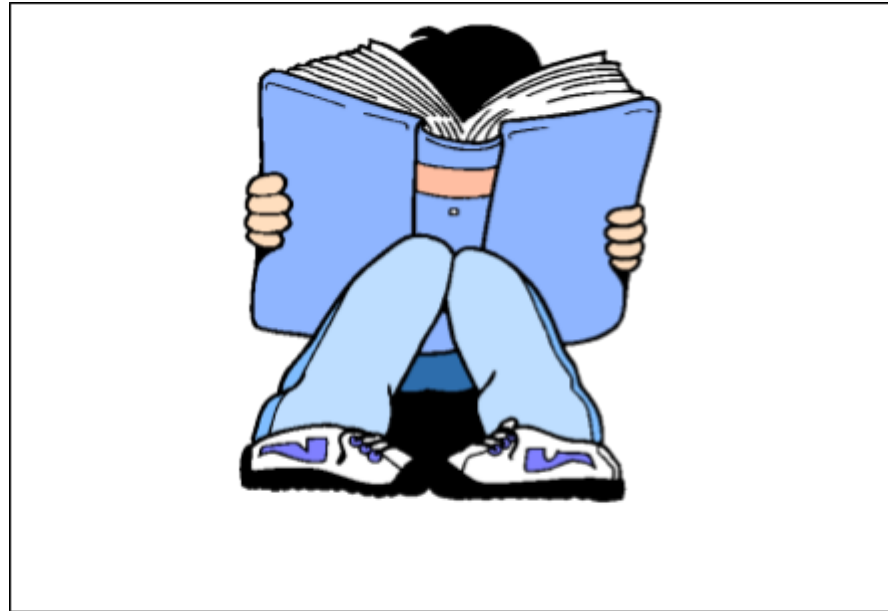# ENGLISH LANGUAGE ARTS

Grade 1: Unit 2

Informational/Literary Reading and Informative Writing

Course Description
(Workshop Model)

First grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The 1st grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 1st grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

Rationale

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

ESL Framework

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

Pacing Chart – Unit 2

Topic: Reading Informational and Literary Text Informational and Narrative Writing	NJSLS	
DISTRICT RESOURCES **Vocabulary:** Oral Vocabulary, Words to Know (High-Frequency Words), Domain Specific Vocabulary, Selection Vocabulary, and Terms About Reading/Language Arts **Reading Instruction:** Journeys: Traditional Stories, Animal Communication, Music, Writing, Feelings **Guided Reading:** Teachers will meet daily with guided reading groups using the materials specific to their students' reading level, with the end goal being students reading at level I by the end of first grade. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on. **Writer's Workshop:** Journeys: Informative Writing (Sentences that Describe, Poetry, a Thank You Note, Description)	**Reading Standards:** **Literature** RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6 RL.1.7, RL.1.10 **Informational** RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10 **Reading Foundational Skills:** RF.1.1A, RF.1.2A,B,C,D RF.1.3A,B,C,G RF.1.4A,B **Writing Standards:** W.1.2, W.1.5, W.1.7, W.1.58 **Language Standards:** L.1.1,A,B,C,F, J, L.1.2A,B,C,D,E L.1.4,A, L.1.5A,B,D L.1.6 **Speaking and Listening Standards:** SL.1.1A,B,C, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6	**Instruction: 8 weeks** **Assessment: 1 week**

Effective Pedagogical Routines/Instructional Strategies

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

Educational Technology

Standards 8.1.2.A.1, 8.2.2.A.5, 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: Students will use computers, IPads, and tablets to access the Raz-Kids website and Epic Application, in school and at home, to practice leveled reading skills such as decoding, comprehension, and fluency.

Communication and Collaboration
□ Engage in a variety of <u>developmentally appropriate</u> learning activities with students in other classes, schools, or countries using electronic tools.

Example: Using images collected by the students during their research on the how animals communicate, students can share their research/learning with another class of first grade students.

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

Example: As part of the current unit students will deepen their understanding of how animals communicate, the students, with teacher support, will select and research facts about a specific animal.

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

Computer Skills

Basic Computer Skills

Turn on the monitor (or iPad)

Turn off the monitor (or ipad)

Turn on the computer

Turn off the computer

Log on

Log off

Verbally identify computer parts:
  Computer
  Monitor
  Screen
  Keyboard
  Mouse
  Mouse Pad

Double click to open programs

Word Processing Skills

Use caps lock and shift keys

Use backspace and delete keys

Use enter key

Type first and last name

Career Ready Practices
Standards
CRP1, CRP4, CRP 6

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

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

Example: Students will demonstrate, in whole and small group content learning activities, an understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, reasoning, problem solving, collaborating, listening, speaking, defending your position in Accountable Talk discussions and taking turns so that all student voices are heard.

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

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

Example: Students will be able to use their research, learning and critical thinking about the ways animals communicate to orally present and visually (photos) communicate their findings.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways. They contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

  Example: The students will use their new learning about the parts animals and their experience with the informational texts in Journeys to draw and write about an animal of their choice and contribute to a class book in which they write an informative piece about the informational text that helped them learn more about their animal.

  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:

Level	Descriptors
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
· Provide lecture notes/outline	· Provide a warning for transitions	· Small group instruction	· Graphic organizers
· Pacing Guides/Visual Checklists	· Reading partners	· Emphasize multi-sensory learning	

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

Differentiated Instruction

Accommodate Based on Students' Individual Needs: Strategies

- Leveled Text ·

  Chunking text

- Choice Board/Menu

- Tiered Instruction

- Small group instruction

- Sentence starters/frames

- Writing scaffolds

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

- Use of oral assessment

- Tiered learning centers

- Tiered questioning

- Data-driven student partnerships

Interdisciplinary Connections

Music Connection: 1.3.2.B.3

   Orff/Homemade Instruments
   First, students will watch a Brain Pop Jr. video on sound (https://jr.brainpop.com/science/energy/sound/). After watching the video, students can complete the Write About It, Draw About It, and Games. Once students understand musical sounds, students will learn about the drums, an orff instrument by reading the book Drums, by Tim Pano. Students will demonstrate the correct playing techniques on the drum, and then create a homemade drum.

Science Connection: K-2-ETS1-1

   Students can collect data and try out tools scientists use at Sid the Science Kid.
                                  pbskids.org/sid/scientist.html

Social Studies Connection: **6.3.4.A.1**

   This unit discusses the sense of self and feelings. In the book "A Color of his Own", every animal has a distinctive color except the chameleon who changes colors whenever he moves. While reading "A Color of His Own" students will have the opportunity to understand that true identity comes from who you are inside. It should be emphasized that a persons' uniqueness enhances his/her self-esteem.

                    http://www.varsitytutors.com/englishteacher/color-of-his-own-lesson-plans

Social Studies Connection 6.1.4.D.10:
   Students are reading stories that focus on character education. The following website offers activities that address feelings and building positive outcomes.
        http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit2.pdf

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	Suggested Formative/Summative Classroom 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	· Short constructed response questions · Multiple Choice questions · Quizzes · Reader Response folders/notebooks · Quick writes · Writer's folders/notebooks · Projects · Portfolio · Exit Slips · Graphic Organizers · Presentations (incorporating Web 2.0 tools) · Homework · Anecdotal Notes · Student Conferencing

Grade: 1	ELA Standards	Standards in each Lesson				
		6	7	8	9	10
LANGUAGE						
L.1.1A	Print all upper- and lowercase letters.		X	X		
L.1.1B	Use common, proper, and possessive nouns.		X			
L.1.1C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).				X	
L.1.1D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).					
L.1.1E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).					
L.1.1F	Use frequently occurring adjectives.	X				
L.1.1G	Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).					
L.1.1H	Use determiners (e.g., articles, demonstratives).					X
L.1.1I	Use frequently occurring prepositions (e.g., *during, beyond, toward*).					
L.1.1J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			X		
L.1.2A	Capitalize dates and names of people.			X		
L.1.2B	Use end punctuation for sentences.			X		
L.1.2C	Use commas in dates and to separate single words in a series.		X			X
L.1.2D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	X			X	
L.1.2E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.				X	
L.1.4A	Use sentence-level context as a clue to the meaning of a word or phrase.	X			X	

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

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

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

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

| W.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | X | | |

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

Grade: 1	Unit: 2	Topic: Informational/Literary Reading and Informative Writing

Standards: NJSLS:

Reading Literature: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 1.7, 1.10 Reading

Reading Foundational Skills: 1.1A, 1.2A,B,C,D 1.3A,B,C,G 1.4A,B

Speaking and Listening: 1.1A,B,C, 1.2, 1.3, 1.4, 1.5, 1.6

Informational Text: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10

Writing: 1.2, 1.5, 1.7, 1.5,1.8

Language: 1.1,A,B,C,F, J, 1.2A,B,C,D,E,1.4,A, 1.5A,B,D, 1.6

Journeys Unit

Lesson 6: What lessons can you learn from story characters?

This unit helps students think and talk about values within traditional stories. Students will:
·Understand and describe characters
·Summarize text
·Write in complete sentences

Lesson 7: How do animals communicate?

This unit allows student to use factual information to learn about life science, particularly animal communication. Students will:
·Identify the main idea and details within a text
·Infer and make predictions
·Identify, talk about, and learn vocabulary to describe animal communication.

Lesson 8: How is music part of your everyday life?

This unit allows student to learn about the arts. Students will:
·Read informational text to sequence events
· Write and revise a Thank-You Note
·Identify, talk about, and learn vocabulary to describe a school day.

Lesson 9: What makes a story or poem funny?

This unit allows student to understand different types of writing. Students will:
·Identify text and graphic features
·Compare and contrast different texts
· Identify a bibliography

·Write descriptions

Lesson 5: What happens on the train?

This unit allows student to understand social relationships and feelings. Students will:
·Analyze a story structure
·Visualize a story
·Identify, talk about, and learn vocabulary to describe feelings.

Required Resources

Jack and the Wolf, *Chris Shebam*
How to Communicate with Animals, *William Monoz*
 A Musical Day*, Jerdine Nolen*
Dr. Seuss, *Helen Lester*
A Cupcake Party, *David McPhail*

New Jersey Student Learning Standard (NJSLS) RL.1.1

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Understand what key details in the text are. · Determine what key details are in a text. · Recall key details of texts. · Ask and answer questions about key details. · Ask and prompt who, what, where, when, why and how regarding details of a text. · Answer when prompted and use key details from the text. · Ask and answer questions about key details, with support.	· Who was the story about? · What was this story about? · What happened in the story? Include key details? · What happened in the beginning, middle and end of the story?	· Create a story web with the class identifying key details from the story. · After reading a story, ask questions that require the student to recall key story details. Have the students share their ideas with a partner before sharing with the class. · After reading and answering story related questions, ask the students what happened in the beginning, middle and end of story. Record the responses on chart paper (or a large graphic organizer) divided into three columns labeled beginning, middle and end. As a follow-up, the teacher can divide the class into three groups (beginning, middle or end) and each member of the groups will individually write/illustrate what happened during their assigned part of the story.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Ask questions and answer "Wh _" questions in simple sentences. · Using simple words, students will give details/recall key details. · Distinguish between key details and insignificant details.	· Who was the story about? · What was the story about? · What happened in the story? Share two key details. · What happened in the beginning, middle and end of the story?	· Using a Graphic Organizer, write the main idea of a known story and list five details that are significant to the story plot. · After reading a story, with teacher support, respond to questions using textual evidence to identify key details.
· ESL Student Levels 1-2.4	· Ask simple questions and orally answer yes/no or	· Who was the story about, ___ or ___?	· Out of three illustrations provided by the teacher, select the picture that shows the main

· WIDA 2: Reading, Speaking · Special Education Students - Low Group	either/or questions with single words. · Using a drawing and/or simple words, orally give details/recall key details. · Using visual representation, distinguish between key details and insignificant details. · Listen for information through audio and/or teacher read aloud.	· Was the story about _____ or _____? · In the story, did _____ happen? · In the beginning, (middle and end) of the story, did _____ happen? (teacher will use characters, plot, and events from appropriately leveled stories when asking these questions)	idea of the story. · Using a graphic organizer, draw three details that are significant to the story plot. · After reading a story, respond to "Wh _" questions or questions with single words using visual cues from the text.

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

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

New Jersey Student Learning Standard (NJSLS) RL.1.3

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

Essential Element of the NJSLS: Identify characters and settings in a familiar story.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Identify key story details. · Provide a description of characters in a story using key details. · Provide a description of the setting of a story using key details. · Provide a description of the major events in a story using key details.	· Who are the characters in this story? · What is the setting of the story? · How do the characters in the story solve their problem? · What is an illustration? · How do illustrations help us understand the events in the story?	· Given a known story, name the main characters and list two of the character's traits. · After listening to a story, list words that describe the setting, including details from an illustration and the text. · After reading a story, complete a character trait graphic organizer using specific details from the book.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Orally describe characters and setting in a story using simple sentences in appropriately leveled or adapted text. · Identify the main character in the story. · Given specific key events on sentence strips, students will place in sequential order. · Understand that illustration is a picture or drawing that adds details to a story.	· What is the setting of the story? · How do the characters in the story solve their problem? · What is an illustration? · How do illustrations help us understand the events in the story?	· After reading and viewing the story's illustrations, complete a graphic organizer to name the main characters and list two of the character's traits. · After listening to a story, list words that describe the setting, including details from illustrations and the text.
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking	· Orally identify characters and setting in a story with single words in appropriately leveled or	· How did _____ (character) feel? · Did the story take place _____ ?	· After listening to a story and viewing illustrations, orally name the main characters and provide single words to describe the character's trait(s).

· Special Education Students - Low Group	adapted text. · Orally identify the main character of the story. · Given key events using visuals, students will place in sequential order. · Understand that an illustration is a drawing that adds details to story.	· Did the characters in the story solve their problem by _____? · Is an illustration a drawing? · Do illustrations help us understand the events in the story?	· After listening to a story, and viewing illustrations, select simple words to describe details from the text. · After listening to a story and viewing the illustrations, complete a character trait graphic organizer by illustrating 2 specific details from the text.

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

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

New Jersey Student Learning Standard (NJSLS) RL.1.10

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Participate in reading activities, either in a group or independently. · Articulate the purpose of the reading activities. · Model and develop engaging reading habits that lead to reading increasingly complex texts independently.	· Can I retell and recall the events in the story/poem? · Does this story/poem remind you of any other stories/poems you have read? · Predict what you think will happen next in the story? · What makes you think that will happen? · How do you know that will happen explain using key details from the story?	· Given a poem, read and explain what the poem is about. Share with a partner. · Given a Toolkit Text article, read and explain what the article is about. Write your response using details from the article to support your response. · As a whole group create a list of words and use the words to create a class poem. Have the class recite and illustrate the poem. · Expose students to a variety of poems (e.g., acrostic, haiku, and limerick).

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Recall and retell familiar stories. · Recite poems. · Read with fluency. · Read short sentences of leveled prose and poetry.	· Can I retell and recall the events in the story/poem? · Does this story/poem remind you of any other stories/poems you have read? · What do you think will happen next in the story? · What makes you think that will happen? · Can you use one key detail from the text to explain?	· Given a poem, read and answer questions to explain what the poem is about. Work with a partner. · Given an article, read and answer questions explain what the article is about. Use highlighted details from the article to support your response. · As a whole group create a list of words and use the words to create a class poem. Have the class recite and illustrate the poem. · Expose students to a variety of poems (e.g., acrostic, haiku, and limerick).
· ESL Student Levels 1-2.4 · WIDA 2: Reading,	· Recall familiar stories. · Understand poetry. · Understand reading with	· Did _____ happen in the story/poem? · Is this poem similar to	· Teacher will read poem and model how to determine what the poem is about. · Teacher will chunk and read an article and

Speaking	fluency.	_____?	model how to retell story with details.
· Special Education Students - Low Group	· Read single words of leveled prose and poetry in English.	· Do you think _____ or _____ will happen next?	· As a whole group create a list of words and use the words to create a classroom poem. Have the class recite and illustrate the poem.
			· Expose students to a variety of poems (e.g., acrostic, haiku, and limerick).

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

New Jersey Student Learning Standard (NJSLS) RI.1.1

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Understand what key details in the text are. · Determine what key details are in a text. · Recall key details of texts. · Ask and answer questions about key details. · Ask and prompt who, what, where, when, why and how regarding details of a text. · Answer when prompted and use key details from the text. · Ask and answer questions about key details, with support.	· What is this text about? · What is the most important idea or part of this text? · What can we learn from this text? · What details are important? · What events happened first, second, third? · Can you identify the main event? · How do you know this is the main event?	· After reading an informational text, explore the idea of asking and answering questions. Students will learn to use this strategy as they read a text. Teacher can model if necessary. · After reading a Toolkit Text article, respond to multiple choice questions and analyze the details that helped them select the correct answer by highlighting important key details within the text. · With a partner ask students to read a short informational paragraph and provide students with higher level thinking questions to respond to as they engage in an Accountable Talk discussion.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Ask and answer questions with simple sentences about key details in a leveled text. · Understand how to ask a question about text. · Understand how to answer questions about text. · Answer who, what, where, when and how questions. · Identify main events, and key details within a text.	▪ What is this text about? ▪ What is the most important idea or part of this text? ▪ Did we learn anything from this text? ▪ Did you find details that are important? ▪ What events happened first, second, third? ▪ Did you identify the main event? ▪ How do you know this is the main event?	▪ After reading an informational text, explore the idea of asking and answering questions using sentence starters. Students will learn to use this strategy as they read a text. Teacher will model. ▪ After reading a Toolkit Text article, respond to multiple choice questions and highlight important key details within the text with a partner. ▪ Ask partners to read a short leveled informational paragraph and engage in an Accountable Talk discussion using teacher provided higher order thinking questions.

· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Ask questions and answer choice questions using single words about important details in a leveled text. · Understand how to ask a question about text. · Understand how to answer questions about text. · Answer who, what, where, when and how questions. · Know there are key details and main events in a text.	· Is the text about _____ or _____? · Is _____ an important idea? · Is _____ an important detail? · Did you identify the main event? · Did _____ happen first, second or third?	· After listening to an appropriately leveled informational text with illustrations, students will answer yes/no questions based off of the illustrations and text. · Students will listen to an appropriately leveled article with illustrations, match the illustrations to single words or phrase that state key details from the text. · Students will listen to an excerpt from a text, and as a whole group, students will engage in an Accountable Talk discussion based on the illustrations from the text. Anchor chart, illustrations, and word bank will be provided.

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

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

New Jersey Student Learning Standard (NJSLS) RI.1.3

NJSLS: RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Essential Element of the NJSLS: 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 Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Identify the key people, events, ideas, or information in a text. · Explain how two individuals, events, ideas or pieces of information are linked.	· What can we learn from this text? · How are the two ideas within this text connected? · Do these illustrations/ graphics/pictures give you a hint to what will happen next? · What are the main events in the text? · What happened first, next, last? · What did the characters in the text do next?	· Given a Venn Diagram, show and explain the difference between informational texts and narratives. · Given three key points form an informative text, underline the supporting detail for each. · After reading an article, identify the main idea and the supporting details highlighting them within the text. Compare and contrast your findings with a partner engaging in a meaningful discussion.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Orally compare and contrast the individuals, events, ideas or information in a leveled informational text using key vocabulary in a series of simple, related sentences. · Understand the purpose and structure of an informational text. · Use written and graphic elements to derive meaning (comprehension) of informational text. · Know that individuals and events are connected within	· What can we learn from this text? · Are the two ideas within this text connected? · Do these illustrations/ graphics/pictures give you a hint to what will happen next? · What is the main event in the text? · What happened first, next, last? · Can you tell what the characters in the text do next?	· Given a partially completed Venn Diagram, compare and contrast the difference between informational texts and narratives. · Given three key points from an informative text, underline the supporting detail for each with a partner. · After reading an article and being provided the main idea, locate the supporting details highlighting them within the text. Working with a partner, compare and contrast and engage in a meaningful discussion.

	· the text. · Describe the main idea. · Distinguish what is an important piece of information. · Link people and their ideas.		
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Orally compare and contrast the individuals, events, ideas or information in a leveled informational text using pictures and key, high-frequency single words in English. · Understand the purpose of an informational text · Understand main idea · Understand key details. · Know the events of a text.	· Did we learn _____ from the text? · Are the two ideas _____ and _____ connected? · Does this illustration show what will happen next? · Is _____ a main event? · Did_____ happen first, next, last?	· Given two graphic organizers, draw/write using words and phrases, the difference between an informational text and a narrative. Draw to show similarity. · Given a key detail of a short excerpt of text with an illustration, students will locate supporting details from the illustration. · Teacher will model highlighting supporting details within a text.

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

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

New Jersey Student Learning Standard (NJSLS) RI.1.4

NJSLS: RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Essential Element of the NJSLS: With guidance and support, ask a reader to clarify the meaning of a word in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Identify words in text where the meaning is unclear or unknown. · Ask and answer questions to help understand what words and phrases mean in the text. · 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.	· What can you do when you get to an unknown word? · What are some strategies you can use when you come to an unknown word? · What does _____ mean in this sentence (text)?	· Create an anchor chart of strategies students can use for unknown words. · Teacher models using a picture, graphic, or illustration to help figure out what an unknown word means. · Teacher displays a passage from a text on chart paper and models how to use context clues to identify the meaning of unknown words and/or sentence comprehension.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Identify unknown words in text. · Ask questions to help understand what words and phrases mean in the text. · 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 do _____ and/or _____ when you get to an unknown word? · Can you use _____ and _____ strategies when you come to an unknown word? · Does _____ mean _____ or _____ in this sentence (text)?	· Create a class anchor chart of strategies students can use for unknown words. · Teacher models using a picture, graphic, or illustration to help figure out what an unknown word means. ▪ Teacher displays a passage from a text on chart paper and models how to use context clues to identify the meaning of unknown words and/or sentence comprehension.

· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Identify unknown words in text · Understand that you can ask questions to help understand what words and phrases mean in the text. · Know how to show that an unknown word is understood. · Understand there are strategies to use when faced with an unknown word.	· Can you do __-_____when you get to an unknown word? · Can you use _____ strategy when you come to an unknown word? · Does _____ mean _____ in this sentence (text)?	· Create a class anchor chart of strategies using visual cues that students can use for unknown words. · Teacher models using a picture, graphic, or illustration to help figure out what an unknown word means. · Teacher displays a passage from a text on chart paper and models how to use context clues to identify the meaning of unknown words and/or sentence comprehension. Teacher will highlight the context clues for the students and provide them with visual reminders and picture prompts when available.

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

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

New Jersey Student Learning Standard (NJSLS) RI.1.6

NJSLS: RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Essential Element of the NJSLS: Distinguish between words and illustrations in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Determine the difference between information gained by examining pictures and information gained from the words in the text. · Identify the difference between what pictures show and what the words in the text say.	· What does the author do? · What does the illustrator do? · How does the illustrator give us information? · Why would a book need an illustrator and an author? · What do the words tell us about the illustrations? · What do the illustrations tell us about the words?	· Create a "T" chart comparing the jobs of the author and illustrator. · After a picture walk, with a partner, have the students discuss what they learned about the text by "reading" the illustrations. Invite students to share out with the class. · To better understand the job of the author, display a picture and have the students write two or more sentences about what's happening in the picture. · To better understand the job of the illustrator, read a short passage to the class and have the students draw a picture to illustrate the words.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Analyze how the illustration presents information and ideas. · Understand the role of an illustrator and an author. · Orally compare and contrast the purposes of informational text features in a leveled text using simple sentences.	· What does the author do? · What does an illustrator do? · What do the words tell us about the illustrations? · Does an author _____? · Does an illustrator _____?	· After a picture walk, with a partner, have the students discuss what they learned about the text by "reading" the illustrations. Invite students to share out with the class. · To better understand the job of the author, display a picture and have the students write one or more sentences about what's happening in the picture. · To better understand the job of the illustrator, read a short paragraph to the class and have the students draw an illustration to match the words.
· ESL Student Levels 1-2.4	· Understand illustrations. · Understand what an	· Does an author _____? · Does an illustrator _____?	· Create word labels for illustrations from a familiar simple text. Have the students match

· WIDA 2: Reading, Speaking · Special Education Students - Low Group	illustrator does. · Understand what an author does. · Orally compare and contrast the purposes of informational text features in a leveled text using single words and phrases.		the illustrations and labels. · Write sentences from a familiar text on sentence strips. After "reading" the text's illustrations, read the sentences and have students match the sentence and illustration.

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

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

New Jersey Student Learning Standard (NJSLS) RI.1.7 NJSLS:

RI.1.7. Use illustrations and details in a text to describe its key details.

Essential Element of the NJSLS: 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 Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Interpret illustrations to develop a better understanding of the text. · Identify an illustration that helps describe the key details. · Explain how illustrations describe important key details. · Describe a text using the details.	· What can you learn from the illustrations? · What do you think the writer is trying to say? What in the picture helps you think that? · Why do you think the illustrator put_____ in the picture? · Does the illustration match what the author is saying? · Do you think the text and illustrations are connected?	· After listening to an informational text, draw a picture with details to demonstrate the key idea(s) of the text. · After reading a Toolkit Text article, discuss with a partner, the connection between the illustration and the message of the story. · Display two illustrations from a familiar text, read the words from the text that matches one of the pictures. Have the students decide with a partner which picture matches what you read.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Read an adapted or appropriately leveled text and identify the picture or chart it describes with key details. · Recognize what an illustration is (picture, photo, and drawing). · Understand and follow the information in the text using the illustrations provided. · Understand that illustrations help you understand more about the person(s), place(s), thing(s) or idea(s) the text is	· What can you learn about the text from looking at the illustration on page _____? · What do you think the writer is trying to say on page _____? · Did the picture on page _____ help you think that? (refer to previous question) · Does the illustration on page _____ match what the author is saying? · Do you think the words and illustrations match?	· After listening to an informational text, draw a picture with details to demonstrate the key ideas of the text. · After reading a Toolkit Text article, the teacher will facilitate a discussion about the connection between the illustration and the message of the story. Students should be able to share their thinking with a partner. · Display an illustration from a familiar text, and read one page of text aloud. Have the students decide with a partner whether the picture matches what you read. Encourage students to share their thinking.

	about.		
	· Connect the illustrations with the message of the text.		
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Read single words and identify the pictures. · Identify the illustration in the story (picture, photo, and drawing). · Using illustrations follow the information in the text. · Understand that illustrations help you understand more about the text and the person, place, thing or idea the text is about. · Connect the illustrations with the message of the text.	· Can you learn about the author's message from the illustrations provided in the text? · Do you think the writer was trying to say _____ when he wrote the text? · Is there an illustration from the text that helps you think that _____? (refer to previous question) · Do you think the words and pictures match?	· After listening to an appropriately leveled informational text with illustrations, students will answer yes/no questions based off of the illustrations and text. · Students will listen to a Toolkit Text article with illustrations, and match the illustrations to single words or phrases that state key details from the text. · Students will listen to a leveled text, and engage in an Accountable Talk discussion of how the text's illustrations tell us what's happening in the text. Anchor chart, illustrations, and word bank will be provided.

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

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

New Jersey Student Learning Standard (NJSLS) RI.1.10

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

Essential Element of the NJSLS: Actively engage in shared reading of informational text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Participate in reading activities, group or independently. · Articulate the purpose of the reading activities. · Model reading habits that lead to reading complex texts independently.	· What do you already know about this topic? · What do you think will happen next? · What does your partner think? · What clues gave you that idea?	· With a partner, read an information text and engage in a discussion about the text. Teacher can provide students with high level questions to guide the discussion. · Turn and talk to your partner about the text and sharing two or three new things you learned.
· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Read with a purpose. · Work in groups. · Understand what is read individually. · Read short sentences of leveled informational texts.	· What do you already know about this topic? · What do you think will happen next? · Did any clues give you that idea? · What does your partner think?	· With a partner read an appropriately leveled text and highlight/underline key details. Students will answer questions about the text using a word/phrase bank as needed. · Turn and talk to your partner about the text and sharing two new things you learned.

· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand how to read with a purpose. · Work in groups. · Know how to follow along during a read aloud. · Read leveled informational texts with high-frequency and/or content-specific words in English.	· Is _____ or _____ a major detail? · Do you think _____ will happen next? · Did any clues give you that idea? · Does your partner agree or disagree?	· Before reading an informational text, teacher will display and review word cards listing high-frequency words found in the text. · Teacher will read an excerpt from an appropriately leveled text. Students will verbally answer questions asked by the teacher. Students will record these answers by drawing/ labeling picture(s).

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

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

New Jersey Student Learning Standard (NJSLS) W.1.2

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Discern facts from opinion. · Introduce a topic that is well known. · Include some facts about a topic. · Write a closing statement.	· What is your topic sentence? · What details do you have to support your topic? · Where will you get your information?	· Teacher will model writing an informative/explanatory piece then students will independently write a piece on a specific topic. Students can share their work with a partner, small group or whole group. · After students decide what they are going to write about, have them turn to a partner and share their topic sentence before beginning to write independently.
· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Begin to be able to write complete sentences. · Ability to identify facts within a text. · Organize and sequence ideas and orally state them in logical order. · Write an informational text with details using simple sentences incorporating general and content-based vocabulary.	· Do you have a topic sentence? · Do you have details to support your topic? · Where will you get your information?	· Teacher will model writing an informative/explanatory piece. With teacher support, students will draw/write an explanatory piece on a specific topic. Students can share their work with a partner or small group. Students can use a graphic organizer, anchor charts and/or writing templates to assist with their writing. · Before beginning to write, students can turn to a partner and share their idea/topic.

· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Ability to write words. · Understand the facts located in a text. · Organize ideas to be able to place ideas in sequential order.	· What is your writing/drawing about? · Do you have details included? · Did you get your information from	· Teacher will model writing an informational/explanatory piece. Students will draw and label an informative picture on a specific topic. Students can share their work with a partner or small group. · Before drawing, ask students to orally share

	· Write/draw an informational text using a graphic organizer.	_____ or _____?	what they are going to draw (topic).

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

New Jersey Student Learning Standard (NJSLS) W.1.3

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Tell events in a sequence. · Describe events using details. · Use sequence words to show order of events (e.g., now, when, then). · End with a closing sentence.	· Can you retell the story events in order? · What happened first, next etc.? · What was the main event? · What words will you use to signal another event? · Did you remember to capitalize and punctuate your sentence?	· Provide a written paragraph that does not contain any capitals. Have the students independently correct the paragraph. · Students partner up and write 3-5 sentences for their partner to correct. They trade papers, correct the sentences and give their partner an explanation for the corrections. · Given the outline of a narrative piece, add temporal words between major events. · Given a short story lacking a conclusion, write a logical conclusion. · Independently use a graphic organizer to prewrite and then write a narrative piece.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Ability to retell familiar events in sequence order. · Identify major events. · Know how to end your writing. · Know that the first word in a sentence, proper names, days of the week and month are capitalized. · Know temporal words. · Draw and write a matching sequenced narrative using words and short sentences in English incorporating	· Can you retell the story events in order? · What happened first, next etc.? · What was the main event? · What words are signal words? · Did you capitalize and punctuate your sentence?	· Provide a written paragraph that does not contain any capitals. Have the students correct the paragraph with a partner. · Teacher will read and model how to correctly sequence an event. The students will then draw and write several sentences about a sequence of events from their life. · Given the outline/plan of a narrative piece and a temporal word bank, with a partner add temporal words between major events. · Given a short story lacking a conclusion, students will work with a group to write a conclusion, provide a word bank and a model paragraph as a guide.

	temporal words on two or more pages, after listening to an appropriately leveled mentor text.		· Use a graphic organizer to prewrite a narrative. With teacher guidance the student will begin to write a narrative piece.
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Know sequence. · Understand major events. · Know temporal words. · Understand signal words. · Draw a picture sequence or write letters or single words in English after listening to an appropriately leveled mentor text.	· Is this what happened first, next, last? · What happened next? · Was _____ the main event? · Is _____ a signal word? · Did you use punctuation and capitalization?	· Provide 2 sentences that do not contain any capitals. Teacher will model for the students how to correct the sentences. · Teacher will read and model how to correctly sequence an event. The students will draw about a sequence of events from their life. · Given the illustrations of a narrative piece, students will place those illustrations in correct order and add temporal words from a word bank. · Given a short story lacking a conclusion, students will draw a picture and write words to illustrate the conclusion. · Students will use a graphic organizer to draw pictures about their narrative. Teacher will model how to begin writing a narrative based on those pictures,

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

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

New Jersey Student Learning Standard (NJSLS) W.1.5

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Explain what was written when questions are asked by adults and peers. · Reflect on writing and make changes. · Add descriptive words and details. · Attempt to recognize and correct spelling, grammar and punctuation errors.	· What is your topic? · What details will you add to support the topic? · How will you revise your writing? · What details are the most important to include in your writing? · Can you explain what happened in the story in sequential order?	· Given two paragraphs, students will revise the writing adding descriptive details and clarifying information. · Include interactive writing experiences that support the use of various revision techniques. · Model for students how to use a graphic organizer to draft sentences. Have the students practice independently incorporating descriptive words and details.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Revise writing by adding details using key vocabulary in a series of simple, related sentences. · Generate a topic to write. · Know how to use a graphic organizer to understand that writing should move logically. · Write sentences with details.	· What is your topic? · Did you add to support the topic? · Did you revise your writing? · What details are the most important to include in your writing? · Can you explain what happened in the story in sequential order?	· Given two paragraphs, students will work with a partner to revise the writing adding descriptive details and clarifying information. · Teacher will model how to use of various revision techniques during the writing process. · Model for students how to use a graphic organizer to draft sentences. Have the students work with a partner to practice independently incorporating descriptive words and details from a word/phrase bank.
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking	· Revise writing by adding details by drawing pictures and using single words to label pictures.	· Do you have a topic? What is it? · Are there details to support your topic?	· Given one paragraph, students will work in a small group to verbally add details. · Teacher will model how to use various revision techniques during the writing process.

· Special Education Students - Low Group	· Understand what a topic is. · Know how to use a graphic organizer. · Understand how writing moves logically.	· Do you need to revise your writing/drawing? · Is _____ or _____ an important detail to include? · What happened first? Second? Third?	· Teacher will model for students how to use a graphic organizer to draft sentences. Students will practice incorporating details in sentences or pictures. Word/phrase bank will be provided.

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

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

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

Lesson 6:
-Review Words with Short a
-Double Final Consonants and ck
-Phonogram -ack

Lesson 7:
-Review Words with Short I
-Blends with r
-Phonogram -ip

Lesson 8:
-Review words with short o
-Blends with l
-Phonogram -ock

Lesson 9:
-Review Words with short e
-Blends with s

Lesson 10:
-Review Words with Short u
-Final Blends
-Phonogram -ump

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

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

District Resources
Guided Reading

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

First Grade Level I

· Read fluently, slowing down to figure out new words and then resume speed.

· Actively figures out new words, using a range of strategies.

· Reread to search for meaning.

· Flexibly use meaning, language syntax, and visual information to figure out new words and to monitor reading.

· Sustain problem solving and development of meaning through a longer text and over a two or three day period.

· Remember details to support meaning accumulated through the text.

Comprehension Clubs	CCSS: Text Exemplars (Appendix B)
Readings- Journeys	**Stories:**
The Pigs, *Judy K. Ferrell*	*Chris Sheban,* Jack and the Wolf
Turtle and Hare, *Richard Pankowski*	The Three Little Pigs
Fox and Crow, *Grace Fahey*	*Jerdine Nolen*, A Musical Day
Go Turtle! Go Hare!, *Richard Pankowski*	Two Poems from Dr. Seuss
Dogs, *Madeline Ford*	*David McPhail,* A Cupcake Party
Animals at Night, *Roxanne Horn*	Happy Times
Dog Talk, *Samantha Ranson*	**Informational Texts:**
Busy Animals at Night, *Roxanne Horn*	*William Munoz,* How Animals Communicate
Dress Up, *Linda Parker*	Insect Messages
Nana's House, *Marisol Diaz*	Drums
The Beach, *Rosa Alvarez*	
Our Day at Nana's House, *Marisol Diaz*	**Biography Texts:**
Drawing, *Isabel Garza*	*Helen Lester,* Dr. Seuss
Jim Henson, the Puppet Man, *Spencer Thomas*	
Margret and Hans Rey, *Carl Desmond*	
The Man Who Makes Puppets, *Spencer Thomas*	
Trip to the Rock, *Edward Sinclair*	**http://www.corestandards.org/assets/ Appendix B.pdf**
Toad's Birthday, *Elena Rufino*	
Chipmunk's New Home, *Denis Warner*	
Happy Birthday Toad, *Elena Rufino*	

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:

away, call, come, every, hear, said, animal, how, make, of, some, why, her, now, our, she, today, would, after, draw, pictures, read, was, write, eat, give, one, put, small, take

Oral Vocabulary				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Clang Fault Figure Jumbled Plenty Tossed	Agreement Crowd Discussed Warn Creek Bills	Crisp Edges Faraway Peeked Smudged Village	Trip Yanking Twice Awake Wonder Try	Enemies Forest Hibernate Must Pouches Predators

Domain-Specific Vocabulary				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Moral Consequence Tradition	Behavior Instinct Senses	Percussion Composer Rehearse	Literature Verse Paragraph	Emotion Esteem Zeal

Selection Vocabulary				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Sheep Trick Wolf Once Upon a Time	Baby Bees Bird Dance Down Food Elephants Smell	Aunt Band Guitars Music	Books Dr. Hit Rhymes Wrote	Baked Cupcakes Party Tree
Terms About Reading/ Language Arts				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Characters Story Message Category Synonyms	Main Idea Details Topic Alphabetical Order Glossary	Narrator Sequence of Events Category Definition	Text and Graphic Features Caption Antonyms Context	Setting Dialogue Plot Synonyms Context

Writing		
Primary Focus: Writing Unit	Secondary Focus	Routine Writing

Lesson 6:	Narrative Writing Suggestions:	The following are suggestions for writing tasks that may be incorporated into your students' daily writing experiences:

Informative Writing:
 	
  Sentences Focus Trait:
  Ideas
    Language:
 	
  Spelling: short
 	
        a
 	
  Complete
 	
          Sentences
Lesson 7:
  Informative Writing:
 	
  Poetry Focus Trait:
  Word Choice
        Language:
 	
  Spelling: short
 	
      i
 	
  Comas in a series
Lesson 8:
  Informative Writing:
 	
  Thank You Note Focus
  Trait: Word Choice
        Language:
 	
  Spelling: short
 	
          o
 	
  Statements
	Since many of this unit's Comprehension Club stories focus on families/relatives, have the students write a story about an experience, activity or a time they did something fun with their family.
	
	After reading and discussing <u>My Friend Emily</u> (Toolkit Text) have the students do a think-pair-share about a friend. The students can write a story about a friend and something they've done together.
	
	Continuing the family/relatives theme, have the students write about a time that they helped a family member or relative do something, solve a problem, or make something. You can brainstorm a list of suggestions before the students write their narratives.
		Interactive Writing
		
		Morning Message
		
		Reader's Response Folder
		
		Journals
		
		Quick Writes

Lesson 9: Informative Writing: Description Focus Trait: Ideas Language: Spelling: short e Singular and Plural Nouns **Lesson 10:** Informative Writing: Description Focus Trait: Organization Language: Spelling: short u Using a, an, and the		

<u>Culminating Activity: Class, Grade, or School-Wide Celebration</u> Students will have the opportunity to celebrate *and* share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators. ★ **TEACHER NOTE: It is recommended that you make use of the Writer's Workshop <u>Mentor Text Library</u> for immersion in this writing genre and as a model for students both in the mini-lesson and while conferring.**		

Writing Rubrics

Rubric for Information Writing—First Grade

	Pre-Kindergarten (1POINT)	1.5PTS	Kindergarten (2 POINTS)	2.5PTS	Grade 1 (3 POINTS)	3.5PTS	Grade 2 (4 POINTS)	SCORE
STRUCTURE								
Overall	Thewritertoldanddrew pictures about a topic she knew.	Mid-level	Thewriter told,drew, and wrote about a topic.	Mid-level	Thewritertaughther readers about a topic.	Mid-level	Thewritertaughtreaders tointerestreaders. someimportantpoints about asubject.	
Lead	Thewriterstartedby drawing orsaying something.	Mid-level	Thewriter toldwhat her topic was.	Mid-level	Thewriternamedhistopic inthebeginningandgot the readers' attention.	Mid-level	The writer wrote a beginning in which he named a subject and tried	
Transitions	Thewriter kept on working.	Mid-level	Thewriterputdifferentthings heknewaboutthetopicon his pages.	Mid-level	Thewritertolddifferent parts abouthertopicon different pages.	Mid-level	piece Thewriter used words such as and and also toshow he had moreto say.	
Ending	After the writer said, drew, and "wrote" all he could abouthis topic,he ended it.	Mid-level	Thewriterhadalastpart or page.	Mid-level	Thewriterwrote an ending.	Mid-level	Thewriterwrotesome sentences or asection at the endtowrapupher	
Organization	Onthewriter'spaper,there wasaplaceforthedrawing andaplacewhereshetried to writewords.	Mid-level	The writer told, drew, and wrote information across pages.	Mid-level	Thewritertoldabouther topic partbypart.	Mid-level	Thewriter's writing had differentparts.Eachparttold differentinformationabout the topic.	

								TOTAL
			DEVELOPMENT					
Elaboration*	The writer put more and then more on the page.	Mid-level	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in his writing to teach about his topic.	Mid-level	The writer used different kinds of information in her writing such as facts, definitions, details, steps, and	(X2)

tips.

Writing Rubrics

Craft*	The writer said, drew, and "wrote" things she knew aboutthetopic.	Mid-level	Thewriter told,drew,and wrotesomedetailsabout the topic.	Mid-level	Thewriter used labels and words to give facts.	Mid-level	The writer tried to include the words that showed he wasan expertonthesubject.	(X2)
								TOTAL

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
● http://readingandwritingproject.org/ ● www.jenniferserravallo.com/blog ● http://www.wegivebooks.org/books ● http://www.nwp.org/cs/public/print/resource_topic/teaching_reading ● http://www.sightwords.com/ ● www.lindahoyt.com/tips.html ● http://www.readwritethink.org/ ● http://www.lesterlaminack.com/blog.htm ● www.seymoursimon.com/index.php/blog ● https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 http://www.state.nj.us/education/cccs/frameworks/ela/	● http://readingandwritingproject.org/ ● http://www.schrockguide.net/ -(technology resource) ● http://twowritingteachers.wordpress.com ● www.lindahoyt.com/tips.html http://www.readwritethink.org/ ● http://www.nwp.org/cs/public/print/resource_topic/teaching_writing http://www.state.nj.us/education/cccs/frameworks/ela/	● http://readingandwritingproject.org/ ● www.lindahoyt.com/tips.html http://www.state.nj.us/education/cccs/frameworks/ela/	● http://readingandwritingproject.org/ ● www.lindahoyt.com/tips.html ● www.seymoursimon.com/index.php/blog http://www.state.nj.us/education/cccs/frameworks/ela/

Suggested Websites

Poetry Websites
Visit the following websites for poems and resources to support poetry instruction: the Poem Farm (www.poemfarm.amylv.com); children's poetry @ (www.poetryarchive.org/childrenarchive) the Poetry Foundation (www.poetryfoundation.org/features/video/191)

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

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

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

The Florida Center for Reading Research (FCRR)
The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The link will take you to a wealth of grade specific ELA activities and resources. http://www.fcrr.org/for-educators/sca.asp

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

Learn Zillion
This site will provide you with PowerPoint presentations aligned to the Common Core State Standards as well as providing an alternate approach to teaching the standards. The lessons are scaffolded to provide a clear understanding of the standard being addressed while supporting the use of technology in your classroom. You must complete the free registration before accessing learn zillion. www.learnzillion.com

Game Aquarium
Game Aquarium offers online activities to practice literacy skills for grades K-4. www.gameaquarium.com/readaquarium

Field Trip Ideas

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

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)*
http://www.state.nj.us/state/museum/dos_museum_school.html

NEWARK MUSEUM Newark, NJ - Offers hands-on exhibits and educational programs including a mini-zoo, planetarium, and a fire safety exhibit.
www.newarkmuseum.org

PAPERMILL PLAYHOUSE Milburn, NJ - Offers seasonal, educational, and holiday productions for school groups. For tickets and calendar of events contact Papermill Playhouse.
www.papermill.org/shows-tickets/for-school-groups.html

NEW JERSEY PERFORMING ARTS CENTER (NJPAC) Newark, NJ - Offers a variety of seasonal, educational and holiday productions for school-age children. For tickets and a list of upcoming performances contact NJPAC.
www.njpac.org/arts-education-1/schooltime-performances

ELL Resources

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

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

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

- **Learn a language for FREE-**www.Duolingo.com

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

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

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

- **Everythingn ESL -** http://www.everythingESL.net

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

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

  best practices for various aspects of an English language classroom

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

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

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

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

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

- **OELA -** http://www.ed.gov/offices/OBEMLA

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

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

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

  supported through the NJDOE, Office of Special Education Programs.
  Click on "Services" and scroll down to the library in your region.

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

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

· **Repeat After Us -** http://repeatafterus.com/

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

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

Games and quizzes for practicing vocabulary

ELL Resources

Students K-8

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

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

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

Learning games and songs for preschool and elementary children

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

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

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

Phonics lessons, interactive books, and word games

· **AAA Math -** http://www.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

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/