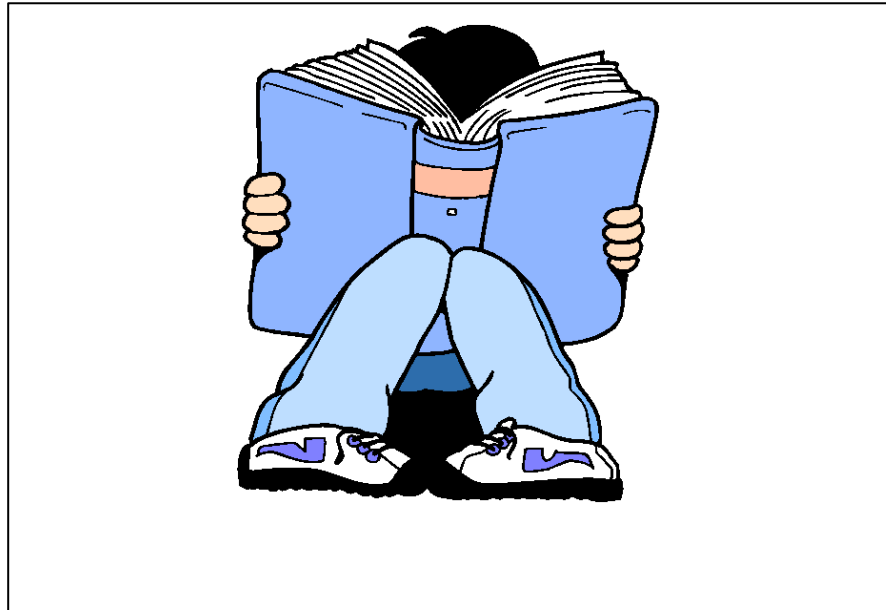


ENGLISH LANGUAGE ARTS



Kindergarten: Unit 1 Reading

Literature and Informational Text

Course Description

(Workshop Model)

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

Rationale

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

ESL Framework

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

Pacing Chart – Unit 1

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

Pacing Chart – Unit 1		
Topic: Reading Literature and Informational Text Narrative Writing		NJSLs
<p>Writer’s Workshop: Journeys: Names, Labels, Captions, Story Sentences, Class Story</p> <p>Reading Instruction: Journeys: Families, Going to School, Pets, Jobs, and Helping</p> <p>Vocabulary: Oral Vocabulary, Words to Know (High-Frequency Words), Domain Specific Vocabulary, Selection Vocabulary, and Terms About Reading/Language Arts</p> <p>Guided Reading: Teachers will meet daily with guided reading groups using the materials specific to their students’ reading level, with the end goal being students reading at level D by the end of Kindergarten. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on.</p>	<p>Reading Standards:</p> <p style="text-align: center;">Literature</p> <p>RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10</p> <p style="text-align: center;">Informational</p> <p>RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.10</p> <p>Reading Foundational Skills:</p> <p>RF.K.1.A,B, C, D, RF.K.2.A, D, RF.K.3A,C</p> <p>Writing Standards:</p> <p>W.K.1, W.K.3, W.K.8</p> <p>Language Standards:</p> <p>L.K.1A,B,D, F, L.K.2.A,B, L.K.4.B, L.K.5A, B, C, D, L.K.6</p> <p>Speaking and Listening Standards:</p> <p>SL.K.1A, B, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</p>	<p>Instruction: 8 weeks</p> <p>Assessment: 1 week</p>

Effective Pedagogical Routines/Instructional Strategies

Modeling

Shared Read Alouds

Collaborative problem solving

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

Whole class discussions Storytelling

Role playing/Dramatization

Multiple Response Strategies

Think Pair Share

Turn and Talk

Choral reading

Reading partners

Charting Visuals

Writing to learn

Rereading & rewriting

Interviews Gallery

walks

Diagrams, charts and graphs

Flashcards

Word Study Drills

Note taking

Coaching

Reader's/Writer's Notebook

Quick writes

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

Conferencing

Educational Technology

Standards

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

➤ Technology Operations and Concepts

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

Example : By utilizing tools such as RAZ Kids, Epic, and ABC Mouse, students will be able to understand basic and common Internet browser and computer, IPad, and/or tablet navigation commands, as well as practice cross-curricular content skills.

➤ Creativity and Innovation

- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- Create a story about a picture taken by the student on a digital camera or mobile device.

Example: Utilize the camera tool on iPads/Tablets to create digital media/content such as collages to create and/or accompany a story for the culminating writing unit task.

*After teaching the Phonics lessons, utilize a choice of Apps and online programs to produce a digital alphabet book or other digital story. Each student will complete a simple slide that will include a letter of the alphabet, a word that begins with that letter and a picture of that word. Students will use a microphone to say their letter and pronounce their word, i.e., “A is for apple.”

➤ Communication and Collaboration

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

Example: Engage in discussions about the texts with other Kindergarten classes or schools via Vlogging.

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

Career Ready Practices

Standards

CRP2, CRP4, CRP12

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

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

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

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

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

Example: In this unit, students will communicate, through a combination of drawing, dictating, and writing to compose narrative pieces.

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

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

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions to identify details and the main idea of a story, based on textual evidence.

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

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

2- Beginning	<ul style="list-style-type: none">· General language related to the content area· Phrases or short sentences· Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none">· Pictorial or graphic representation of the language of the content areas· Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or· statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

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

Differentiated Instruction

Accommodate Based on Students' Individual Needs:

- Leveled Text ·
 Chunking text
- Choice Board/Menu
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Use of oral assessment
- Tiered learning centers
- Tiered questioning
- Data-driven student partnerships

Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines

Social Studies Connection: 6.1.4.A.14

Name Bags: To help students introduce themselves to their classmates, the teacher displays a decorated brown lunch bag holding 3 items that tell about the teacher (e.g., puzzle piece, whisk, dog bone - likes to do puzzles, cook and has a pet dog). Then have each student decorate a brown lunch bag. Tell the students they are to take the bags home and put in 3 items that tell about themselves. Assign groups of students a date to return the filled bag, which they will share with their classmates.

Math Connection: K.CC.B.4B

Letter Graphing: To help students recognize that everyone's name is unique and to identify the number of letters in their names, read Chrysanthemum by Kevin Henkes and talk about how special names are. Create a class graph depicting the number of letters in each student's name. Use the graph to compare and contrast names to show that names are unique and special just like each student. Follow-up activity: have students make/decorate name puzzles.

Enrichment

Accommodate Based on Students Individual Needs: Strategies

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

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

Assessments

Required District/State Assessments

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

Suggested Formative/Summative Classroom Assessments

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

Grade: K	ELA Standards	Standards in each Lesson				
		1	2	3	4	5
LANGUAGE						
L.K.1A	Print many upper- and lowercase letters.	X	X	X	X	X
L.K.1B	Use frequently occurring nouns and verbs.	X	X	X	X	X
L.K.1C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).					
L.K.1D	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).					X
L.K.1E	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).					
L.K.1F	Produce and expand complete sentences in shared language activities.		X		X	X
L.K.2A	Capitalize the first word in a sentence and the pronoun <i>I</i> .					X
L.K.2B	Recognize and name end punctuation.					X
L.K.2C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).					
L.K.2D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
L.K.4A	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).					
L.K.4B	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.				X	
L.K.5A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	X			X	X
L.K.5B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		X			
L.K.5C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	X	X	X	X	X

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

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

RL.K.4	Ask and answer questions about unknown words in a text.	X	X	X	X	X
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	X			X	
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	X	X	X	X	X
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	X	X	X		
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		X	X		X

RL.K.10	Actively engage in group reading activities with purpose and understanding.		X			
READING: INFORMATIONAL TEXT						
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	X	X		X	X
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	X			X	X
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X		X	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.		X		X	X
RI.K.5	Identify the front cover, back cover, and title page of a book.	X				
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	X	X		X	X
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	X			X	X
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.					X
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					
RI.K.10	Actively engage in group reading activities with purpose and understanding.		X			X
WRITING						
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).				X	
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.					
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				X	X
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.					

W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.					
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W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).					
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					X
SPEAKING AND LISTENING						
SL.K.1A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	X	X		X	
SL.K.1B	Continue a conversation through multiple exchanges.	X	X	X		
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	X	X			
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.					X
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	X	X	X		
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		X	X		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.				X	

Grade: K	Lessons: 1-5	Topic: Reading Literature/Informational Text Narrative Writing
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Standards: NJSLs:		
Reading Literature: RL.K.1, RL.K.4, RL.K.5, RL.K.6, RL.K.7		Reading Informational Text: RI.K.1, RI.K.2, RI.K.3, RI.K.5, RI.K.6, RI.K.7
Reading Foundational Skills: RF.K.1A, D, RF.K.2A,D, RF.K.3C		Writing:
Speaking and Listening: SL.K.1A,B, SL.K.2, SL.K.4		Language: L.K.1A,B, L.K.5A, C, L.K.6

Unit CCSS:		
Reading Literature: RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10		Language: L.K.1, L.K.2, L.K.5, L.K.6
Speaking and Listening: SL.K.1, SL.K.2, SL.K.4, SL.K.6		

Journeys Unit

<p>Lesson 1: What is the same about all families? This unit helps students think and talk about what makes a family. Students will:</p> <ul style="list-style-type: none"> · Compare texts. · Draw and write about their families. · Identify, talk about, and learn vocabulary to describe families and names. <p>Lesson 2: Why do we have rules at school? This unit helps students think and talk about the rules they need to follow at school. Students will:</p> <ul style="list-style-type: none"> ● Understand characters within the story as well as the author’s purpose ● Infer/Predict while reading ● Draw and write about friends at school 	<p>Lesson 3: Why do people have to take care of their pets? This unit helps students think and talk about values. Students will: Identify story structure and draw conclusions Draw, write, and use captions about a pet the students would like to have</p> <p>Lesson 4: What Kinds of work do people do? This unit helps students to understand the community, as well as community jobs. Students will: Identify text and graphic features in text Draw and write about a job the student would like to do using story sentences</p> <p>Lesson 5: How do tools help us do things with our hands? This unit will help students understand social relationships and how to help. Students will: Describe the details, as well as the cause and effect relationship, within a text Draw and write about something a student uses a tool to do.</p>	<ul style="list-style-type: none"> ● My School Bus, <i>Stephen Schaffer</i> ● I Have a Pet, <i>Sheri Halpem</i> ● Please, Puppy, Please, <i>Spike Lee & Tonya Lewis Lee</i> ● Different Kinds of Dogs, <i>Linda Ruggieri</i> ● Pizza at Sally’s, <i>Monica Wellington</i> ● Everybody Works, <i>Shelley Rotner and Ken Kreisler</i> ● The Elves and the Shoemaker <ul style="list-style-type: none"> ● The Little Red Hen, <i>Heather Forest</i> ● The Handiest Things in the World, <i>Andrew Clements</i> ● Stone Soup
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Required Resources

Mentor Texts:

- Building With Dad, *Carol Nevius*
- What Makes a Family?, *Pam Munoz Ryan*
- Poems About Families
 - Friends at School, *Rochelle Bunnett*
 - How Do Dinosaurs Go to School?, *Jane Yolen and Mark Teague*

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

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

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

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

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Listening for information through read aloud · With prompting, answer “Yes/No” questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions. 	<ul style="list-style-type: none"> ▪ Is this detail from the story important? (teacher should verbalize details or have the detail written on sentence strip for student to see and agree or disagree). ▪ Are the characters in the story _____ and _____? 	<ul style="list-style-type: none"> · Invite students to participate during read aloud. Ask yes/no or single word questions, think aloud, offer clarifying comments, reminders, restatements and modeling to support understanding and key details of text. · After listening to a story and looking at illustrations, have students respond to yes/no or and/or questions that pertain to the text and discuss their responses with a
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	<ul style="list-style-type: none"> With visual support, determine which details are important in the text. Answer who, what, when, where, how questions with single words or phrases 	<ul style="list-style-type: none"> Was the story mostly about _____? Did _____ happen in the story? 	<ul style="list-style-type: none"> partner. Given the main idea of a known story and four pictures depicting story details, students will identify 2 details that are significant to the story plot.
<ul style="list-style-type: none"> ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group 	<ul style="list-style-type: none"> Listening for information through read aloud With prompting, answer “Yes/No” questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions. With visual support, determine which details are important in the text. Answer who, what, when, where, how questions with single words 	<ul style="list-style-type: none"> Is this detail from the story important? (Teacher provides picture cues of detail from story) Are the characters in the story _____ and _____? (Provide character picture cues) Is the story mostly about (picture cues)? Did (Picture cue) happen in the story? 	<ul style="list-style-type: none"> Invite students to participate during read aloud. During teacher read aloud of a text, students will answer questions using illustrations and/or yes/no questions. After listening to a story and looking at illustrations, have students respond to yes/no questions that pertain to the text and point to illustrations that support their answer. Given the main idea of a known story and two pictures depicting story details, students will identify one detail that is part of the story.

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

NJSLS: With prompting and support, identify characters, settings, and major events in a story.

Essential Element of the NJSLS: With guidance and support, identify characters and settings in a familiar story.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL Students Levels 4-5· Special Education Students - High Group	<ul style="list-style-type: none">· Provide a description of characters in a story using key details.· Provide a description of the setting of a story using key details.· Provide a description of the major events in a story using key details.	<ul style="list-style-type: none">· Who are the characters in the story?· Who is the story about?· What happened in the story?· Are the characters alike or different?· How was the problem solved?	<ul style="list-style-type: none">· After listening to a short story, students will verbally identify the characters, setting, problem and solution. The students can refer to the story's illustrations.· After listening to a reading of a story, with support, students will complete a graphic organizer identifying characters, setting, problem and solution.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Retell story using single words, simple phrases and/or acting out the parts of an appropriately leveled story. · Identify characters with the help of visual representation. · Identify setting with the help of visual representation. · Identify major events with the help of visual 	<ul style="list-style-type: none"> ▪ Are the characters in the story _____, _____ and _____? ▪ Is the story about _____? ▪ Did _____ happen in the story? ▪ Are the characters alike or different in the story? ▪ Was the problem solved in the story by _____? 	<ul style="list-style-type: none"> ▪ After listening to a story and looking at illustrations, the teacher will lead a class discussion on the characters, setting, problem and solution. The students can refer to the story's illustrations. Teacher chart the information. ▪ After listening to a reading of a story, with support, students will complete a graphic organizer using pictures and single words to provide a visual representation of the characters, setting, problem and solution of the text.
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	<p>representation.</p> <ul style="list-style-type: none"> Identify problem and solution with the help of visual representation. 		
<ul style="list-style-type: none"> ESL Students Levels Special Education <p>Students - Low Group</p>	<ul style="list-style-type: none"> Retell story using single words, simple phrases and/or acting out the parts of an appropriately leveled story. Identify characters with the help of visual representation. Identify setting with the help of visual representation. Identify major events with the help of visual representation. Identify problem and solution with the help of visual representation. 	<ul style="list-style-type: none"> Are the characters in the story _____, _____ and _____? (Provide character picture cues) Is the story about _____? (Provide two picture cues) Did (picture cues) happen in the story? Are the characters alike or different in the story? (Match picture cues of characters) Was the problem solved in the story by (character picture cues)? 	<ul style="list-style-type: none"> After listening to a story and looking at illustrations, the teacher will lead a class discussion on the characters, setting, problem and solution. Students will identify characters and setting using visual cues and illustrations After listening to a reading of a story, with support, students will complete a graphic organizer using pictures to provide a visual representation of the characters and setting the text.

New Jersey Student Learning Standard (NJSL) RL.K.5

NJSL: Recognize common types of texts (e.g., storybooks, poems)

Essential Element of the NJSL: With guidance and support, recognize familiar texts (e.g., storybooks, poems).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL Students Levels 4-5· Special Education Students - High Group	<ul style="list-style-type: none">· Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)	<ul style="list-style-type: none">· What is the story about?· What is the genre of the story?· Will this book tell us a story or help us learn something new?· Is this story real or not real? How do you know?· What is the purpose of the story?	<ul style="list-style-type: none">· Create, display, and discuss anchor charts with students on the common types of genres.· After reading a story, ask students to help identify the story genre. Encourage the students to explain their thinking. Label the story with the genre using a post-it note.· After ten read alouds representing a variety of genres, ask students to choose and illustrate two genres.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> ▪ Recognize common types of texts (a story, poem, an information book) ▪ Know what a character, setting and plot are. 	<ul style="list-style-type: none"> ▪ Is the story about _____ or _____? ▪ What's the genre of the story? ▪ Will this book tell us a story or help us learn something new? ▪ Is this story real or not real? How do you know? 	<ul style="list-style-type: none"> ▪ After reading a story using visuals, tone of voice and rhythm, the teacher will then model how to identify the story genre. Together teacher and students will label the story with the genre using a post-it note. ▪ After listening to ten read alouds representing a variety of genres, students will select and illustrate two genres.
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		<ul style="list-style-type: none"> ▪ The purpose of the story is to _____ ? 	
<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> ▪ Recognize common types of texts (a story, poem, an information book) ▪ Know what a character, setting and plot are. 	<ul style="list-style-type: none"> ▪ Is the story about _____ or _____? (Provide two picture cues) ▪ Is the story a _____ or _____? ▪ Will this book tell us a story or help us learn something new? ▪ Is this story real or not real? How do you know? (Student can point to picture cues to assist in explaining real or not real elements.) 	<ul style="list-style-type: none"> ▪ After listening to two texts, students will place texts in correct genre (poem, fiction, nonfiction). ▪ After listening to two read alouds representing a variety of genres, teacher will model how to select and illustrate a genre.

New Jersey Student Learning Standard (NJSL) RL.K.6

NJSL: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Essential Element of the NJSL: With guidance and support, distinguish between words and illustrations in a story.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Identify the author and illustrator of a story · Explain the role of the author and illustrator in creating the text 	<ul style="list-style-type: none"> · Identify the name of the author? · Identify the name of the illustrator? · Tell what the author does? · Tell what the illustrator does? 	<ul style="list-style-type: none"> · Complete a Venn Diagram with students. On one side write author and the other write illustrator. Ask students to help complete the diagram. The students will see that the author and illustrator have similar and different roles. (<i>Grouping: whole or small</i>) · Work with your students to create a set of questions for an author and a set of questions for an illustrator. Then have the student's role play. One student will be the author and one will be the interviewer. One student will be the illustrator and one will be interviewing them. This will allow the students to explore the role of each and help them identify the author and illustrator of a specific book. (<i>Grouping: small or partner.</i>)

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Identify the author and illustrator of a story · Identify the role of the author and illustrator in creating the text 	<ul style="list-style-type: none"> · Is the name of the author ____ or ____? · Is the name of the illustrator _____ or _____? · Do the author does 	<ul style="list-style-type: none"> · Complete a Venn Diagram with students. On one side write author and the other write illustrator. Ask students to help complete the diagram. The students will see that the author and illustrator have similar and different roles.
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		<p>write words or draw pictures?</p> <ul style="list-style-type: none"> Does the illustrator write words or draw pictures? 	<ul style="list-style-type: none"> Have student's role play being an author or an illustrator of a known story. The student can stand in front of the class and "show" his/her story that he/she wrote/illustrated.
<ul style="list-style-type: none"> ESL Students Levels Special Education Students - Low Group 	<ul style="list-style-type: none"> Identify the author and illustrator of a story Understand the role of the author and illustrator in creating the text 	<ul style="list-style-type: none"> Is _____ the name of the author? Is _____ the name of the illustrator? Do the author does write the story? Does the illustrator draw the pictures? 	<ul style="list-style-type: none"> Complete a Venn Diagram with students. On one side write author and the other write illustrator. Ask students to help complete the diagram. The students will see that the author and illustrator have similar and different roles. Students can match the author/illustrator of know stories to the books they wrote/illustrated.

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

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

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

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

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

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

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

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

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

<ul style="list-style-type: none"> · ESL Students Levels · Special Education <p style="text-align: center;">Students - Mid Group</p>	<ul style="list-style-type: none"> ▪ Understand the ideas presented in a text. ▪ Know how to respond to appropriate questions non-verbally by pointing to pictures/photographs in context or by using 	<ul style="list-style-type: none"> ▪ Listen to what I read and look at the illustrations. Turn to your partner and share what you heard in the story or saw in the illustrations. ▪ Is the story about or 	<ul style="list-style-type: none"> ▪ Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the story to a partner using simple words or phrases from the text or illustrations. ▪ After listening to a recording of a story and using illustrations, students will respond to "yes/ no" or "either/or" questions that pertain to the text and
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	<p>single words and simple phrases in English.</p> <ul style="list-style-type: none"> ▪ Answer questions orally to show understanding of the text ▪ Asking simple questions ▪ Listen intently. ▪ Answer questions about the text by answering yes/no questions or using single words, phrases, or chunks of language. 	<p>_____? (show illustrations)</p> <ul style="list-style-type: none"> ▪ Which illustration matches the story? ▪ Is the author/illustrator trying to tell us _____ or _____? 	<p>engage in an Accountable Talk discussion facilitated by the teacher.</p>
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<ul style="list-style-type: none"> · ESL Students Levels · Special Education <p style="text-align: center;">Students - Low Group</p>	<ul style="list-style-type: none"> ▪ Understand the ideas presented in a text ▪ Know how to respond to appropriate questions non-verbally by pointing to pictures/photographs in context or by using single words and simple phrases in English. 	<ul style="list-style-type: none"> ▪ Listen to what I read and ▪ look at the illustrations. <p style="text-align: center;">Draw a picture of what you heard in the story or saw in the illustrations.</p> <ul style="list-style-type: none"> ▪ Is the story about _____ or _____? (show picture cues) 	<ul style="list-style-type: none"> ▪ Given a text, students will follow along with their reading finger as the teacher reads aloud. Students will retell the story using illustrations to sequence in order ▪ After listening to a recording of a story and using illustrations, students will respond to "yes/ no" questions that pertain to the text and engage in an Accountable Talk discussion facilitated by the teacher.
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	<ul style="list-style-type: none">▪ Answer questions orally to show understanding of the text▪ Asking simple questions▪ Listen intently.	<ul style="list-style-type: none">▪ Which illustration matches the story? (Picture cues)▪ Is the author/illustrator trying to tell us _____ or _____? (Picture Cues)	
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New Jersey Student Learning Standard (NJSLS) RI.K.1

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

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

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

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> ▪ Listening for information through read aloud ▪ With prompting, answer “Yes/No” questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions. ▪ With visual support, 	<ul style="list-style-type: none"> ▪ Is this detail from the text important? (teacher should verbalize details or have the detail written on sentence strip for student to see and agree or disagree). ▪ Are the characters in the text _____ and ____? 	<ul style="list-style-type: none"> ▪ Invite students to participate during read aloud. Ask yes/no or single word questions, think aloud, offer clarifying comments, reminders, restatements and modeling to support understanding and key details of text. ▪ After listening to a text and looking at illustrations, have students respond to yes/no or and/or questions that pertain to the text and discuss their responses with a partner.
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	determine which details are important in the text.	<ul style="list-style-type: none"> ▪ Was the text mostly about _____? ▪ Did _____ happen in the text? 	<ul style="list-style-type: none"> ▪ Given the main idea of a known text and four pictures depicting text details, students will identify 2 details that are significant to the text plot.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> ▪ Listening for information through read aloud ▪ With prompting, answer “Yes/No” questions about the text with single words, and/or phrases. Teacher should model how to ask simple questions. ▪ With visual support, determine which details are important in the text. 	<ul style="list-style-type: none"> ▪ Is this detail from the text important? (Teacher provides picture cues of detail from text) ▪ Are the characters in the text _____ and ____? (Provide character picture cues) ▪ Is the text mostly about (picture cues)? ▪ Did (Picture cue) happen in the text? 	<ul style="list-style-type: none"> ▪ Invite students to participate during read aloud. During teacher read aloud of a text, students will answer questions using illustrations and/or yes/no questions. ▪ After listening to a text and looking at illustrations, have students respond to yes/no questions that pertain to the text and point to illustrations that support their answer. ▪ Given the main idea of a known text and two pictures depicting text details, students will identify one detail that is part of the text.

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

NJSLS: Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc.)

Essential Element of the NJSLS: With guidance and support, identify the front cover of a book.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc.) 	<ul style="list-style-type: none"> · Show me the front cover of the book? · Show me the back cover of the book? · Open your book to the title page? 	<ul style="list-style-type: none"> · Prepare three large sticky notes. Write front cover on note one, back cover on note two, and title page and on the last note. Have students come up to the big book and put the sticky note in the appropriate place in the book. Each student could then practice with their own book individually. (<i>Grouping: whole, small, individual</i>) · Give each student a set of three cards. One says front cover, one says back cover, and one says title page. When the teacher shows students a part of the book or give a description of a part of the book, they are to hold up the correct card. (<i>Grouping: whole or small</i>)
<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc.) 	<ul style="list-style-type: none"> · Show me the front cover of the book? · Show me the back cover of the book? · Is this the title page? 	<ul style="list-style-type: none"> · Prepare three large sticky notes. Write front cover on note one, back cover on note two, and title page and on the last note. Have students come up to the big book and put the sticky note in the appropriate place in the book. Each student could then work with a partner

			<p>and practice with their own book.</p> <ul style="list-style-type: none"> · Give each group of students a set of three cards. One says front cover, one says back cover, and one says title page. When the teacher shows students a part of the book or gives a description of a part of the book, the groups are to discuss and hold up the correct card.
<ul style="list-style-type: none"> · ESL Students Levels · Special Education <p>Students - Low Group</p>	<ul style="list-style-type: none"> · Identify the front and back cover of a book 	<ul style="list-style-type: none"> · Is this the front cover of the book? · Is this the back cover of the book? 	<ul style="list-style-type: none"> · Prepare two large sticky notes. Write front cover on note one and back cover on note two, and title page and on the last note. Model for students using a big book and put the sticky note in the appropriate place in the book. Each student could then work with a partner and practice with their own book. · Give each group of students a set of two cards; one says front cover and one says back cover. When the teacher shows students a part of the book groups are to discuss and hold up the correct card.

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

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

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

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

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

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

NJSLS Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Essential Element of the NJSLS: With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Draw tell, write about topics that is well known · Name what is being written about · Supply additional information about the topic 	<ul style="list-style-type: none"> · Can you tell me what you're writing about? · Can you tell me how you'll start your writing? · Can you tell me your idea(s) and I will write down what you say? · Can you tell me about your picture and I will help you write about it? 	<ul style="list-style-type: none"> · Provide magazines or catalogs and scissors. Have the students cut out one or more pictures. Have the students describe their picture(s) in one-three sentences. · Ask the students to think of something their family likes to do and share their idea with a partner. Then have the students draw a picture of their family engaged in the activity. Next, the students will write a short caption or label what their family is doing. Have the students share their completed work with the class or a partner. · Teacher models how to draw and write a fact about an family in a complete sentence. Ask the students to draw their family and write one fact. Students will share their work with a partner.
<ul style="list-style-type: none"> · ESL Students Levels 	<ul style="list-style-type: none"> ▪ Choose a topic to draw and write about 	<ul style="list-style-type: none"> ▪ Can you tell me what you're drawing or 	<ul style="list-style-type: none"> ▪ Provide magazines or catalogs and scissors to students. Have the students cut out one

<p>Special Education Students - Mid Group</p>	<ul style="list-style-type: none"> ▪ Decide what information you will write about ▪ Organize the ideas ▪ Use drawings about the topic to support the written ideas ▪ Students will use developmental spelling , child’s dictation, word walls, classroom labels, and teacher support to compose written text ▪ Tell what you are writing about ▪ Use details about your topic in your writing 	<p>writing about?</p> <ul style="list-style-type: none"> ▪ Can you tell me your idea(s) and I will write down what you say? ▪ Can you tell me about your picture and I will help you write about it? 	<p>or more pictures. Have the students describe their picture(s) using single words.</p> <ul style="list-style-type: none"> ▪ Ask each student to think of something their family likes to do and share their idea with a partner. Then have the students draw a picture of their family engaged in the activity. Next, the student will use developmental spelling, word walls, classroom labels, and teacher support to write what they are doing in their picture. Have the students share their completed work with the class or a partner. ▪ Students will be asked to think about people they know about. Teacher will list the names of the people (boy, girl, brother, sister, etc.) on chart paper. Teacher will choose one of the noun listed and draw the person. The teacher will model how to write a fact about a person in a complete sentence. (i.e. A boy has _____.) Students will be asked to draw himself or herself, or a community helper, and dictate one fact using the sentence starter, “A _____ has _____” or “I have _____.” Students will be encouraged to copy the name of a community helper from the chart paper and complete the sentence by drawing their fact. Students will share their work with a partner.
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<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> ▪ Choose a topic to draw and write about ▪ Decide what information you will write about ▪ Organize the ideas ▪ Use drawings about the topic to support the written ideas ▪ Students will use developmental spelling , child's dictation, word walls, classroom labels, and teacher support to compose written text ▪ Tell what you are writing about ▪ Use details about your topic in your writing 	<ul style="list-style-type: none"> ▪ Can you tell me what you're drawing? ▪ Can you tell me your idea(s) and I will write down what you say? ▪ Can you tell me about your picture and I will help you write about it? 	<ul style="list-style-type: none"> ▪ Provide magazines or catalogs and scissors to students. Have the students cut out one or more pictures that describe the topic. ▪ Ask the students to state something they like to do with their family. Teacher may provide options to choose from. Then have the students draw a picture of their family engaged in the activity. Next, the student will use a single word to write what they are doing in the picture. ▪ Students will be asked to think about people they know about. Teacher will list the names of the people (boy, girl, brother, sister, etc.) on chart paper. Teacher will choose one of the noun listed and draw the person. The teacher will model how to write a fact about a person in a complete sentence. (i.e. A boy has _____.) Students will be asked to dictate one fact using the sentence starter, "A _____ has _____" or "I have _____." In addition, students will be provided with a word bank. Students will share their work with a partner.
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New Jersey Student Learning Standard (NJSLS) W.K.3

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Tell, draw and write a story about something that happened · Show what happens first · Put the pages in order · Tell what happens last 	<ul style="list-style-type: none"> · Tell me what you will draw and write about. · Why is it important to write a beginning, middle and end? · Why is it important to draw a picture and be able to talk about it? · What can you do to spell a word correctly? 	<ul style="list-style-type: none"> · After the teacher models, provide students with a topic and have them compose a complete sentence. Then have the students develop a beginning, middle and end to create a complete story. Time permitting, have the students illustrate their story. · Teacher will model writing the beginning and middle of a story. After reading the story to the whole group, ask the students to name the story problem. Next, direct the students to draw and write an ending that solves the problem.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> ▪ Draw a picture that tells a story ▪ Be able to talk about what has been drawn using single words ▪ Know what an event is ▪ Know the who, what, 	<ul style="list-style-type: none"> ▪ Tell me what you will draw and encourage student to use developmental spelling, word walls, classroom labels, and teacher support to write about it. ▪ Should a story have 	<ul style="list-style-type: none"> ▪ The teacher will provide students with a topic. The teacher will model how to compose a complete sentence. Together the teacher and students will develop a beginning, middle and end to create a complete story. ▪ After have the students illustrate their story.
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	<p>when, where and why of an event</p> <ul style="list-style-type: none"> ▪ Retell the event in the order that it happened using illustrations. 	<p>a beginning, middle and an end?</p> <ul style="list-style-type: none"> ▪ Is it important to be able to talk about a picture you drew? ▪ What can you do to spell a word correctly? 	<ul style="list-style-type: none"> ▪ Teacher will model how to write the beginning and middle of a story including illustrations. The teacher will then read the story out loud to students, and ask the students to name the problem in the story. Next, ask the students to draw an ending that solves the problem.
<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> ▪ Draw a picture that tells a story ▪ Be able to talk about what has been drawn using single words ▪ Know what an event is ▪ Know the who, what, when, where and why of an event ▪ Retell the event in the order that it happened using illustrations. 	<ul style="list-style-type: none"> ▪ What are you drawing? Teacher assists with labeling picture. ▪ Should a story have a beginning, middle and an end? ▪ Is it important to be able to talk about a picture you drew? ▪ What can you do to spell a word correctly? 	<ul style="list-style-type: none"> ▪ The teacher will provide students with a topic. The teacher will model how to compose a complete sentence. Together the teacher and students will develop a beginning, middle and end to create a complete story using sentence starters and picture cues. ▪ After have the students illustrate their story. ▪ Teacher will model how to write the beginning and middle of a story including illustrations. The teacher will then read the story out loud to students, and ask the students to choose the problem in the story from picture choices. Next, ask the students to draw or say an ending that solves the problem.

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

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL Students Levels 4-5 · Special Education Students - High Group 	<ul style="list-style-type: none"> · Tell, draw and write a story about something that happened · Show what happens first · Put the pages in order 	<ul style="list-style-type: none"> · What will you be writing about today? · Who will you write about and why? · What did you like the most? Can you write about that? · What will you tell about in your writing? · Why is it important to add details to your writing? · How can you use a graphic organizer to help you write your story? 	<ul style="list-style-type: none"> · On the board, write five simple sentences. Point out that the sentences do not have details. Have the students change or add words to make the sentences more detailed. Have students share their work with a partner. · Have students draw a picture and write two sentences to describe the picture. Working with a partner, have the students add details to their sentences to strengthen their writing. Have students share their completed work with the class. · After writing a short story, have student confer with the teacher to identify unrelated details that need to be eliminated and to add more specific details to strengthen the writing. Have the students share their completed writing with the class.

<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Mid Group 	<ul style="list-style-type: none"> ▪ Generate a topic to write about ▪ Brainstorm & write ideas on a graphic organizer or chart ▪ Organize the writing so that it moves logically ▪ Write and/or draw sentences with details ▪ Recognize unrelated ideas when read with an adult ▪ Work with peers ▪ Add details to writing after exchanging ideas with peers by adding one-word or picture details to writing. 	<ul style="list-style-type: none"> ▪ What will you be writing about today? ▪ Who will you write about and why? ▪ What will you tell about in your writing or drawing? ▪ Is it important to add details to your writing? ▪ Can you use a graphic organizer to help you write your story? 	<ul style="list-style-type: none"> ▪ On the board, write three simple sentence frames. Point out that the sentences need to be completed with details. Have the students add words to make the sentences more detailed. Have students share their work with a partner.(Teacher should model first) ▪ Teacher will model how to draw a picture and write a sentence to describe it. Next, students will independently draw a picture and write a phrase or one sentence to describe the picture. Working with a partner, have the students add details to their sentences to strengthen their writing. Have students share their completed work with the class. ▪ The teacher will write a paragraph with illustrations on chart paper. Students will confer with the teacher to identify 1 unrelated detail that need to be eliminated and add 1 more specific detail to strengthen the writing.
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<ul style="list-style-type: none"> · ESL Students Levels · Special Education Students - Low Group 	<ul style="list-style-type: none"> ▪ Generate a topic to write about ▪ Brainstorm & write ideas on a graphic organizer or chart ▪ Organize the writing 	<ul style="list-style-type: none"> ▪ What will you be writing about today? ▪ Who will you draw or write about? ▪ What will you tell about in your 	<ul style="list-style-type: none"> ▪ On the board, write three simple sentence frames. Teacher will model how sentences need to be completed with details. Have the students fill in the blank using a word bank to make the sentences more detailed.
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	<p>so that it moves logically</p> <ul style="list-style-type: none"> ▪ Write and/or draw sentences with details ▪ Recognize unrelated ideas when read with an adult ▪ Work with peers ▪ Add details to writing after exchanging ideas with peers by adding one-word or picture details to writing. 	<p>drawing?</p> <ul style="list-style-type: none"> ▪ Is it important to add details to your writing? 	<ul style="list-style-type: none"> ▪ Teacher will model how to draw a picture and write a sentence to describe it. Next, students will independently draw a picture and write a single word to describe the picture. Working with a partner, have the students describe their sentences. ▪ Students will be given sentence strips with pictures and will find, then highlight unrelated detail. Student will use a word bank with picture cues to add a detail.
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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

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

District Resources

Phonological Awareness

Lesson 1:
-Rhyming Words

Lesson 2:
-Beginning Sounds

Lesson 3:
-Beginning Sounds
-Words in Oral Sentences

Lesson 4:
-Beginning Sounds
-Words in Oral Sentences

Lesson 5:
-Beginning Sounds
-Words in Oral Sentences

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

District Resources

Letter Names/ Phonics

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

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

Lesson 1:

Letters: Kk, Ll, Mm, Nn, Oo

Lesson 2:

-Letters: Pp, Qq, Rr, Ss, Tt

Lesson 3:

-Letters: Uu, Vv, Ww, Xx, Yy, Zz

Lesson 4:

Letter/Sound: m /m/

Lesson 5:

Letter/Sound: s /s/

Comprehension Clubs

Readings- Journeys

Visiting Grandma and Grandpa, *Jeremy James*
My Family Pictures, *Mercedes Rodriguez*
When I was Little, *Ann Takman*
Sisters and Brothers, *Lydia Wolff*
We Go to School, *Susan Gorman-Howe*
I Like, *Maribel Suarez*
My Backpack, *Iris Littleman*
Show and Tell, *Oscar Hagen*
Helping Mr. Horse, *Carrie Waters*
Tell All About It, *Oscar Hagen*
Baby Bear's Family, *Susan Gorman-Howe*
The Party, *Ron Kigsly*
My Dog, *Seamus Louis*
My Cat, *Jo Bydlowski*
Lola, the Money Dog, *Kate McGovern*
My Pet Cat, *Jo Bydlowski*
Mm, *Pat Macnan*
I like Mm, *Pat Macnan*
The Fire Fighter, *Jacob Walker*
Selling Things, *Alice Russell*
Jobs on the Farm, *Holly Fry*
Let's Sell Things, *Alice Russell*
Ss, *Pat Macnan*
I Like Ss, *Pablo Lopez*
I Can Do It! *Kate Morgan*
At the Playground, *Aksel Gake*
Fun With Friends, *Connor Ryan*
The Playground, *Aksel Gake*

CCSS: Text Exemplars (Appendix B)

Stories:

Eastman, P.D. *Are You My Mother?*

Read-Aloud Stories:

Garza, Carmen Lomas. *Family Pictures*

Haley, Gail E. *A Story, A Story*

Informational Texts:

Aliki. *My Five Senses*

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

Vocabulary

When teaching vocabulary,

- Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).
- Use the various learning modalities and sample menu in order to deliver instruction.
- Introduce the word in context first before explicit vocabulary instruction.
- Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.
- Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

* High Frequency Words: I, Like, The, And

Oral Vocabulary

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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<ul style="list-style-type: none">➤ Cranes➤ Crew➤ Gleaming➤ Mechanic➤ Outlining➤ Solid	<ul style="list-style-type: none">➤ Busy➤ Company➤ Container➤ Job➤ Scoop➤ Tortoises	<ul style="list-style-type: none">➤ Cooperate➤ Curious➤ Interesting➤ Slimy➤ Smooth➤ Vet	<ul style="list-style-type: none">➤ Customers➤ Dough➤ Famous➤ Perfect➤ Sprinkled➤ Stretchy	<ul style="list-style-type: none">➤ Admired➤ Delicious➤ Delight➤ Doubt➤ Fable➤ Sigh
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Domain-Specific Vocabulary

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> ➤ Parent ➤ Sibling ➤ Ancestor ➤ Relation 	<ul style="list-style-type: none"> ➤ Behave ➤ Member ➤ Respect ➤ Community 	<ul style="list-style-type: none"> ➤ Groom ➤ Train ➤ Responsibility ➤ Nurture 	<ul style="list-style-type: none"> ➤ Volunteer ➤ Worker ➤ Job ➤ Goods ➤ Services 	<ul style="list-style-type: none"> ➤ Invention ➤ Utensil ➤ Aid ➤ Purpose

Selection Vocabulary

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> ➤ Celebrate ➤ Family ➤ Memories ➤ Include 	<ul style="list-style-type: none"> ➤ Bullying ➤ Tidies ➤ Fidget ➤ Interrupt 	<ul style="list-style-type: none"> ➤ Fetch ➤ Inside ➤ Outside ➤ Please 	<ul style="list-style-type: none"> ➤ Creating ➤ Delivering ➤ Hobby ➤ Protecting 	<ul style="list-style-type: none"> ➤ Appears ➤ Handy ➤ Future ➤ Stray

Terms About Reading/ Language Arts

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> ➤ Author ➤ Photographer ➤ Text Evidence ➤ Main Idea ➤ Sort 	<ul style="list-style-type: none"> ➤ Text ➤ Author ➤ Photographer ➤ Opposites ➤ Antonyms ➤ Characters 	<ul style="list-style-type: none"> ➤ Synonyms ➤ Characters ➤ Settings ➤ Events 	<ul style="list-style-type: none"> ➤ Labels ➤ Sentences ➤ Verbs ➤ Present ➤ Text 	<ul style="list-style-type: none"> ➤ Synonyms ➤ Cause ➤ Details ➤ Effect

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.

Reading Behaviors: Level D

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

Writer's Workshop

Martha Horn & Mary Ellen Giacobbe

In kindergarten, talking and drawing can provide children with a natural pathway to writing.

Martha Horn and Mary Ellen Giacobbe invite readers to join them in classrooms where they listen, watch, and talk with children, then use what they learn to create lessons designed to meet children where they are and lead them into the world of writing. The lessons in the book serve as a helpful guide and provide us with examples of language the authors use with children that reveal a genuine respect for and trust in children as learners.

The authors advocate for formal storytelling sessions in which children tell about what they know and for focused sketching sessions so that budding writers learn how to observe more carefully.

Note: It is recommended that you make use of the Writer's Workshop mentor text library for immersion in this writing genre and as models for students both in the mini-lesson and while conferring.

Writer's Workshop



Teaching kindergarten students the craft of writing should begin with what they know. By looking to our students to teach us what they know and how they know it, teachers can make learning meaningful.

Oral Storytelling

Talk plays a powerful role in the beginnings of writing. When students have opportunities to talk their stories through first, they have a better sense of what they want to put on paper. The ability to write clear, detailed stories has everything to do with having the language with which to say it. At the start of the school year, writing for our youngest writers begins with a formal storytelling time - a chance for students to *hear* what they have to say.

Oral Storytelling (... about things that you know)

- Establish a classroom environment where every member of the class is known and feels safe telling stories
- Teacher models... we all have stories to tell about every day, ordinary things
- Students are invited to talk about themselves

Writer's Workshop

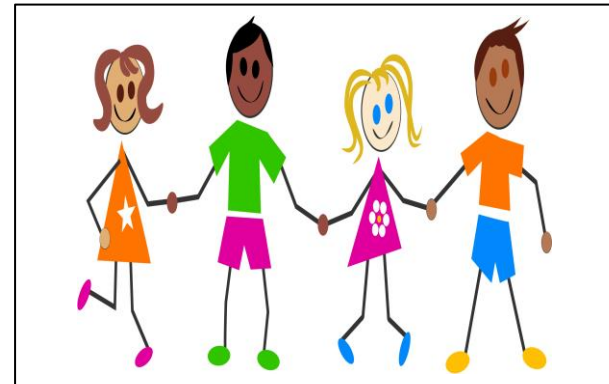


Drawing

Young students enter the world of writing through drawing. Drawing for early writers is a way of making meaning. In conjunction with oral storytelling, drawing would be the beginning stage of the writing workshop: mini-lessons focused on drawing, sketching time included in writing time, setting up a drawing center to foster independent drawing and peer conversations that naturally would arise around drawing in all aspects of the curriculum.

Drawing

- Create student drawing books
- Introduce the drawing & writing book (set a purpose)
- Teacher models
- Introduce materials (care, use and storage)



Writing

Primary Focus: Writing Unit

Secondary Focus

Routine Writing

Narrative Writing

Lesson 1:

➤ Narrative Writing Focus

Trait: Conventions

➤ Language:

➤ Classify and

Categorize

Family Words

➤ Nouns for People

Lesson 2:

➤ Narrative Writing Focus

Trait: Word Choice

➤ Language:

➤ Antonyms

➤ Nouns for Places

Lesson 3:

➤ Narrative Writing

Focus Trait: Ideas

➤ Language:

➤ Synonyms

➤ Nouns for Animals and Things

Informative/explanatory writing

Lessons on informative/explanatory writing can be addressed through interactive writing experiences within this unit.

Reader's Response Notebook
Writing Folders
Interactive Writing
Drawing books

Interactive Writing

Interactive writing can be done during language-based activities such as Morning Messages, Class News, book retellings, letters, invitations, recipes, informational texts, class rules and personal experience descriptions. Additionally, interactive writing can be done within both whole group and small group settings. Through this approach the teacher begins by modeling what students don't yet already know how to do, but will eventually be able to do. The lessons continually build on their present knowledge and helps students to acquire new skills.

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Lesson 4:

- Narrative Writing
Focus Trait: Ideas
- Language:
- Classify and
Categorize Words
for Jobs
- Action Verbs in
the Present Tense

Lesson 5:

- Narrative Writing
Focus Trait: Ideas
- Language:
- Synonyms
- Action Verbs in
the Present Tense

The Benefits of Interactive Writing

Interactive writing is a practice that gets kindergarten students involved in working with print and developing writing strategies from the onset of the school year. It helps children absorb and understand early writing strategies and reinforces their sense of how words work. It gives them the chance to realize the power of producing meaningful text. As the students and teacher write together, children quickly learn such early print concepts as directional movement and one-to-one matching. They gain a strong sense of letter-sound correspondence, and they also learn to form letters accurately, write a variety of quick and easy words, and notice specific features within letters and words. They come to understand the use and meaning of punctuation marks. They also learn to proofread their work to make sure the text makes sense, sounds right, and looks right.

Adapted from Rosalie Franzese
“Reading and Writing in
Kindergarten: A Practical Guide”

Writing Rubrics

Rubric for Narrative Writing—Kindergarten							
	Pre-Kindergarten (2 POINTS)	2.5PTS	Kindergarten (3 POINTS)	3.5PTS	Grade 1 (4 POINTS)		SCORE
STRUCTURE							
Overall	The writer told a story with pictures and some “writing.”	Mid-level	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when she did something.		
Lead	The writer started by drawing or saying something.	Mid-level	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for his story.		
Transitions	The writer kept on working.	Mid-level	The writer put his pages in order.	Mid-level	The writer put her pages in order. She used words such as and and then, so.		
Ending	The writer’s story ended.	Mid-level	The writer had a page that showed what happened last in her story.	Mid-level	The writer found a way to end his story.		
Organization	On the writer’s paper, there was a place for drawing and a place where she tried to write words.	Mid-level	The writer’s story had a page for the beginning, a page for the middle, and a page for the end.	Mid-level	The writer wrote her story across three or more pages.		
							TOTAL
DEVELOPMENT							

Elaboration*	The writer put more and then more on the page.	Mid-level	The writer's story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer put the picture from his mind onto the page. He had details in pictures and words.	(X2)
	Craft*	In the writer's story, she told and showed what happened.	Mid-level	The writer drew and wrote some details about what happened.	Mid-level	The writer used labels and words to give details.

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

Additional Resources: Suggested in the NJ Curriculum Framework

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

Suggested Websites

Reading Rockets

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

Writing Fix

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

Read Write Think

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

Brain Pop Jr.

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

Tween Tribune

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

E Reading Worksheets

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

Achieve the Core

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

The Florida Center for Reading Research

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

<http://www.fcrr.org/for-educators/sca.asp>

ReadWorks

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

Learn Zillion

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

News ELA

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

TCOE

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

Field Trip Ideas

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

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

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

<http://bronxzoo.com/field-trips>

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

<https://www.legolanddiscoverycenter.com/westchester/education/pre-school.aspx>

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

****Requires approval from Unit Superintendent****

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

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

<http://www.penningsorchard.com/blog/>

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

<http://turtlebackzoo.com/education/>

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

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

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

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

ELL Resources

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

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

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

Learn a language for FREE-www.Duolingo.com

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

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

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

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

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

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

best practices for various aspects of an English language classroom

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

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

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

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

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

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

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

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

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

supported through the NJDOE, Office of Special Education Programs.

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

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

Students K-8

- **Kindersite** - <http://www.kindersite.org>

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

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

Learning games and songs for preschool and elementary children

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

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

- **Starfall.com** - <http://www.starfall.com>

Phonics lessons, interactive books, and word games

- **AAA Math** - <http://www.aaamaticas.com>

over 2500 interactive math lesson pages

- **NASA's Space Place** - <http://spaceplace.nasa.gov>

NASA's education program; also available in Spanish

- **Achieve 3000**-<http://www.achieve3000.com/>

Students K-12

- **Teaching Reading and Language Arts** - <http://teachingreadingandla.pbworks.com>

Sites and resources for classroom instruction compiled by Keith Schoch

- **Mrs. Hurley's ESL Page**<http://www.mrshurleysesl.com> Tips, activities, information & links for students and teachers
- **Children's Literature Web Guide** - <http://www.ucalgary.ca/~dkbrown/index.html>
Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
- **21st Century Centers** <http://www.21stcenturycenters.com/21cc/Home.html>

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

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

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

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

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

Search by college or location. Updated annually

Special Education Resources

- **Animoto**

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

<https://animoto.com>

- **Bookbuilder**

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

<http://bookbuilder.cast.org/>

- **CAST**

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

<http://www.cast.org>

- **CoSketch**

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

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

- **Crayon**

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

<http://crayon.net/>

- **Education Oasis**

Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more!

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

- **Edutopia**

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

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

Special Education Resources

- **Glogster**

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

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

- **Interactives – Elements of a Story**

This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.

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

- **National Writing Project (NWP)**

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

<http://www.nwp.org>

- **Pacecar**

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

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

- **Plickers**

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

<https://plickers.com/>

- **Read Write Think**

ReadWriteThink provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials

<http://www.readwritethink.org>

- **RubiStar**

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

Special Education Resources

<http://rubistar.4teachers.org/index.php>

- **VisuWords**

Visuwords is an online graphic dictionary and thesaurus that helps develop word knowledge. Word relationships are illustrated by the color and pattern of the link between words.

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

- **Vocab Ahead**

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

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

- **Voki**

Voki is text to speech generator that allows the user to create a personal speaking avatar that can be embedded in a website. The site offers a high level of customization ranging from the overall look of the Voki to the sound of its voice.

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

- **Webspiration**

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

- **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/>

