different? · Is it important to look at the illustrations in the story? Do the illustrations help you understand the story?	· Given two familiar short stories, engage in a class discussion and then as a class, identify the similarities and differences among the stories with teacher support.

· ESL Students Levels · Special Education Students - Low Group	· Understand that the vocabulary word "compare" means looking at things that are alike. · Understand that the vocabulary word "contrast "means looking for differences · Understand that the vocabulary word "experience" can be part of an adventure or plot · Understand the "who" and the "what" of the story	· Was the adventure that the main character in this story had _____ or_____? (Provide picture cues) · Can you compare (how are they alike) and contrast (how they are different) the characters in the story? (Provide picture cues) · Is this story like another story we have read? (Show two story options for student to	· Given two pictures of animals, with support, have students tell how they are alike and different by using gestures and/or single words. Chart the student responses on an anchor chart or Venn Diagram. · After reading a story with illustrations, provide students with a graphic organizer and using pictures sand simple words, students will compare and contrast the characters. · Given two familiar short stories, teacher will engage students in a class discussion using illustrations and then as a class, identify the similarities and differences with illustrations.

		choose from)	
	· Compare and contrast the adventures and experiences of characters or in leveled stories using pictures and selected single words.	· Were the stories different? · Is it important to look at the illustrations in the story?	

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

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Participate in group reading activities · Articulate the purpose of the group reading activities · Model and develop engaging reading habits that lead to reading texts independently	· Listen to what I read, and be prepared to turn to a partner and retell the story in your own words. · What/who is the story about? · What did you learn when we read this story? · What do you think the author/illustrator is trying to tell us?	· Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the story to a partner using descriptive details. · After listening to a recording of a story, students will respond to questions that pertain to the text and engage in an Accountable Talk discussion. · After rereading a story that is known, with a partner, students will develop questions to ask and answer that pertain to the text.

· ESL Students Levels · Special Education Students - Mid Group	▪ Understand the ideas presented in a text. ▪ Know how to respond to appropriate questions non-verbally by pointing to pictures/photographs in context or by using single words and	▪ Listen to what I read and ▪ look at the illustrations. Turn to your partner and share what you heard in the story or saw in the illustrations. ▪ Is the story about _____ or	▪ Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the story to a partner using simple words or phrases from the text or illustrations. ▪ After listening to a recording of a story and using illustrations, students will respond to" yes/ no" or" either/or" questions that pertain to the text and engage in an Accountable Talk

	simple phrases in English. ▪ Answer questions orally to show understanding of the text ▪ Asking simple questions ▪ Listen intently. ▪ Answer questions about the text by answering yes/no questions or using single words, phrases, or chunks of language.	_____? (show illustrations) ▪ Which illustration matches the story? ▪ Is the author/illustrator trying to tell us _____ or _____?	discussion facilitated by the teacher.

· ESL Students Levels · Special Education Students - Low Group	▪ Understand the ideas presented in a text ▪ Know how to respond to appropriate questions non-verbally by pointing to pictures/photographs in context or by using single words and simple phrases in English. ▪ Answer questions orally to show	▪ Listen to what I read and ▪ look at the illustrations. Draw a picture of what you heard in the story or saw in the illustrations. ▪ Is the story about _____ or _____? (show picture cues) ▪ Which illustration matches the story?	▪ Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the story using illustrations to sequence in order ▪ After listening to a recording of a story and using illustrations, students will respond to" yes/ no"" questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher.

	understanding of the text ▪ Asking simple questions ▪ Listen intently.	(Picture cues) ▪ Is the author/illustrator trying to tell us _____ or _____? (Picture Cues)	

New Jersey Student Learning Standard (NJSLS) RI.K.1

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL WAPT 11-18 · Special Education Students - High Group	· Ask and prompt who, what where, when, why and how regarding details of a text · Answer when prompted and use key details from the text · Ask and answer questions about key details when prompting with who, what, where, when, why and how · Determine what key details are in a text · Understand what key details are · Ask and answer questions about key details, with support	· What details are the most important to the text? · Who are the people in the text? · What was the text mostly about? · What happened in the text? · Can I explain and retell the text to my partner?	· Invite student participation during the reading: ask open-ended questions, offer clarifying comments, recap, model think alouds, and support understanding of key details. · After listening to the text, have students respond to questions that pertain to the text and discuss their responses with a partner. · Given the main idea of the text and a list of five details, students will circle all details that are significant to the text.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Listening for information through read aloud · With prompting, answer "Yes/No" questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions.	· Is this detail from the text important? (teacher should verbalize details or have the detail written on sentence strip for student to see and agree or disagree). · Are the people in the text _____ and	· Invite students to participate during read aloud. Ask yes/no or single word questions, think aloud, offer clarifying comments, reminders, restatements and modeling to support understanding and key details of text. · After listening to a text and looking at illustrations, have students respond to yes/no or and/or questions that pertain to

	· With visual support, determine which details are important in the text.	____? · Was the text mostly about_____? · Did _____happen in the text?	the text and discuss their responses with a partner. · Given the main idea of a known text and four pictures depicting text details, students will identify 2 details that are significant to the text plot.
· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Listening for information through read aloud · With prompting, answer "Yes/No" questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions. · With visual support, determine which details are important in the text.	· Is this detail from the text important? (Teacher provides picture cues of detail from text) · Are the people in the text _____ and ____? (Provide picture cues) · Is the text mostly about (picture cues)? · Did (Picture cue) happen in the text?	· Invite students to participate during read aloud. During teacher read aloud of a text, students will answer questions using illustrations and/or yes/no questions. · After listening to a text and looking at illustrations, have students respond to yes/no questions that pertain to the text and point to illustrations that support their answer. · Given the main idea of a known text and two pictures depicting text details, students will identify one detail that is part of the text.

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

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL WAPT 11-18 · Special Education Students - High Group	· Identify the main topic of a text · Retell key details in a text · Name or illustrate some of the details about the topic	· What was the text about? · Can you tell me what you learned after reading this text? · Which sentence tells what this text was mostly about? · What is the main topic of the text?	· After listening to a text, students will draw a picture with details to demonstrate the main topic of the text. · The teacher will read-aloud the text and assist students with circling the details in the text that help support the big idea so students can see the text support. · With support from the teacher, the students will underline/circle key words to highlight facts that support the main idea.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Identifying the main events of the text through illustrations if needed · Retelling the text using visual representation if needed · Sequencing/Ordering the events of the text using visual representation if	· Looking at the illustrations from the text did _____ happen? · Was the text mostly about _____? · Did _____ (picture cue) resolve the problem in the text by _____	· After teacher chunks and reads a familiar text that includes illustrations, with support, students will verbalize or draw a key detail from the text on a text/story map. Teacher should model. · The teacher will model retelling a chunked text using visual sequence words on a text/story map. Then, with guidance and feedback, students will practice retelling the same text using pictures and sequence words with a

	needed	(solution)?	partner.
	· Verbalizing the basic elements of the text (character, setting, problem, resolution, ending) by answering "Yes/No" questions about the text with single words, phrases, or chunks.	· Did _____ happen at the end of the text?	
	· Identifying key details through illustrations if needed		

· ESL Levels 1-2.4 WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Identifying the main events of the text through illustrations if needed · Retelling the story using visual representation if needed · Sequencing/Ordering the events of the text using visual representation if needed · Verbalizing the basic elements of the text (character, setting, problem, resolution, ending) by answering "Yes/No" questions about the text with	· Looking at the illustrations from the text did (Picture Cue) happen? · Was the text mostly about (Picture cue)? · Did (Picture cue) resolve the problem in the text by (picture of solutions)? · Did (Picture cue) happen at the end of the text?	· After teacher chunks and reads a familiar text that includes illustrations, with support, students will chose a picture from a choice of two to show a detail · The teacher will model retelling a chunked text using visual sequence words on a text/story map. Then, with guidance and feedback, students will sequence text with picture cards on a text/story map (place 3 cards to show text sequence).

	single words, phrases, or chunks.		
	· Identifying key details through illustrations if needed		

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

NJSLS: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

Essential Element of the NJSLS: With guidance and support, identify individuals, events, or details in a familiar informational text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL WAPT 11-18 · Special Education Students - High Group	· 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.	· What was his/her idea? · What caused this to happen? Support your answer with events from the text. · What did you do to make this happen? · What information is most important from the text?	· After reading two texts, ask students to identify the relationship between the individuals, events ideas or pieces of information in the text using a graphic organizer. · After reading an informational text, underline the important piece of information from the text and explain to your partner why you underlined this information.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Retell text using single words, simple phrases and/or acting out the parts of an appropriately leveled text. · Identify characters with the help of visual representation. · Identify setting with the help of visual representation. · Identify major events with the help of visual representation. · Identify problem and	· Was his/her idea _____ or _____? · Did ____ or ___ cause this to happen? · Was _____ or ____ information most important from the text? · Can you list two details from the text?	· After reading an appropriately leveled informational text, work with a partner and underline the important piece of information from the text and discuss with your partner why this information is important.

	solution with the help of visual representation.		
· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Retell text using single words, simple phrases and/or acting out the parts of an appropriately leveled text. · Identify characters with the help of visual representation. · Identify setting with the help of visual representation. · Identify major events with the help of visual representation. · Identify problem and solution with the help of visual representation.	· Was his/her idea _____? · Did _____ cause this to happen? · Was _____ information most important from the text? · Can you give me one detail from the text?	· After reading an appropriately leveled informational text with visual cues, work with a partner and match the important piece of information from a list provided by the teacher.

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

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL WAPT 11-18 · Special Education Students - High Group	· Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content · Use strategies when faced with an unknown word	· Do you know something about that word that can help you? · Can you get your mouth ready to say the first sound? · What can you do to get help? · Is there something in the picture that can help you figure out what the word is?	· After reading an informational text, ask students questions about unfamiliar words by guiding them to use illustrations and clues to define the word. · As a class, create a text specific word wall of unknown words that students can refer to.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using text content · Understand that you can use strategies when faced with an unknown word	· Could _____ about that word help you? · Can you get your mouth ready to say the first sound? · Do you know what you can you do to get help? · Is there something in the picture that can help you figure out what the word is?	· After reading an informational text, ask students to highlight unfamiliar words. As a class guide them to the answer using illustrations and clues to define the word. · As a class, create a text specific word wall with visuals of unknown words that students can refer to.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Provide one or two words or a visual that shows understanding of unknown words in a literary or informational text, using text content · Understand that you can use strategies when faced with an unknown word	· Could ____ about that word help you? · Can you get your mouth ready to say the first sound? · Do you know what you can you do to get help? · Can this picture help you figure out what the word is?	· After reading an informational text, ask students to highlight unfamiliar words and as a class model how to use illustrations and clues to define the word. · As a class, create a text specific word wall with visuals of unknown words that students can refer to.

New Jersey Student Learning Standard (NJSLS) RI.K.7

NJSLS: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	· Does this word make sense with the picture? · Why did the illustrator draw this? · What can you learn from the illustrations? · Does the illustration match what the author is trying to say? · Do you think the text and the illustration are connected?	· Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to tell you which sentence goes with the picture. *(Grouping: small or individual)* · Put five pictures and five sentences in a pocket chart. This can also be done on paper or put on strips for a center activity. Have students discuss what they see in the pictures with a neighbor. Then have students read the five sentences with your assistance, if needed. Lastly, have students march the sentence with the correct picture. *(Grouping: small, partner, individual)*

· ESL Students Levels · Special Education Students - Mid Group	· With prompting and support, understand and state the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an	· Does this word make sense with the picture? · Do you think the illustrator draw this because _____ or _____? · Can you learn _____ from the illustrations?	· Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to tell you which sentence goes with the picture.

	illustration depicts).	· Does the illustration match what the author is trying to say? · Do you think the text and the illustration are connected?	· Put five pictures and five sentences in a pocket chart. This can also be done on paper or put on strips for a center activity. Have the class discuss what they see in the pictures. Then have students read the five sentences with your assistance, if needed. Lastly, have students work in groups to match the sentence with the correct picture.
· ESL Students Levels · Special Education Students - Low Group	· With prompting and support, understand the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	· Does this word match with the picture? · Do you think the illustrator draw this because of _____? · Can you learn _____ from the illustrations? · Does the illustration match what the author is trying to say? · Do you the text and pictures match?	· Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and teacher will read both sentences. Ask students to match which sentence goes with the picture. · Put three pictures and three sentences in a pocket chart. Have the class discuss what they see in the pictures. Then as a whole group read the three sentences. Lastly, have the whole group work together to match the sentence with the correct picture.

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

NJSLS: With prompting and support, identify the reasons an author gives to support points in a text.

Essential Element of the NJSLS: With guidance and support, identify points the author makes in an informational text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Develop ability to recognize the reasons an author gives to support points in the text	· What does the writer think about this problem? · Why do you think the author wrote that? · Were there any reasons why you think the author …? · What in the writing made you think that?	· After reading an informational text, develop the main idea with the students. The teacher will make a list of the reasons the author gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main ideas. (Grouping: large or small) · After reading and discussing an informational text with students, develop the main idea together. Then ask students to draw a picture showing a part of the text that supports the main idea or a key point in the text (use the graphic organizer about if completed previously). Each student can then share and explain how his/her picture shows how a detail in the text supports the main idea. *Grouping: partner or individual.*

· ESL Students Levels · Special Education Students - Mid	· Understand the reasons an author gives to support points in the text	· Does the writer think _____ or _____ about this problem? · Do you think the author wrote that because of	· After reading an informational text, develop the main idea with the students. The teacher will make a list of the reasons the author gives to support the main idea. Go through the text again and possibly

Group		_____ or _____? · Were there any reasons why you think the author …? · Did _____ or _____ in the writing make you think that?	reread it, pausing to allow students to identify the reasons the author gives to support the main ideas. · After reading and discussing an informational text with students, develop the main idea together. Then ask students to draw a picture showing the main idea in the text (use the graphic organizer about if completed previously). Each student can then share his/her picture.
· ESL Students Levels · Special Education Students - Low Group	· Understand the reasons an author gives to support points in the text	· Does the writer think _____ about this problem? · Do you think the author wrote that because of _____? · Do you think _____ is a reasons why the author_____? · Did _____ in the writing make you think that?	· After reading an informational text, develop the main idea with the students. The teacher will make a list of the reasons the author gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main ideas. · After reading and discussing an informational text with students, teacher will model how develop the main idea. Then ask students to draw a picture showing the main idea in the text (use the graphic organizer about if completed previously). Each student can then share his/her picture.

New Jersey Student Learning Standard (NJSLS) RI.K.9

NJSLS: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Essential Element of the NJSLS: With guidance and support, match similar parts of two familiar texts on the same topic.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Discuss similarities and differences between two texts on the same topic	· Can you tell me what this text is mostly about? · We are going to compare these two texts. How are they the same? · We read two text, what was different about them? · Can you tell me how this picture is the same as this other picture? How are they different? ·	· Discussing two familiar texts, the teacher will model how to compare and contrast the texts using a Venn Diagram. Students will participate in the activity by identifying similarities and differences between the two texts. · After reading two familiar texts, have the students think, pair, and share similarities/differences between the texts. Then have the partners write two sentences with the first sentence naming a similarity and second naming a difference between the two texts.

· ESL Students Levels · Special Education Students - Mid Group	· List similarities and differences between two texts on the same topic	· Is this text is mostly about _____ or _____? · We are going to compare these two texts. How are they the same; _____ or _____ ?	· Discussing two familiar texts, the teacher will model how to compare and contrast the texts using a Venn Diagram. Students will participate in the activity by identifying similarities and differences between the two texts. · After reading two appropriately leveled

		· We read two texts, what was different about them _____ or _____? · Can you tell me two things in this picture that is the same as this other picture?	familiar texts, have the students think, pair, and share similarities/differences between the texts using a teacher provided guide as well as visual cues. Then have the partners draw/write one similarity and one difference between the two texts.
· ESL Students Levels · Special Education Students - Low Group	· Understand similarities and differences	· Is this text is mostly about _____? · We are going to compare these two texts. Are they the same because of _____? · We read two texts, was _____different about them? · Can you tell/show me one thing in this picture that is the same as this other picture?	· Discussing two familiar texts, the teacher will model how to compare and contrast the texts using a Venn Diagram. Students will participate in the activity by finding illustrations that are similar and different between the two texts. · After teacher reads two appropriately leveled familiar texts, he/she will state and list similarities/differences between the texts. The students will then locate illustrations that shows a similarity and a difference between the two texts.

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

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Participate in group reading activities · Articulate the purpose of the group reading activities · Model and develop engaging reading habits that lead to reading texts independently	· Listen to what I read, and be prepared to turn to a partner and retell the text in your own words. · What/who is the text about? · What did you learn when we read this text? · What do you think the author/illustrator is trying to tell us?	· Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the information to a partner using descriptive details. · After listening to a recording of the text, students will respond to questions that pertain to the text and engage in an Accountable Talk discussion. · After rereading a text that is known, with a partner, students will develop questions to ask and answer that pertain to the text.

· ESL Students Levels · Special Education Students - Mid Group	· Understand the ideas presented in a text. · Know how to respond to appropriate questions non-verbally by pointing to pictures/photographs in context or by using single words and simple phrases · Answer questions orally to show understanding of the text	· Listen to what I read and look at the illustrations. Turn to your partner and share what you heard in the text or saw in the illustrations. · Is the text about _____ or _____? (show illustrations) · Which illustration matches the story?	· Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the text to a partner using simple words or phrases from the text or illustrations. · After listening to a recording of a text and using illustrations, students will respond to" yes/ no" or" either/or" questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher.

	· Asking simple questions · Listen intently. · Answer questions about the text by answering yes/no questions or using single words, phrases, or chunks of language.	· Is the author/illustrator trying to tell us _____ or _____?	
· ESL Students Levels · Special Education Students - Low Group	· Understand the ideas presented in a text · Know how to respond to appropriate questions non-verbally by pointing to pictures/photographs in context or by using single words and simple phrases · Answer questions orally to show understanding of the text · Asking simple questions · Listen intently.	· Listen to what I read and look at the illustrations. Draw a picture of what you heard in the text or saw in the illustrations. · Is the text about _____ or _____? (show picture cues) · Which illustration matches the text? (Picture cues) · Is the author/illustrator trying to tell us _____or _____? (Picture Cues)	· Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the text using illustrations to sequence in order · After listening to a recording of a text and using illustrations, students will respond to" yes/ no"" questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher.

New Jersey Student Learning Standard (NJSLS) W.K.1

NJSLS: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Essential Element of the NJSLS: With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Express opinion or likes and dislikes about a topic or book · State an opinion or preference · Dictate thinking and/or illustrate ideas and write ideas · Choose t self-selected topics · Begin to develop ability to support opinion or preference with a reason	· What are you writing about? · How will you start your writing? · Can you tell me about your picture, and I will help you write about your picture. · Can you add labels to your drawing to help you write? · Why is it important to give your story a title?	· Ask students to work with a partner. Each partner chooses a story s/he knows well. Have the partners share their opinions about the characters and the story events. Engage in a discussion stating their opinion. · After reading a story, have the students draw and write one-two opinions about the story and share their work with a classmate. Teacher provides support as needed to help students clarify and expand their ideas.

· ESL Students Levels · Special Education Students - Mid Group	· Draw a picture · Know that a story tells about something that happened · Understand that ideas can be conveyed through writing, drawing pictures	· What are you writing about? · Can you tell me about your picture, and I will help you write about your picture. · Can you add labels to	· Independently students will think about then draw their favorite event in their life. After, they will be paired with a partner to share their picture. They will then engage in a discussion stating their opinion on why this event is their favorite. · After reading a story and showing illustrations, have the students draw and dictate an opinion about the story and

	or telling · Understand that letters and the sounds they make can be written · Understand that a title is the name of a book · Draw or dictate an opinion piece with single words, matching pictures/photographs · from models, pointing to pictures/photographs or repeating words.	your drawing to help you write? · Is it important to give your story a title?	share their work with a classmate. Teacher provides support as needed to help students clarify and expand their idea.

· ESL Students Levels · Special Education Students - Low Group	· Draw a picture · Know that a story tells about something that happened · Understand that ideas can be conveyed through writing, drawing pictures or telling · Understand that letters and the sounds they make can be written · Understand that a title is the name of a book · Draw or dictate an	· What are you writing about? · Can you tell me about your picture, and I will help you write about your picture. · Can you add labels to your drawing to help you write? · Is it important to give your story a title?	· Independently students will think about then draw their favorite event in their life. After, they will be paired with a partner to share their picture. They will then engage in a discussion stating their opinion on why this event is their favorite. · After reading a story and showing illustrations, have the students draw and dictate an opinion about the story and share their work with a classmate. Teacher provides support as needed to help students clarify and expand their idea.

	opinion piece with single words, matching pictures/photographs · from models, pointing to pictures/photographs or repeating words.		

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

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Tell, draw and write a story about something that happened · Show what happens first · Put the pages in order · Tell what happens last	· Tell me what you will draw and write about. · Why is it important to write a beginning, middle and end? · Why is it important to draw a picture and be able to talk about it? · What can you do to spell a word correctly?	· After the teacher models, provide students with a topic and have them compose a complete sentence. Then have the students develop a beginning, middle and end to create a complete story. Time permitting, have the students illustrate their story. · Teacher will model writing the beginning and middle of a story. After reading the story to the whole group, ask the students to name the story problem. Next, direct the students to draw and write an ending that solves the problem.

· ESL Students Levels · Special Education Students - Mid Group	▪ Draw a picture that tells a story ▪ Be able to talk about what has been drawn using single words ▪ Know what an event is ▪ Know the who, what, when, where and why of an event ▪ Retell the event in the	▪ Tell me what you will draw and encourage student to use developmental spelling, word walls, classroom labels, and teacher support to write about it. ▪ Should a story have a beginning, middle and an end?	▪ The teacher will provide students with a topic. The teacher will model how to compose a complete sentence. Together the teacher and students will develop a beginning, middle and end to create a complete story. ▪ After have the students illustrate their story. ▪ Teacher will model how to write the beginning and middle of a story including illustrations. The teacher will then read the

	order that it happened using illustrations.	▪ Is it important to be able to talk about a picture you drew? ▪ What can you do to spell a word correctly?	story out loud to students, and ask the students to name the problem in the story. Next, ask the students to draw an ending that solves the problem.
· ESL Students Levels · Special Education Students - Low Group	▪ Draw a picture that tells a story ▪ Be able to talk about what has been drawn using single words ▪ Know what an event is ▪ Know the who, what, when, where and why of an event ▪ Retell the event in the order that it happened using illustrations.	▪ What are you drawing? Teacher assists with labeling picture. ▪ Should a story have a beginning, middle and an end? ▪ Is it important to be able to talk about a picture you drew? ▪ What can you do to spell a word correctly?	▪ The teacher will provide students with a topic. The teacher will model how to compose a complete sentence. Together the teacher and students will develop a beginning, middle and end to create a complete story using sentence starters and picture cues. ▪ After have the students illustrate their story. ▪ Teacher will model how to write the beginning and middle of a story including illustrations. The teacher will then read the story out loud to students, and ask the students to choose the problem in the story from picture choices. Next, ask the students to draw or say an ending that solves the problem.

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

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Tell, draw and write a story about something that happened · Show what happens first · Put the pages in order	· What will you be writing about today? · Who will you write about and why? · What did you like the most? Can you write about that? · What will you tell about in your writing? · Why is it important to add details to your writing? · How can you use a graphic organizer to help you write your story?	· On the board, write five simple sentences. Point out that the sentences do not have details. Have the students change or add words to make the sentences more detailed. Have students share their work with a partner. · Have students draw a picture and write two sentences to describe the picture. Working with a partner, have the students add details to their sentences to strengthen their writing. Have students share their completed work with the class. · After writing a short story, have student confer with the teacher to identify unrelated details that need to be eliminated and to add more specific details to strengthen the writing. Have the students share their completed writing with the class.

| · ESL Students Levels

· Special Education | ▪ Generate a topic to write about

▪ Brainstorm & write ideas on a graphic | ▪ What will you be writing about today?

▪ Who will you write about and why? | ▪ On the board, write three simple sentence frames. Point out that the sentences need to be completed with details. Have the students add words to |

| Students - Mid Group | organizer or chart

▪ Organize the writing so that it moves logically

▪ Write and/or draw sentences with details

▪ Recognize unrelated ideas when read with an adult

▪ Work with peers

▪ Add details to writing after exchanging ideas with peers by adding one-word or picture details to writing. | ▪ What will you tell about in your writing or drawing?

▪ Is it important to add details to your writing?

▪ Can you use a graphic organizer to help you write your story? | make the sentences more detailed. Have students share their work with a partner.(Teacher should model first)

▪ Teacher will model how to draw a picture and write a sentence to describe it. Next, students will independently draw a picture and write a phrase or one sentence to describe the picture. Working with a partner, have the students add details to their sentences to strengthen their writing. Have students share their completed work with the class.

▪ The teacher will write a paragraph with illustrations on chart paper. Students will confer with the teacher to identify 1 unrelated detail that need to be eliminated and add 1 more specific detail to strengthen the writing. |

·   ESL Students Levels
 	
·   Special Education
 	
Students - Low
 	
Group
	▪ Generate a topic to
	   write about
	
	▪ Brainstorm & write
	   ideas on a graphic
	   organizer or chart
	
	▪ Organize the writing
	   so that it moves
	   logically
	
	▪ Write and/or draw
	   sentences with details
		▪ What will you be
		   writing about today?
		
		▪ Who will you draw
		   or write about?
		
		▪ What will you tell
		   about in your
		   drawing?
		
		▪ Is it important to add
		   details to your
		   writing?
			▪ On the board, write three simple
			   sentence frames. Teacher will model
			   how sentences need to be completed
			   with details. Have the students fill in
			   the blank using a word bank to make
			   the sentences more detailed.
			
			▪ Teacher will model how to draw a picture
			   and write a sentence to describe it.
			   Next, students will independently draw
			   a picture and write a single word to
			   describe the picture. Working with a

	▪ Recognize unrelated ideas when read with an adult ▪ Work with peers ▪ Add details to writing after exchanging ideas with peers by adding one-word or picture details to writing.		partner, have the students describe their sentences. ▪ Students will be given sentence strips with pictures and will find, then highlight unrelated detail. Student will use a word bank with picture cues to add a detail.

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

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, "log in" to programs, computer stations, and handheld devices and engage in digital meeting)	· Would your writing fit best on one page, or should we use PowerPoint? · How will your group decide how to present your story? · Can you turn on the computer? Show me. · Would you like to type, or should I? · Did you remember to save your work?	· Model for the students how to turn the computer on/off to print, and save a document. Have students practice these tasks with a partner. Display, near the computers, an anchor chart as a reference for students use. · After writing a collaborative short story, with teacher support/ guidance, students will type or dictate their story, save, add an image, and print the completed work. Teacher will assist with revising and editing the writing.

· ESL Students Levels · Special Education Students - Mid Group	· With guidance, explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, "log in" to programs,	· Can your writing fit on one page or should we use PowerPoint? · Do you know how your group will present your story, by _____ or	· Model for the students how to turn the computer on/off to print, and save a document. Have students practice these tasks with a partner. Display, near the computers, an anchor chart as a reference for students use.

	computer stations, and handheld devices and engage in digital meeting)	_____? · Can you turn on the computer? Show me. · Would you like to type, or should I? · Do you know how to save your work?	· After listing ideas for a collaborative short story, with teacher support/ guidance, students will type or dictate their story, save, add an image, and print the completed work. Teacher will assist with turning the list into a story.
· ESL Students Levels · Special Education Students - Low Group	· With guidance, explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, "log in" to programs, computer stations, and handheld devices and engage in digital meeting)	· Can your writing fit on one page? · Will your group present their story _____? · Can you turn on the computer? Show me. · Would you like to type, or should I? · Do you know how to save your work?	· Model for the students how to turn the computer on/off to print, and save a document. Have students practice these tasks with a teacher. Display, near the computers, a visual anchor chart as a reference for students use. · Students will draw ideas for a story. Teacher will then listen to what the story is about and type those words for the student. Teacher will model how to save, add their image and print their work.

New Jersey Student Learning Standard (NJSLS) W.K.7

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Understand their job and how they will contribute to the project from beginning to end	· What is the name of your favorite book? · Who wrote that book? · Would you like to read/hear another book by that author? · The two books you read are by the same author. Which one did you like best and why? · What are some of your favorite things? Why do you like them? · Why is it important to include the author's name and the title of the book in your writing?	· Define and discuss what a fact and an opinion means. Display six-ten sentences already written on chart paper. Read each sentence and ask students whether each sentence is a fact or opinion. Write "f" on a sticky note and place next o each sentence that gives information you can prove. Write "o" next to statements that tell how someone feels about something. · After reading a story, have students use a fact or opinion graphic organizer. Model how to organize your information and decide whether statements are fact or opinion. Engage in a whole group discussion. · Use a combination of drawing, dictating, and writing to compose opinion pieces in which students introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.

· ESL Students Levels	· Understand their job and how everyone needs	· Is the name of your favorite book or	· Define and discuss what a fact and an opinion means. Display six-ten sentences

· Special Education Students - Mid Group	to contribute to the project from beginning to end	_____? · Do you know who wrote that book? Was it _____? · Would you like to read/hear another book by that author? · The two books you read are by the same author. Which one did you like best? · Are some of your favorite things for the story _____ or _____? · Is it important to include the author's name and the title of the book in your writing?	already written on chart paper. Read each sentence and model for the students whether each sentence is a fact or opinion. Write "f" on a sticky note and place next o each sentence that gives information you can prove. Write "o" next to statements that tell how someone feels about something. · After reading a story, have students work with a partner on a fact or opinion graphic organizer with a teacher provided informational sheet to use as a guide. Model how to organize your information and decide whether statements are fact or opinion. Engage in a whole group discussion. · Use a combination of drawing, dictating, and writing to compose opinion pieces in which students introduce the topic or name the book they are writing about and state an opinion. Teacher will ask a variety of questions of the student to help find the reason for the opinion.

· ESL Students Levels · Special Education Students - Low Group	· Understand the roles of each job and how those roles contribute to the project from beginning to end	· Is _____ the name of your favorite book? · Did _____ write that book? Is he/she the author? · Would you like to read/hear another book	· Define and discuss what a fact and an opinion means. Display three-six visual sentences on chart paper. Read each sentence/point and describe each picture and model for the students whether each sentence is a fact or opinion. Write "f" on a sticky note and place next o each sentence that gives information you can

		by that author? · The two books you read are by the same author. Did you like ____ or ____ best? · Is ____ one of your favorite things from the story? · Is it important to include the author's name and the title of the book in your writing?	prove. Write "o" next to statements that tell how someone feels about something. · After reading a story, teacher will model for students how to use a fact or opinion graphic organizer. Teacher will model how to organize the information and decide whether statements are fact or opinion. Class will create and anchor chart of the information and engage in a whole group discussion. · After listening/reading to a familiar story, have students draw and write words or phrases what they liked about the story. Teacher can ask clarifying questions to determine why that was the students opinion.

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

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

Essential Element of the NJSLS: With guidance and support from adults, identify information, objects, or events that relate to personal experiences.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Students Levels 4-5 · Special Education Students - High Group	· Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support	· Where can you go to collect/gather information to help you understand? · Did you find information in books and magazines? · Did you find information on the computer? · What were the best sources you used? · Why is it important to ask who, what, where, and when questions after reading a text?	· Have a class discussion about the weather. Form the students' ideas into sentences and write them on a chart/board. Model how to type the sentences on the computer. Have two or three students work together at a computer to describe their school day. Provide guidance/support as needed. · Ask students to work with a partner. Give each pair a book with factual information about animals. Have them choose an animal to learn about. Remind the partners to use the pictures and words in the text to find facts about the animal. Have the partners record the animal facts on a paper and share with the class.

· ESL Students Levels · Special Education Students - Mid Group	· Recall an event to answer yes/no questions by using illustrations or single words. · Look at multiple sources	▪ Can you collect/gather information in books/magazines to help you understand? ▪ Can you find	· Using pictures from a magazine, book and/or internet, lead a class discussion about the weather. Students will work with a partner and, using single words or phrases, describe and draw a picture about the weather outside. Provide

	to gather information · Draw conclusions from experiences to help answer a question · Use multiple sources to come to an answer	information in books and magazines? ▪ Can you find information on the computer? ▪ Were the best sources you used, from a book, magazine or computer? ▪ Is it important to ask who, what, where, and when questions after reading a text?	guidance/support as needed. · Ask students to work with a partner. Give each pair an appropriately leveled book about an animal. They will use illustrations and single words/phrases to state facts about an animal to a partner. The partner will draw the animal and share one fact about the animal to the class.

· ESL Students Levels · Special Education Students - Low Group	· Recall an event to answer yes/no questions by using illustrations or single words. · Look at multiple sources to gather information · Draw conclusions from experiences to help answer a question · Use multiple sources to come to an answer	▪ Can you collect/gather information in books/magazines to help you understand? ▪ Can you find information in books and magazines? ▪ Can you find information on the computer? ▪ Were the best sources you used, from a book, magazine or computer? ▪ Is it important to ask who, what, where, and when questions after reading a text?	· Using magazines and chart paper, teacher will model how to recall information from the text. Students will work with a partner and, using single words or phrases, describe and draw a picture about the weather outside. · Students will be provided an appropriately leveled informational text about an animal. They will use illustrations and single words/phrases to state facts about an animal to a partner. The partner will draw the animal.

District Resources
Phonological/Phonemic Awareness

Lesson 16: - Blend Phonemes - Middle Sound **Lesson 17:** - Blend Phonemes - Segment Phonemes **Lesson 18:** - Blend Phonemes - Segment Phonemes	**Lesson 19:** - Blend Phonemes - Segment Phonemes **Lesson 20:** -Add Phonemes

District Resources
Letter Names/ Phonics

Lesson 16:
-Letter/Sound: short I /i/
-Blending Words
-Long I, short I

Lesson 17:
-Letter/Sound: g /g/
-Blending Words

Lesson 18:
- Letter/Sound: r /r/
-Blending Words

Lesson 19:
- Letter/Sound: d /d/
-Blending Words

Lesson 20:
-Blending
-Review
-Word Building
-Long Vowel /i/i
-Long Vowel /i/i_e

District Resources
Guided Reading
Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.   **Running Records** A running record is a tool used to assess students' reading behaviors and comprehension. A benchmark book and a running record form, with text from the book, are used for assessment. Analyzing students' performance will help teachers identify students' reading levels, check their fluency, find weaknesses in comprehension and plan effective guided reading instruction. Running records will be administered to students as part of the ELA unit assessments. **Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.**

District Resources
Guided Reading

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

Kindergarten Level D

· Remembers language patterns and repeating events over longer stretches of text

· Self-corrects, using visual information

· Controls directionality and word-by-word matching with eyes, using finger only at points of difficulty

· Searches for understanding while reading

· Remembers details from the text and pictures

· Pays close attention to words and their structural features (for example, endings)

· Reads fluently, with phrasing

· Rereads to confirm or figure out new words

· Solves new words using knowledge of sound/letter relationships and word parts

Writer's Workshop		
Primary Focus: Writing Unit	Secondary Focus	Routine Writing

Opinion Writing	Opinion Writing	Reader's Response Notebook
Lesson 16:	After reading stories/texts within the unit, students can write letters to the author sharing their thoughts on a portion of the text read.	Writing Folders Interactive Writing Drawing books
➢Opinion Writing Focus Trait: Organization ➢Language:		
➢Classify and Categorize Science Words		
➢Questions		
Lesson 17:		
➢Opinion Writing Focus Trait: Voice ➢Language:		
➢Multiple Meaning Words		
➢Proper nouns for people, places, and pets		
Lesson 18:		
➢Opinion Writing Focus Trait: Conventions ➢Language:		
➢Context Clues		
➢Verbs in the Future Tense		
Lesson 19:		
➢Opinion Writing Focus Trait: Word Choice ➢Language:		
➢Antonyms		
➢Verbs in the Past Tense		
Lesson 19:		
➢Opinion Writing Focus Trait: Word Choice ➢Language:		
➢Synonyms		
➢Verbs: Past, Present, Future		

Writing Rubrics

Rubric for Narrative Writing—Kindergarten

	Pre-Kindergarten (2 POINTS)	2.5PTS	Kindergarten (3 POINTS)	3.5PTS	Grade 1 (4 POINTS)	SCORE
STRUCTURE						
Overall	Thewriter toldastorywith pictures and some "writing."	Mid-level	Thewriter told,drew,and wrote a whole story.	Mid-level	Thewriter wrote about when she did something.	
Lead	Thewriterstarted by drawing or saying something.	Mid-level	Thewriterhadapagethatshowed what happenedfirst.	Mid-level	Thewritertriedtomakeabeginningfor his story.	
Transitions	Thewriter kept on working.	Mid-level	Thewriter put his pages in order.	Mid-level	Thewriter put her pages in order.She used wordssuchasandandthen,so.	
Ending	Thewriter'sstoryended.	Mid-level	Thewriterhadapagethatshowed what happened lastin herstory.	Mid-level	Thewriterfoundawaytoendhisstory.	
Organization	Onthewriter'spaper,therewasaplacefor drawingandaplacewhereshetriedto write words.	Mid-level	Thewriter'sstoryhadapageforthe beginning,apageforthemiddle,anda page fortheend.	Mid-level	Thewriterwroteherstoryacrossthree or morepages.	
						TOTAL
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.	(X2)

	Pre-Kindergarten (2 POINTS)	2.5PTS	Kindergarten (3 POINTS)	3.5PTS	Grade 1 (4 POINTS)	SCORE
			LANGUAGE CONVENTIONS			
Spelling	Thewriter could readhispictures and some of his words. Thewritertried to makewords.	Mid-level	Thewriter couldread her writing. Thewriterwrote aletterforthe sounds she heard. Thewriterusedthewordwalltohelp her spell.	Mid-level	Thewriterusedallheknewaboutwords and chunksofwords(at,op,it,etc.)tohelp him spell. Thewriterspelled all the word wall words rightandusedthewordwallto helphim spellotherwords.	
Punctuation	Thewritercouldlabelpictures. Thewritercouldwriteher name.	Mid-level	Thewriterputspacesbetweenwords. Thewriterusedlowercaseletters unless capitalswereneeded. Thewriterwrotecapitalletterstostart every sentence.	Mid-level	Thewriterendedsentences with punctuation. Thewriter used a capitalletter for names. Thewriter used commas in dates and lists.	
						TOTAL

	Writing Rubrics					
Craft*	In the writer'sstory,she told and showed whathappened.	Mid-level	Thewriterdrewand wrotesome details about what happened.	Mid-level	Thewriter used labels and words to give details.	(X2)
						TOTAL

Comprehension Clubs	**CCSS: Text Exemplars (Appendix B)**
Readings- Journeys Animals in the Woods, *Jonas Lisson* My Yard, *Florence Lee* In the Tree, *Maura Sidel* In My Yard, *Florence Lee* Bug Parts, *Aksel James* Find the Bug, *Doreen Tam* Rosie and the Bug Jar, *Celeste Albright* Look for Bugs, *Doreen Tam* The Sea, *Alice Garcia* Let's Swim, *Rebecca Fox* By the Sea, *Dick Martin* Swimming, *Rebecca Fox* Taking Pictures*, Max Bates* Summer Camp, *Oscar Ramos* Come for a Swim!, *Sharon Fear* Fun at Camp, *Oscar Ramos* Curious George Visits Animal Friends, *James Martin* Curious George and the Hungry Animals, *Courtney Kim* Curious George Visits the Woods, *Sharon Fear* Curious George and the Animals	**Stories:** *Rebecca Kai Dotlich,* What is Science? *Olivia Dean,* Anansi and Grasshopper *Anonymous,* If You Ever *Nancy Shaw,* Sheep Take a Hike The Three Billy Goats Gruff *Margret & H.A. Rays,* Curious George's Dinosaur Discovery **Read-Aloud Stories:** *Simon James*, Dear Mr. Blueberry *Freda Wolf,* It is the Wind *Mary Casanova*, One Dog Canoe *Valeri Gorbachev,* Nicky and the Rainy Day *Tad Hills,* Duck and Goose **Informational Texts:** *Linda Ruggieri*, Benjamin Franklin, Inventor *Debrah Heiligman,* From Caterpillar to Butterfly *G. Brian Karas*, Atlantic Exploring Land and Water **http://www.corestandards.org/assets/ Appendix B.pdf**

Vocabulary

When teaching vocabulary,

· Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).

· Use the various learning modalities and sample menu in order to deliver instruction.

· Introduce the word in context first before explicit vocabulary instruction.

· Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.

· Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

* High Frequency Words: is, of, so, how, where, many, find, from, but, this, came, on, will, into, your, be, that, who, go, here, soon, for, they, up

Oral Vocabulary

Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20

➢Perhaps ➢Pleased ➢Pond ➢Information ➢Spurt ➢Travel	➢Creaks ➢Hare ➢Hinge ➢Howling ➢Path ➢Sways	➢Canoe ➢Dew ➢Glided ➢Paddle ➢Peered ➢Crew	➢Blizzards ➢Boring ➢Meadow ➢Cliffs ➢Impossible ➢Jungle	➢Attention ➢Confusion ➢Webbed ➢Notice ➢Apologized ➢Snooze

Domain-Specific Vocabulary				
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
➤Experiment ➤Life Science ➤Earth Science ➤Physical Science	➤Molt ➤Larva ➤Metamorphosis ➤Chrysalis	➤Inlet ➤Iceberg ➤Gulf ➤Wave ➤Tide	➤Trail ➤Gear ➤Supplies ➤Pack	➤Discover ➤Examine ➤Experiment ➤Verify

Selection Vocabulary				
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
➤Fossils ➤Geodes ➤Geysers ➤Glaciers	➤Ever ➤Rush ➤Pumps ➤Tiny	➤Conquered ➤Relative ➤Lapping ➤Scraping	➤Bicker ➤Compass ➤Hiking ➤Tramp	➤Expected ➤Display ➤Museum ➤Quarry
Terms About Reading/ Language Arts				
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
➤Sort ➤Classify ➤Main Idea ➤Details	➤Sequence of Events ➤Clues ➤Predictions	➤Context Clues ➤Author ➤Author's Purpose	➤Antonyms ➤Cause ➤Effect ➤Conclusions	➤Synonyms ➤First ➤Sequence ➤Events ➤Next

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking & Listening	Language
· http://readingandwritingproject.org/ · www.jenniferserravallo.com/blog · http://www.wegivebooks.org/books · http://www.nwp.org/cs/public/print/resource_topic/teaching_reading · http://www.sightwords.com/ · www.lindahoyt.com/tips.html · http://www.readwritethink.org/	· http://readingandwritingproject.org/ · http://www.schrockguide.net/ - http://twowritingteachers.wordpress.com · www.lindahoyt.com/tips.html · http://www.readwritethink.org/ · http://www.nwp.org/cs/public/print/resource_topic/teaching_writing	· http://readingandwritingproject.org/ · www.lindahoyt.com/tips.html	· http://readingandwritingproject.org/ · www.lindahoyt.com/tips.html · http://www.seymoursimon.com/index.php/blog/

Suggested Websites

Reading Rockets

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

Writing Fix

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

Read Write Think

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

Brain Pop Jr.

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

Tween Tribune

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

E Reading Worksheets

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

Suggested Websites

Achieve the Core

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

The Florida Center for Reading Research

The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The link will take you to a wealth of CCSS resources to guide you in finding activities and ideas for teaching the standards. Click on the grade level link next to the domain to find activities aligned to specific standards. http://www.fcrr.org/for-educators/sca.asp

ReadWorks

ReadWorks provides research-based units, lessons, and authentic leveled non-fiction and literary passages that you can search by lexile level, grade and skill. This site also offers novel study units that all can be aligned to the Common Core State Standards for free. www.readworks.org

Learn Zillion

This site will provide you with PowerPoint presentations aligned to the Common Core State Standards, and provide an alternate approach to teaching standards. The lessons are scaffolded to provide a clear understanding of the standard being addressed, and enhances the use of technology in your classroom. You must complete the free registration before using learnzillion. www.learnzillion.com

News ELA

News ELA provides a wealth of informational articles that can be geared to multiple lexile levels. They will give you an opportunity to embed Social Studies and Science into your lessons as well as give you an opportunity to increase text complexity within your instruction. In addition, News ELA offers a variety of topics and current events that will engage your students by providing material that is interesting and relevant. Students also have the ability to access that material at home. https://newsela.com/elementary/

TCOE

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

Field Trip Ideas

ALSTEDE FARMS - Let us teach you about farming in the most fun way! We open our doors to groups of all ages and sizes because we understand the importance of hands-on education. We personalize each farm tour and field trip, depending on the group's interests. You will navigate our farm by taking hayrides out to the beautiful fields and orchards, greenhouses, school classroom, our friendly animals and last but not least – having a great outdoor day at our family owned farm. You choose the other activities- climb the giant hay pyramid, have lunch and refreshing lemonade or take a self-guided tour of our animals.
http://alstedefarms.com/group-events-and-tours/group-farm-tours/?gclid=CIjzn-W4lMYCFQgUHwodK1oAxA

BRONX ZOO Bronx, NY - Visit the largest urban zoo in America and get up close to more than 600 species from around the globe. Meet exotic animals, birds, reptiles, and insects from across Asia, Africa, the Americas and more without ever leaving the Bronx.
http://bronxzoo.com/field-trips

LEGOLAND DISCOVERY CENTER (Yonkers, NY) – Spinning Tops (Engineering Design, Mathematics) In this exciting workshop students build LEGO® spinning tops, collect data on whose design spins the longest, while also learning about the forces that affect their tops performance. ****Requires approval from Unit Superintendent****
https://www.legolanddiscoverycenter.com/westchester/education/pre-school.aspx

NEW JERSEY STATE MUSEUM (Trenton, NJ) – **"Stars and Shapes Forever"** First stop is the animated Planetarium show, The Little Star That Could, followed by an interactive workshop. Children enjoy modelling our solar system, orbiting the sun with colorful inflatable planets, and compare the sizes of objects in the Universe. Each child gets to decorate their own star to take home. It's a great way to introduce young children to the Planetarium and our galaxy! **$3 per student** *(Includes Planetarium show)*
Requires approval from Unit Superintendent
http://www.state.nj.us/state/museum/dos_museum_school.html

PENNINGS ORCHARD Warwick, NY - We look forward to seeing you next year for all your favorite activities including the u-pick, farm market, pumpkin fields, hayrides, farm animals, kiddie maze and more.
http://www.penningsorchard.com/blog/

TURTLE BACK ZOO West Orange, NJ - We have daily, free live animal programs. We also offer programs for groups that can be scheduled for an Education Center Classroom. There is a fee for these programs and they have to be scheduled at least three weeks in advance. Programs can be especially tailored for to meet your needs, including for Boy and Girl Scout groups to help with badge requirements.
http://turtlebackzoo.com/education/

Suggested Websites

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

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

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

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

ELL Resources

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

"Word clouds" from text that you provide-http://www.wordle.net/

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

Learn a language for FREE-www.Duolingo.com

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

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

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

▪ **Everything ESL -** http://www.everythingESL.net

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

▪ **ELL Tool Box Suggestion Site** http://www.wallwisher.com/wall/elltoolbox

    best practices for various aspects of an English language classroom

▪ **Hope4Education -** http://www.hope4education.com

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

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

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

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

OELA - http://www.ed.gov/offices/OBEMLA
    The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

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

Learning Resource Centers (LRC Network) http://www.state.nj.us/education/lrc
    supported through the NJDOE, Office of Special Education Programs.
    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/

ELL Resources

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

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

Games and quizzes for practicing vocabulary

Students K-8

▪ **Kindersite -** http://www.kindersite.org

1,000s of links to graded English content suitable for 2 to 6 year olds

▪ **Learning Games for Kids -** http://www.learninggamesforkids.com

Learning games and songs for preschool and elementary children

▪ **SpellingCity.com -** http://www.SpellingCity.com

Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words

▪ **Starfall.com -** http://www.starfall.com

Phonics lessons, interactive books, and word games

▪ **AAA Math -** http://www.aaamatematicas.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

ELL Resources

Implement "Centers" in a high school classroom using the i-pod touch

▪ **Windows to the Universe -** English: http://www.windows.ucar.edu Spanish: http://www.windows.ucar.edu/spanish

A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities

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

http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25
Search by college or location. Updated annually

Special Education Resources

· **Animoto**

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

· **Bookbuilder**

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

· **CAST**

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

· **CoSketch**

CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.
http://www.cosketch.com/

· **Crayon**

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

· **Education Oasis**

Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more!
http://www.educationoasis.com/printables/graphic-organizers/

· **Edutopia**

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

Special Education Resources

· **Glogster**

Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends.
http://edu.glogster.com/?ref=personal

· **Interactives – Elements of a Story**

This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.
http://www.learner.org/interactives/story/index.html

· **National Writing Project (NWP)**

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

· **Pacecar**

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

· **Plickers**

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

· **Read Write Think**

ReadWriteThink provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials
http://www.readwritethink.org

· **RubiStar**

RubiStar is a free tool to help teachers create quality rubrics.
http://rubistar.4teachers.org/index.php

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/

- **Webspriration**

Webspiration is an online visual thinking tool with features that assist students in capturing ideas, organizing information, diagramming processes, and creating concise written documents. http://www.mywebspiration.com/

- **Wordle**

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