

WPS

ELA Concept-Based Curriculum

New Teacher Orientation
August 21, 2018

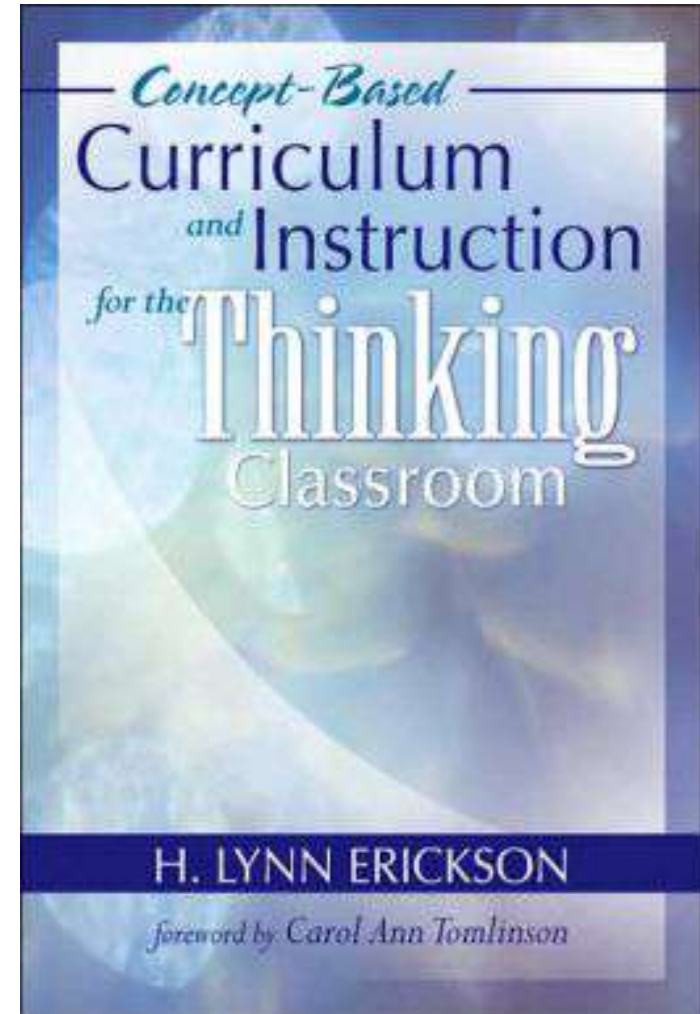
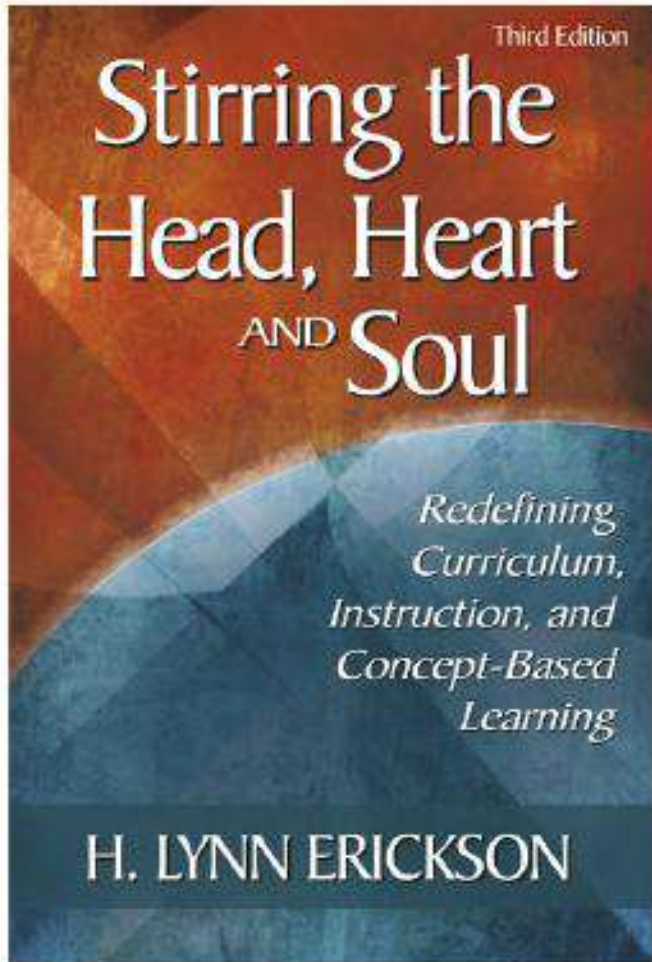
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Concept-Based Curriculum

The Structure of Knowledge

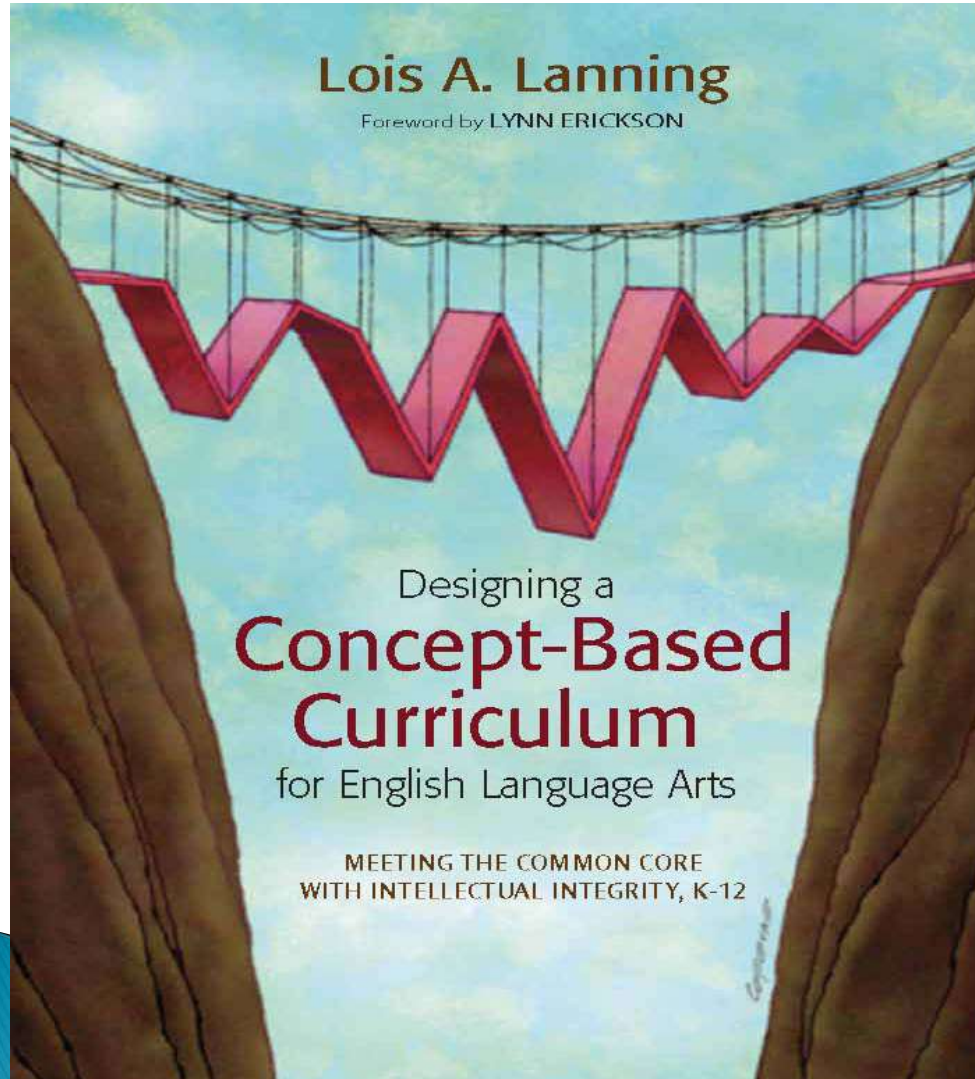
H. Lynn Erickson



Concept-Based Curriculum

The Structure of Process

Lois Lanning



What is *Concept-Based* Curriculum?

“A concept-based curriculum includes a focus on the *transfer* of the important conceptual ideas of a discipline and facilitates *synergistic thinking*.”



What is *Concept-Based* Curriculum?

Traditional curriculums are “two-dimensional”. They focus on **topics** and **facts** and are locked in time and place.

Ex. *The Cat in the Hat, Shiloh*

A concept-based curriculum pulls **concepts** from the **topics** and **facts** to create generalizations (understandings). Concepts and generalizations transfer. This adds the third layer (a higher level of thinking) to make the curriculum “three-dimensional”.

Ex. **Readers** cite **text** to **communicate** and **support their ideas**

Synergistic Thinking:

Interplay between the **factual** levels of knowledge and **conceptual** thinking.



What is in a *concept-based curriculum*?

Each unit in the curriculum contains:

- A Unit Title and Conceptual Lens
- A series of Generalizations and Guiding Questions
- A list of Critical Content and Key Skills
- A scope and sequence of LA skills
- A Culminating Assessment Project
- Suggested learning experiences and resources

What is a *Unit Title* and *Conceptual Lens*?

The Unit Title

The over-arching Macro-concept that will be explored throughout the unit. It is a catchy, kid-friendly phrase that should engage the students and let them know what the unit of study will be about.

The Conceptual Lens(es)

The lens provides the broad, conceptual focus for the unit of study.

Quick Example: A social studies unit on Martin Luther King Jr. can take many directions – childhood influences, politics, legacy, etc. A lens of “leadership” gives a focus to the unit. Changing the lens will change the focus of the unit.

Unit Title and Conceptual Lens Example

Kindergarten

Unit 1

Unit Title: Learning to become a Reader and Writer

Conceptual Lens: Process

In unit one Kindergarteners will learn the basics of reading and writing, with a focus on the *process* of *how* to read and write.

What is the *Unit Web*?

The unit web is the brainstorming tool used to identify the sub topics and concepts included in the unit.

The web is broken out into the following four strands to ensure that each unit is a **comprehensive study** of language arts and reading:

- *Understanding Text – comprehending grade level text*
- *Responding to Text – connecting with and discussing text*
- *Critiquing Text – analyzing the content and quality of text*
- *Producing Text – creating original pieces of text**

**Text is defined as any media, print or non-print used to communicate an idea, emotion, or information.*

Unit Web Example

Kindergarten Unit 1

Understanding Text:

Early Print Concepts: directionality, one-to-one match, concept of space, word boundaries
Phonological Awareness
Phonics and Word Recognition
Print carries meaning
Alphabet recognition
Story Elements (Characters and Setting)

Responding to Text:

Listening behaviors
Respectful participation (turn-taking, focus, nonverbal behaviors)
Clear expression of thoughts and ideas

Unit Title:
**Learning to
Become a Reader
and Writer**

Producing Text:

Oral production of texts (poems, songs, rhymes, patterned text)
Reproduction of Letter Sounds
Rhyme
Letter Formation
Page layout; space
Shared writing
Interactive Writing
Sentence formation

Critiquing Text:

Print message (Writer's Purpose)
Story comparisons
Likes/Dislikes (Opinions about Texts)

What are Generalizations & Guiding Questions?

Generalizations

Statements that contain transferable ideas (concepts) that the students should understand by end the unit. They guide what and how you teach during the unit.

Guiding Questions

Questions that help teachers move students' thinking to the generalization. There are 3 types:

- **Factual:** the foundational knowledge (facts and content) that support the generalization.
- **Conceptual:** the transferable ideas beyond the facts
- **Provocative:** debatable ideas that invite discourse with multiple perspectives. There is no “right” or “wrong”.

Generalizations & Guiding Questions Example

Kindergarten Unit 1

Generalizations	Guiding Questions (F = factual; C = conceptual; P = philosophical)
1. People need to understand the parts (features) of a book in order to read. (UT, PT)	1a. Where is the front of a book? Back? (F) 1b. Where do you find the names of a book's author/illustrator? (F) 1c. How are some books the same/different? (C) (types of illustrations, layout, length, etc.) 1d. How do readers know where to begin to read? (C) 1e. Should every book have pictures? (P) 1f. What makes you want to read a book? (P) 1g. What does the Author/Illustrator do? (F)
2. Letters represent sounds that create words. (UT, PT)	2a. Where is a letter? (F) 2b. Where is a word? (F) 2c. Where is an uppercase ___? (F) 2d. Where is a lowercase ___? (F) 2e. What sound does this letter make? (F) 2f. What letter makes this sound? (F) 2g. What word rhymes with ___? (F) 2h. How do you know the difference between a letter and word? (C) 2i. Can you point to each word as I read? (F) 2j. What word do you make when you blend these syllables? Onset and rime? (F) 2k. What syllables do you hear in this word ___? (F) 2l. What sound do you hear at the beginning of this word? In the middle of this word? At the end of this word? (F) 2m. What word do you make when you blend these phonemes? (F) 2n. What phonemes do you hear in this word? (F)
3. People follow specific rules of print to read and write words. (UT, PT)	3a. What are some important reading and writing rules? (F) 3b. How do rules help us read and write? (C) (Concepts About Print) 3c. What happens when people don't follow the rules? (F) 3d. What does this word say (cvc)? (F) 3e. What is this (.), (??) (F) 3f. Why do author's use punctuation? (C) 3g. What do you do to the first word in a sentence? (F) 3h. What is the rule for the word I? (F)
4. Words convey meaning. (UT, PT, RT)	4a. What does this word mean? (F) 4b. How can a picture help us figure out a word? (C) 4c. Why do we put words together into sentences? (F) 4d. How is print like talking? (C)
5. Talking and listening to others can deepen understanding. (UT, PT, RT, CT)	5a. What makes a good listener? (F) 5b. What is your job as a speaker? (F) 5c. Why is it important to be respectful when listening and talking? (C)

What are *Critical Content* and *Key Skills*?

Critical Content

What students will know by the end of the unit:
“important, factual content or knowledge relative to the unit of study.”

Key Skills

What students will be able to do by the end of the unit:
“processes, strategies and skills that provide the means for understanding and using language.”

*Key Skills are taken straight from Common Core State Standards.
By the end of year **all** of the standards will be addressed!*

Critical Content and Key Skills Example

(See list of CCSS addressed in the Key Skills section of the unit)

Kindergarten Unit 1

<i>Critical Content</i>	<i>Key Skills</i>
<p><i>What Students Will Know</i></p>	<p><i>What Students Will Be Able to Do</i></p>
<p><u>Understanding Text:</u></p> <ul style="list-style-type: none"> • Left/right directionality <ul style="list-style-type: none"> ▪ RF.1a • Spoken words are represented by written words <ul style="list-style-type: none"> ▪ RF.1b ▪ L.1e • Print carries meaning <ul style="list-style-type: none"> ▪ RL.1 ▪ RI.1 ▪ L.1e • Names of letters <ul style="list-style-type: none"> ▪ RF.1d ▪ RF.3 ▪ RF.3a • Basic Story Elements (CAP, characters, setting) <ul style="list-style-type: none"> ▪ RL.3 ▪ RL.5 ▪ RL.6 ▪ RI.5 ▪ RI.6 ▪ RF.1c • Meaning of period and question mark <ul style="list-style-type: none"> ▪ L.2b • High frequency words <ul style="list-style-type: none"> ▪ RF.3c 	<p><u>Understanding Text:</u></p> <ul style="list-style-type: none"> • CC.K.R.L.1 With prompting and support, ask and answer questions about key details in a text • CC.K.R.L.3 With prompting and support, identify characters, setting and major events in a story. • CC.K.R.L.5 Recognize common types of texts (e.g. storybooks, poems) • CC. K.R.L.6 with prompting and support name the author and illustrator of a story and define the role of each in telling the story. • CC.K.R.I.1 With prompting and support, ask and answer questions about key details in a text • CC.K.R.I. 5 Identify the front cover, back cover, and title page of a book. • CC.K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text. • CC.K.RF.1a Follow words from left to right, top to bottom, and page by page. • CC.K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters. • CC.K.RF.1c Understand that words are separated by spaces in print. • CC.K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet. • CC.K.RF.3. Know and apply grade level phonics and words analysis skills in decoding words • CC.K.RF.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. • CC.K.RF.3c Read common high frequency words by sight • CC.K.L.2b. Recognize and name end punctuation. • CC.K.L.1e Use the most frequently occurring prepositions (e.g. to, from, in , out, on, off,

Key Skills Scope and Sequence K-5

(Based on the scope and sequence from Literacy How)

Kindergarten Unit 1

<u>Days</u>	<u>CCSS</u>	<u>Unit 1</u>	<u>Level of Understanding by Unit 1</u> B=Basic P= Proficient M= Mastery
Introduced the week of _____, continue reviewing skills and concepts throughout unit.			
Week of A1		Understands language concepts that are important in literacy instruction(e.g., top/bottom, same/different, first/last, before/after)	M
Week of A1	RF.K.1a	Understands directionality: top to bottom, left to right and return sweep.	M
Week of A1	RI.K.5	Identifies the front cover, back cover, and title page of a book	P
Week of A1	RI.K.6	Recognizes the author and illustrator of a text; able to explain the role of each in making the book	P
Week of A1	RF.K.1c	Demonstrates 1:1 match	M
Week of A1	L.K.2a L.K.2b	Recognizes the distinguishing features of a sentence <ul style="list-style-type: none"> • first word 	M
Week of A1 and A2	RF.K.2a	Recognizes and produces rhymes	P
Week of A3		Letter Mm	
	RF.K.1d	Recognizes and names uppercase and lowercase letters; matches lowercase and uppercase letters	M
	RF.K.3a	Produces letter sounds correspondences for consonants	M
	L.K.1a	Writes lowercase and uppercase letters (formed legibly using a consistent motor pattern)	B
Week of A3 and A4	RF.K.2b	Blends and segments syllables	M
Week of A4		Letter Ss	
	RF.K.1d	Recognizes and names uppercase and lowercase letters; matches lowercase and uppercase letters	M
	RF.K.3a	Produces letter sounds correspondences for	M

What are *Suggested Learning Experiences*?

The Suggested Learning Experiences are ideas and examples of activities to be used when creating lessons.

- *Suggestions* are broken down by generalization to help teachers begin to decide how to teach toward each generalization within the unit.
- The suggestions also include ideas to help students build up to the culminating assessment project of the unit.
- This section also serves as a pacing guide for the unit.

Suggested Learning Experiences Example

Kindergarten Unit 1

<i>Suggested Timeline</i>	<i>Suggested Learning Experiences (The teacher may . . .)</i>	<i>Assessments (Suggested and Required**)</i>	<i>Differentiation (For Support and Extension)</i>	<i>Resources</i>
September	Have students model what a good listener does (bodies still, thinking about what is being said, eye contact, talk and turn)	Observe students demonstrating good listening skills	Individual plans, picture clues	www.wedolisten.org Hello Toes, Hello Feet www.dpi.state.nc.us (search text examplars)
	Have students demonstrate how to use and take care of materials (crayons, glue, markers, pencils, etc.)	Observe students demonstrating taking care of materials		
	Have students demonstrate knowledge of where things are in the classroom.	Observe students showing where things are in the classroom	Labels	
	Have students recognize, read and write their own name. G#2, #3	Observe students concepts about print: read, locate, build and write own name with upper and lower case letters with proper formation: ie. Start with an uppercase letter first followed by lowercase letters.	Use multi-sensory activities (i.e. sand paper, shaving cream, play doh)	www.schooltube.com

What is a *Culminating Assessment*?

The Culminating Assessment

A **required district-wide**, multi-step assessment that comes at the end of the unit (at the end of each marking period). Its purpose is to gauge whether the students can demonstrate an understanding of **one or two** major generalizations (not all of them) as well as critical content and key skills.

Culminating Assessment Example

Kindergarten Unit 1

WHAT?

Create an “*All About Me*” book.

WHY?

in order to understand that ... people need to understand the parts (features) of a book in order to read.

HOW?

Role: All of you authors are ready to create a book now that you have learned so much about how books work.

Audience: Your friends and family members will read your book.

Format: On the table, you will find 4 pages that will go in your book. Written at the bottom of each page is, “I like to ____.” You will fill in the word that is missing, draw a picture at the top of each page illustrating what it is you like. When you are finished writing and illustrating, you will assemble your book and get it ready for your audience to read. Remember how the parts of a book go together so people will be able to read it.

Topic: Your book will be extra special because it will be “All About You!”

Culminating Assessment Rubric Example

Kindergarten Unit 1

Kindergarten Rubric

My story has title.



My pages are in order. (1,2,3,4)



My story has pictures.



My story has words.



My High Frequency words are spelled correctly.



My pictures match my words.



My story has an author.



Key Points on CBC

1. Know when to use inductive (inquiry) teaching and deductive (explicitly) teaching.
 1. Use inductive teaching when leading students toward a concept or generalization (see CBC organizers)
 2. Use deductive instruction when explicitly teaching reading/writing skills and strategies.
2. NEVER post or give away the generalizations (understandings) ahead of time. Students have to come to and verbalize the generalization on their own. You can post the generalization **stem** “I understand that”, but do not post the generalization ahead of time.
3. The ELA lesson plan template is mandatory

Lesson Plan Template

(on SharePoint)

Name:		Grade:	Dates:	Unit/Conceptual Lens:		
Duration	Day 1 or ELA Subject*	Day 2 or ELA Subject*	Day 3 or ELA Subject*	Day 4 or ELA Subject*	Day 5 or ELA Subject*	
WHAT?						
Generalization: <ul style="list-style-type: none"> Students will understand that... 						
Guiding questions						
Critical content (Know) <ul style="list-style-type: none"> Content Vocab/HFW 						
Key Skills (Able to do) <ul style="list-style-type: none"> CCSS 						
HOW?						
Opening <ul style="list-style-type: none"> Hook the student State learning target(s) 						
Learning Experiences <ul style="list-style-type: none"> Text/Materials Activities 						
Differentiation/Centers <ul style="list-style-type: none"> Sped ELL Reading 						
Closure/Assessment Strategies <ul style="list-style-type: none"> Monitor Progress Summative Assessment 						
*ELA Subjects						
Reading Comprehension	Print Concepts		Phonological Awareness		Phonics/Word Recognition	
Fluency	Writing		Speaking and Listening (Integrated throughout)		Language Arts Conventions	

Requirements Around Lesson Planning

- Lesson Plan template is mandated for all ELA subjects.
- Lesson plan template is not required for small group instruction *at this time*.
- Lesson plan template is a *draft* and will be updated accordingly by the *district* based on feedback from the teachers.
- A more formal lesson plan will follow for formal observations/teacher evaluation in accordance with SEED.



Graphic Organizers for CBC

H. Lynn Erickson

The Central Questions

Who?

(examples from 2-3
different historical
periods)

What?

(Issues calling for
leadership)

?

*Who were our
leaders in
history ?*

?

Where?

(geographic locations)

When?

(Dates/Historical Periods)

How?

Methods of leadership;
Leadership qualities;

***So What...are the results/consequences
of their leadership?***

***Do we need leaders? Can individual citizens
be leaders?***

Book Talk

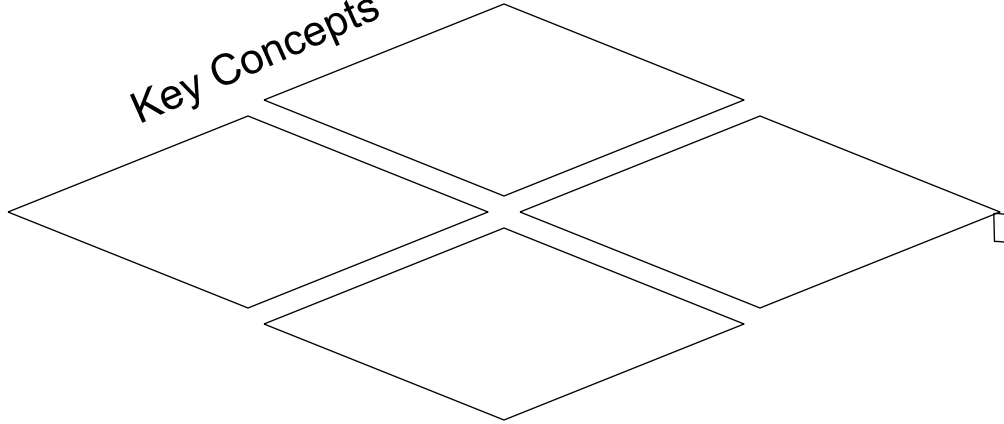
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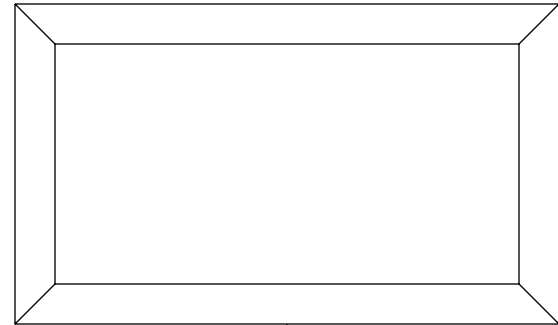
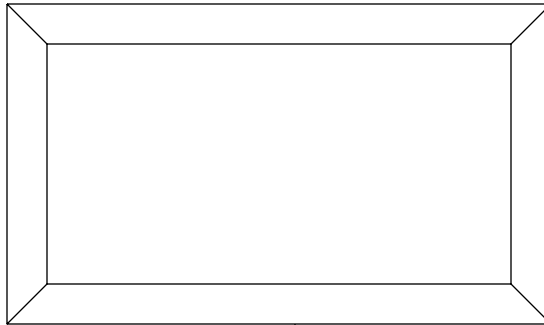
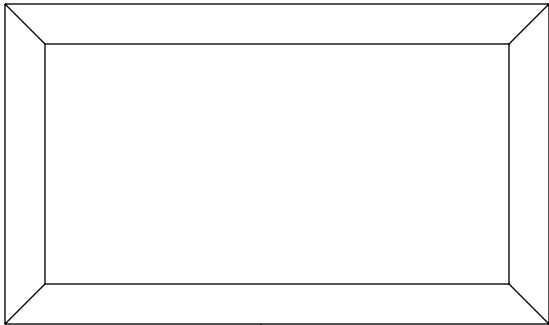
Book Title



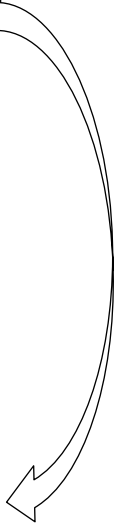
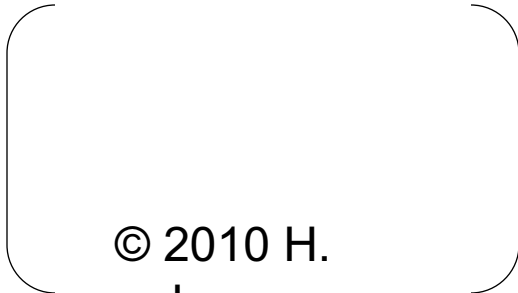
Key Concepts



Enduring Understandings



Supporting Evidence



Book Talk

Name _____

Date _____

Book Title

The American Revolution

Key Concepts

Perspectives

Freedom

Ideals

Revolution

Generalizations/Understandings

Perceived economic or political injustice can generate social revolt.

Political oppression can lead to revolution by a people determined to gain their independence.

The beliefs, values and ideals of an emerging nation shape their developing government.

Supporting Evidence

The colonists dumped tea in the Boston Harbor to protest and revolt against the perceived injustice of England's tax on tea.

The American Revolution was the colonial fight for independence from the mother country.

The beliefs, values and ideals which led to the American Revolution shaped the government of the new nation.

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Book Talk

Name _____

Date _____

Book Title

Tikki Tikki Tembo

Key Concepts

folktale

responsibility

personal names

caring

Generalizations/Understandings

Acting responsibly can prevent accidents.

Personal names can reflect family status

Family members care for each other.

The boys did not always mind their mother and one day they were playing beside the well, and on the well when Chang fell in!

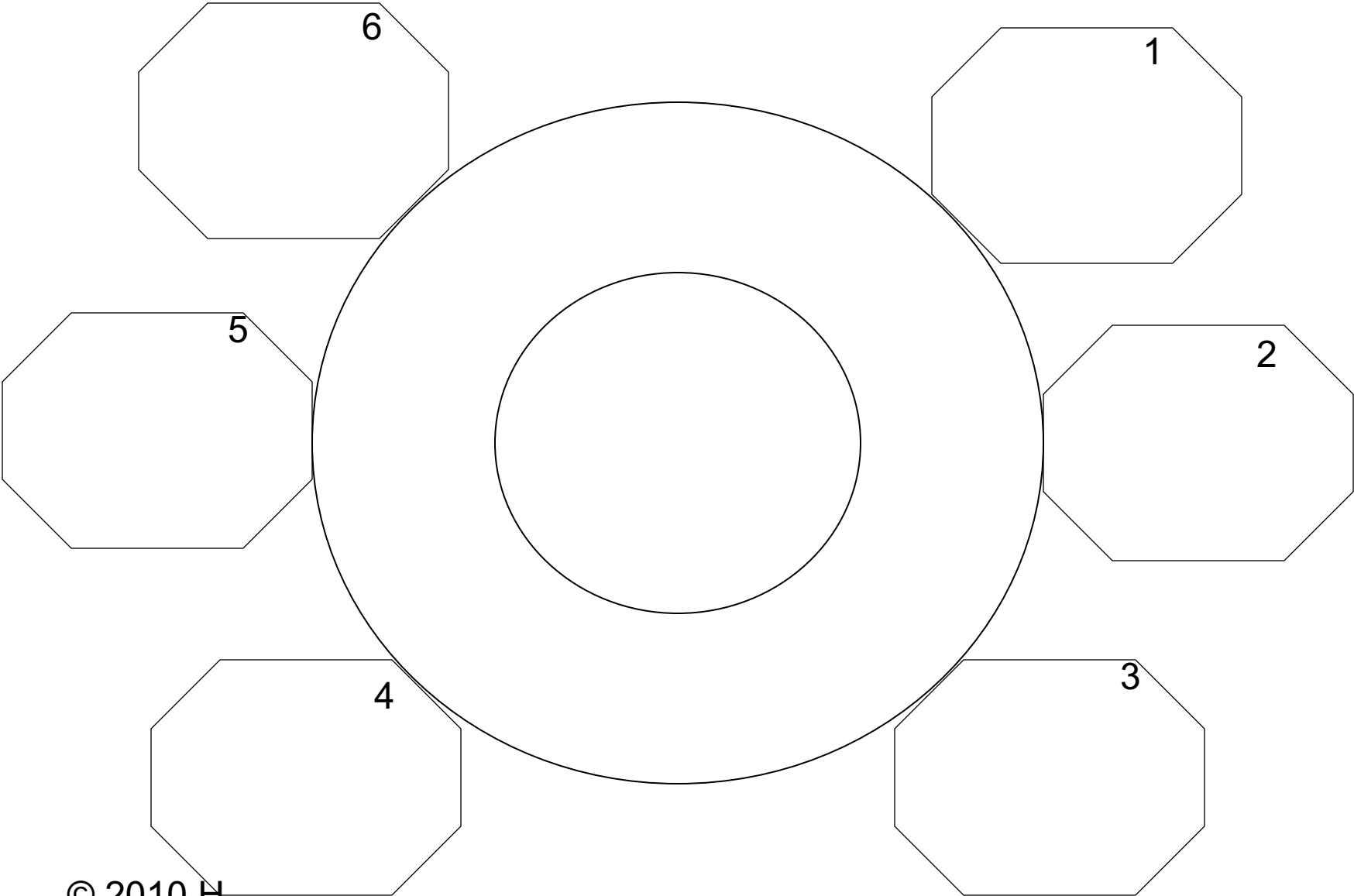
Supporting Evidence

"Tikki tikki tembo...is at the bottom of the well!"
"Oh, not my first and honored son, heir of all I possess! Run quickly...!"

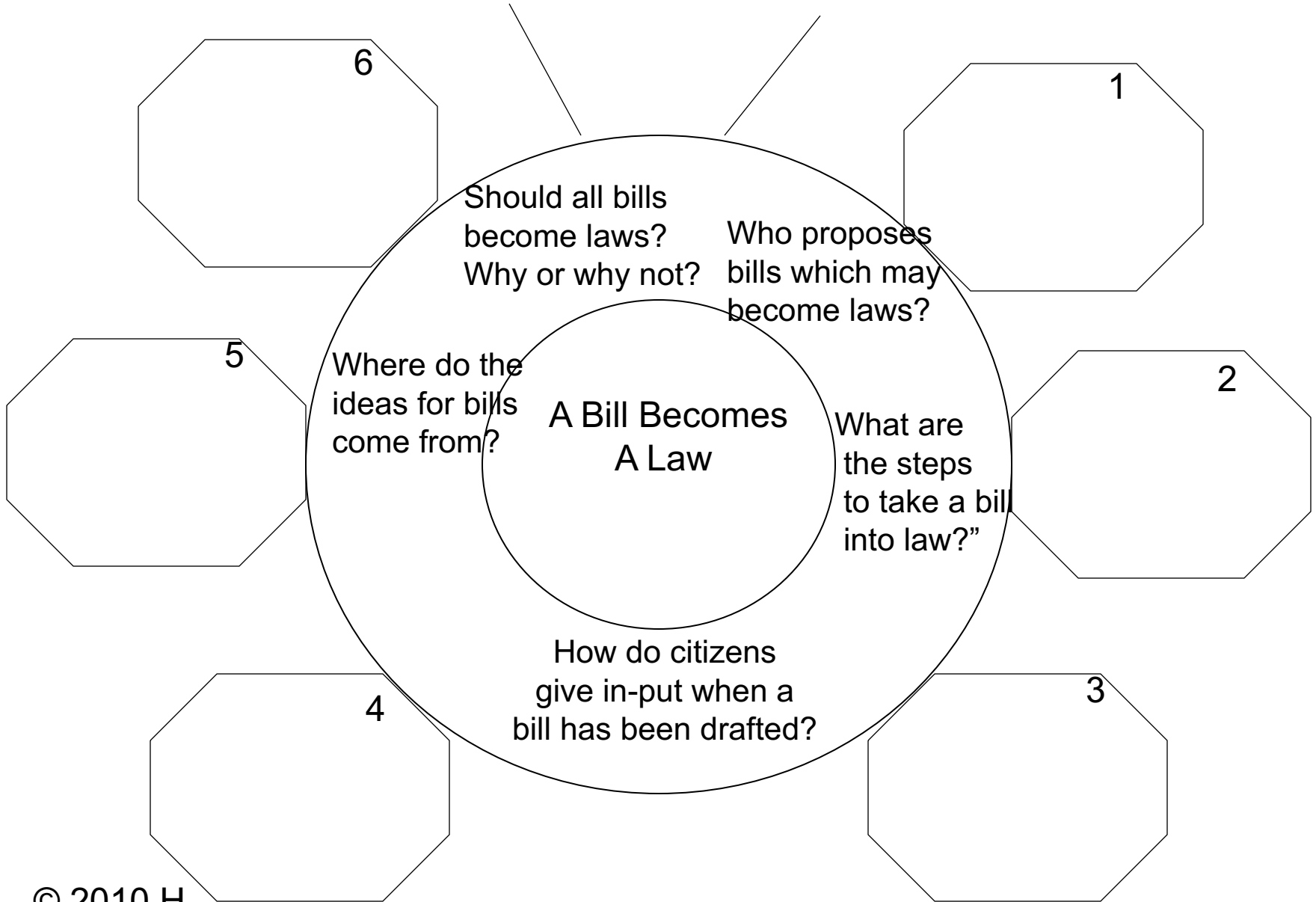
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"Old man with the ladder. Chang has fallen into the Well! Will you come and fish him out?"

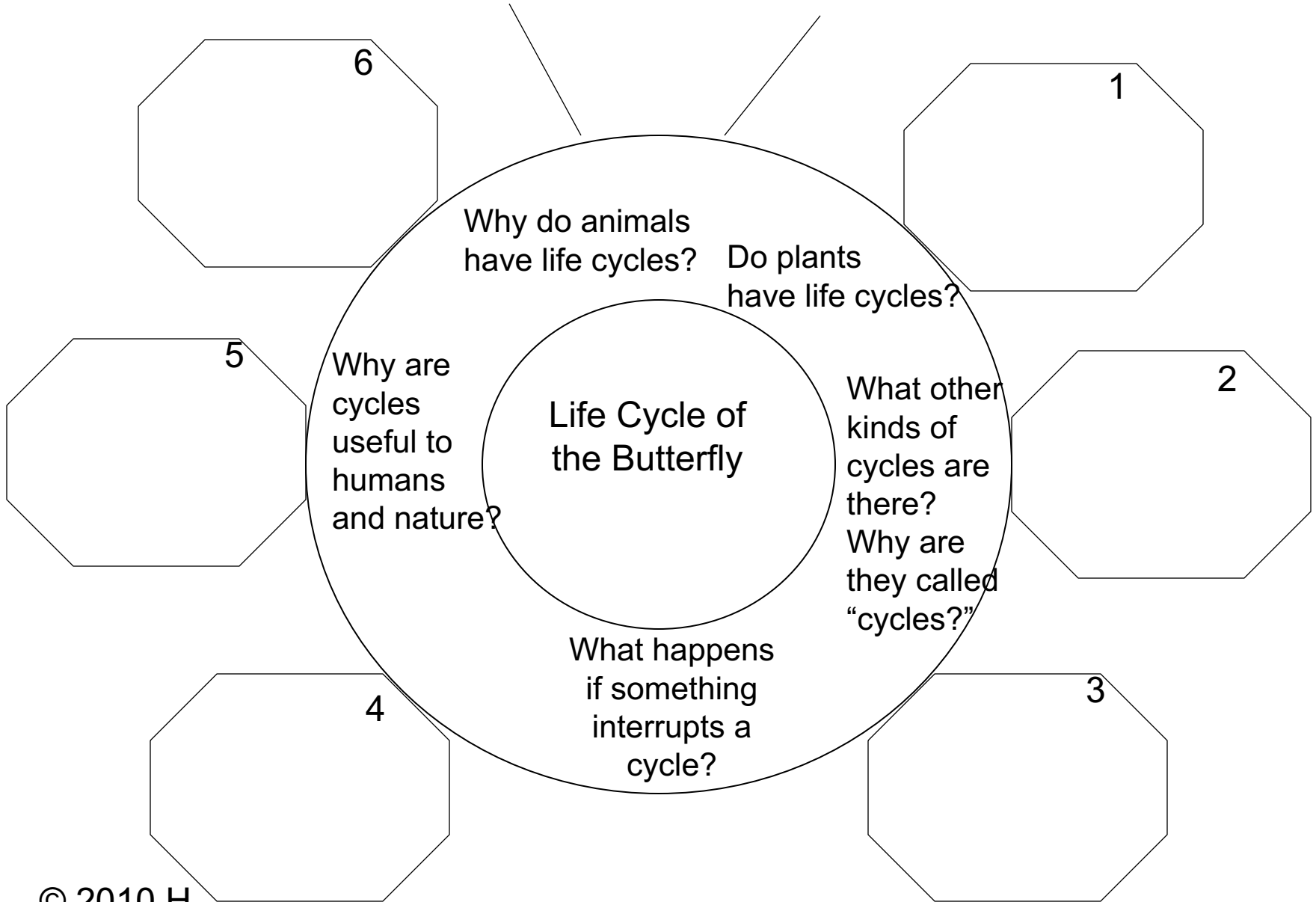
Going in Circles



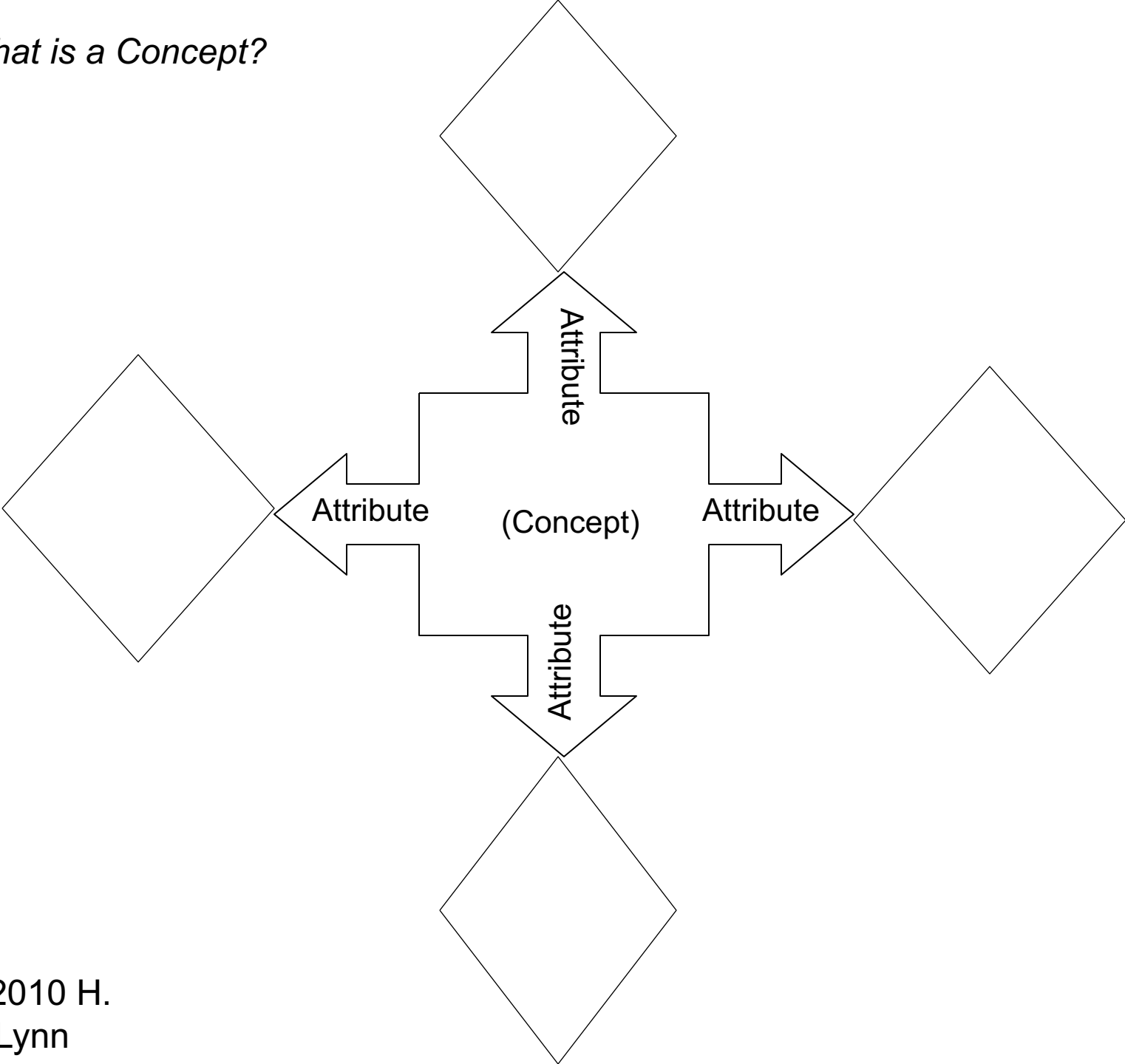
Steps in a Process or Cycles

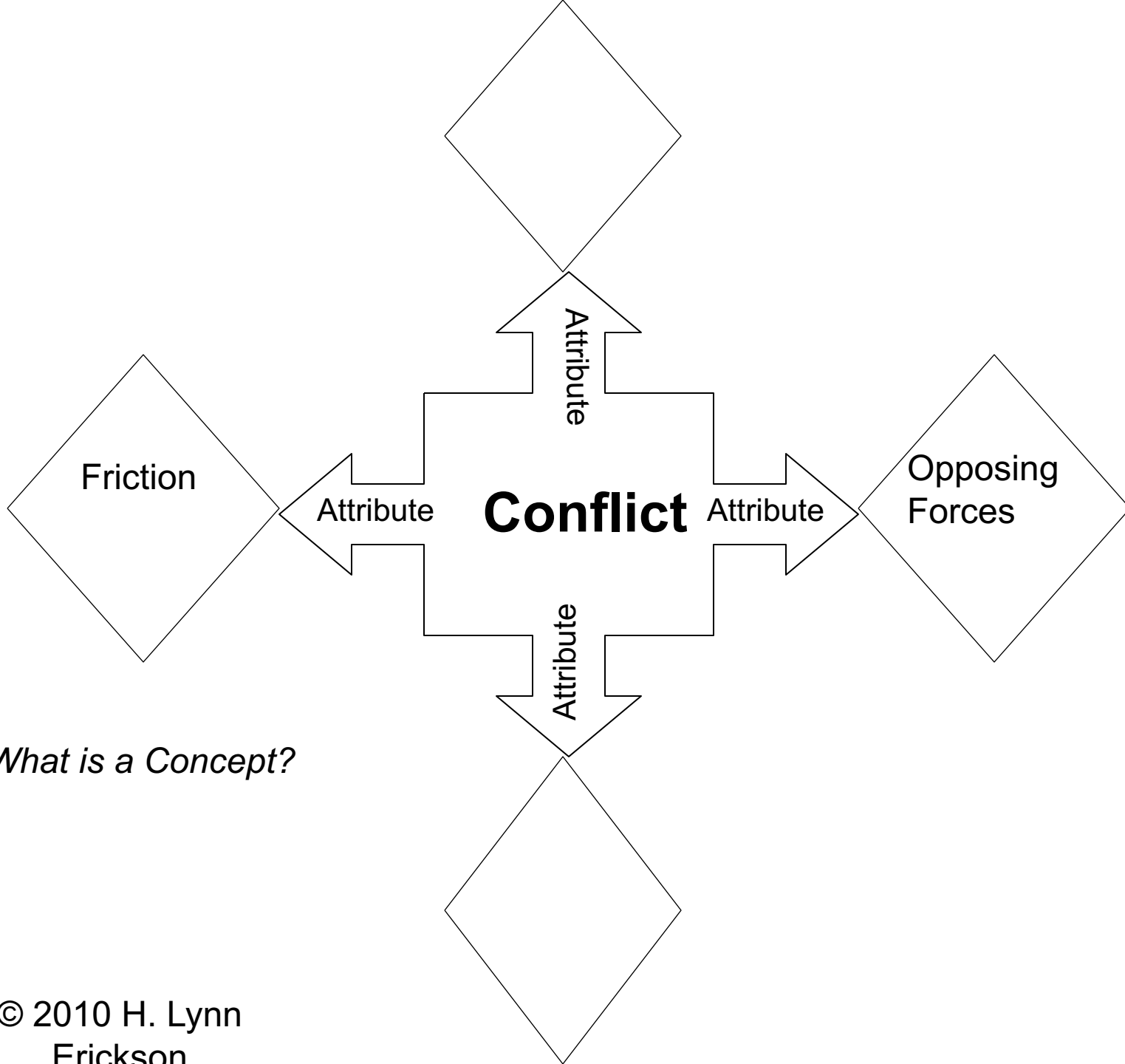


Going in Cycles



What is a Concept?





What is a Concept?

Tracking the Facts

Items to compare:

Subject

Examples

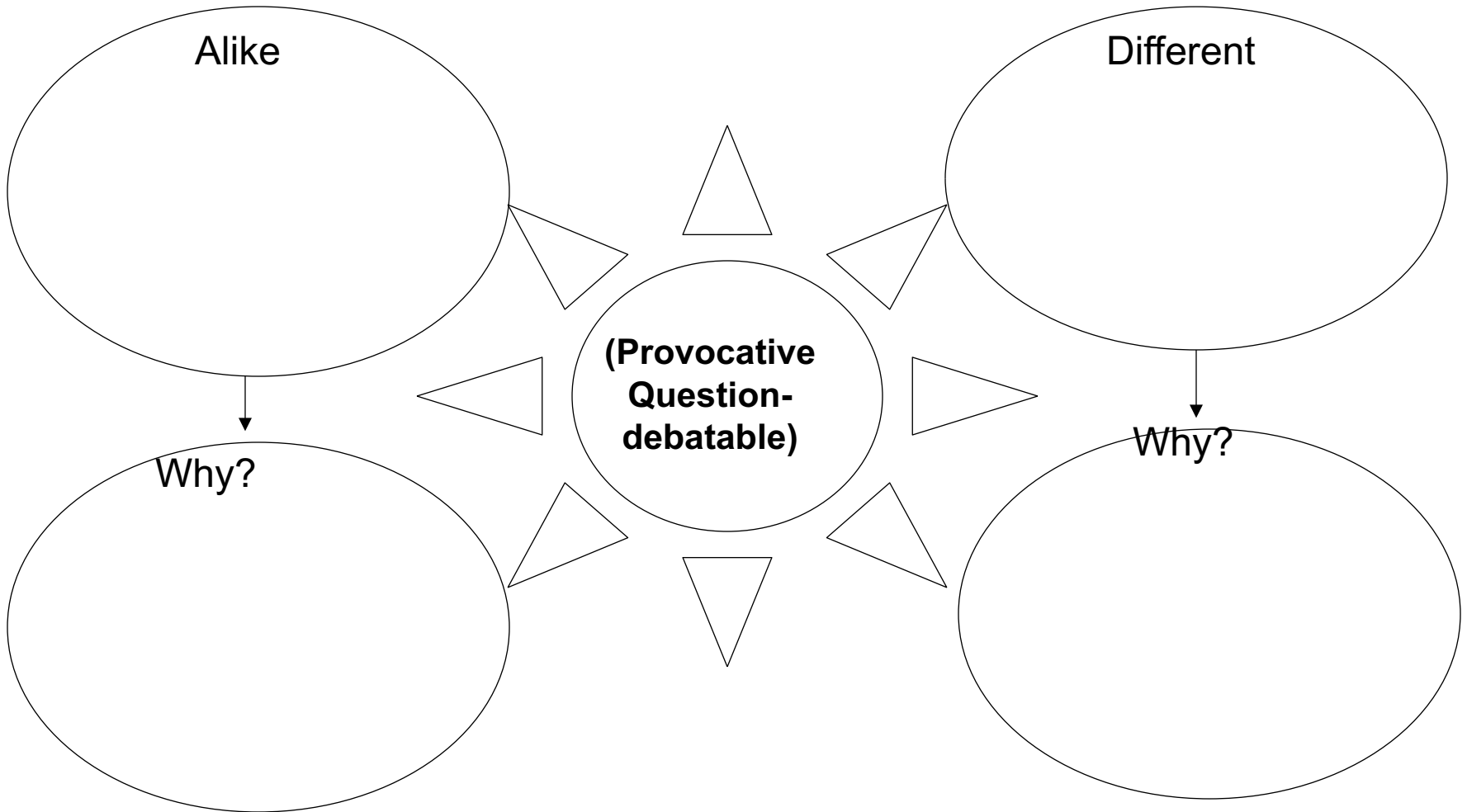
Research Topic _____

Name _____ Date _____

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Tracking the Facts

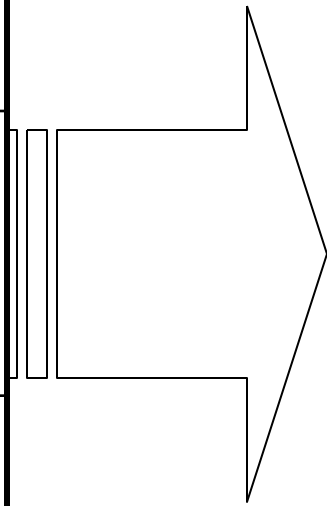


Tracking the Facts

Subject
Examples

Items to compare:
Food Housing Clothing Environment Beliefs

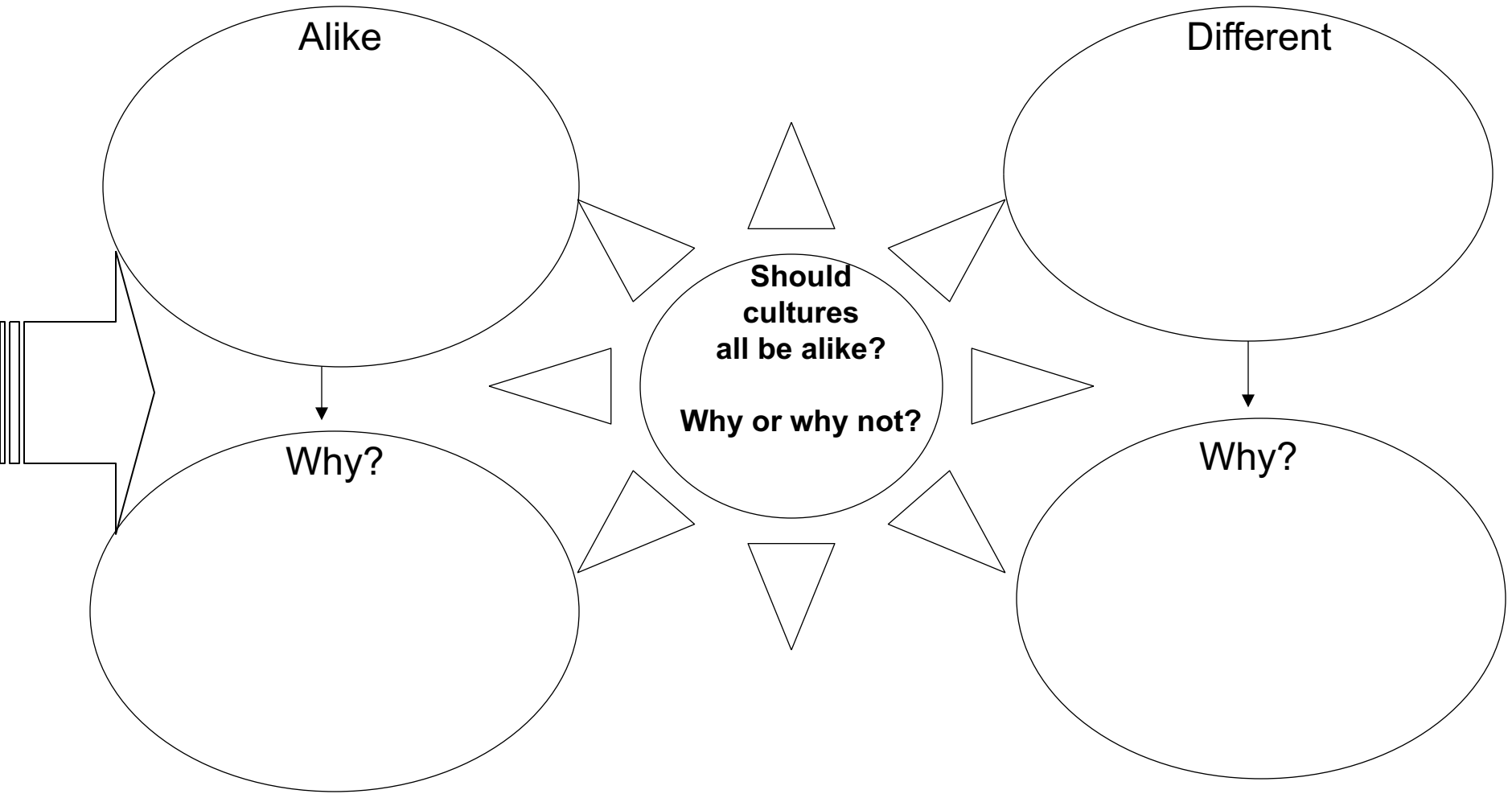
Plains Indians					
Northwest Coast Indians					
Southwest Indians					



Research Topic Native American Tribes

Name _____ Date _____

Tracking the Facts



Resources/Materials

The following resources have been ordered to support the implementation of the CBC curriculum:

Resource	# of copies	Use
<i>The Common Core: Graphic Organizers for Teaching K-12 Students to Meet the Reading Standards.</i>	1-PDF book emailed to the Reading Teacher in every building K-5.	For whole group or small group. Share during CPT.
Reading A-Z website	1 subscription for the Reading Teacher in every building K-5	For small group/intervention

Grade K-2 Resources Ordered

Note: Resources are for Units 1 and beyond in most grades.

To be used
for
intervention

Kindergarten

Teacher Resource

Rode to the Code-1 per grade level per school

Words Their Way-1 per grade level per school

Sorts of all Sorts (1 per teacher)

Whole Group (1 per teacher)

Braidy Doll and Resource Guide

Pout Pout Fish

May I please Have A Cookie

Small Pig

Cookies Week

Who Took the Farmers Hat

Small Group

Wright Skills Decodable Books – 1 kit per grade level per school

Grade 1

Whole Group (1 per teacher)

Wemberly Worried

The Snowy Day

Whistle For Willie

Goggles!

Peter's Chair

A Letter To Amy

Pet Show!

John Henry, An American Legend

A Porcupine Named Fluffy

Tacky The Penguin

Three Cheers For Tacky

Listen Buddy

Tacky Goes to Camp

Hooway For Wodney Wat

Tackylocks And The Three Bears

Owen

Lilly's Purple Plastic Purse

Julius, The Baby Of The World

Chrysanthemum

Sheila Rae, The Brave

Small Group

The Wright Skills Decodable Books- 1 kit per grade level per school

Grade 2

Whole Group (1 per teacher)

Charlotte's Web

Big Al

Chrysanthemum

See Me Grow

Strega Nona

Falling Up

A Light In The Attic

Where The Sidewalk Ends

The Three Little Javelinas

Small Group (6 per teacher)

First Day Jitters

The Cricket In Times Square

Sheila Rae, The Brave

Junie B. Jones, First Grader (At Last!)

Living Sunlight: How Plants Bring The Earth To Life

Into The Sea

Penguins

Yeh-Shen

Why Mosquitoes Buzz In People's Ears

How Tiger Got His Stripes: A Folktale From Vietnam

Chester's Way

The Three Little Pigs

Grade 3-4 Resources Ordered

Note: Resources are for Units 1 and beyond in most grades.

Grade 3

Whole Group

Chrysanthemum
A Bad Case Of Stripes
Miss Rumphius
First Day Jitters
First Year Letters
The Empty Pot
Rosa
The Lion And The Mouse
Aesop's Fables
The Story Of Ruby Bridges
The Other Side
Through My Eyes
A Chair For My Mother
Miss Malarkey Leaves No Reader Behind
Pink And Say
Ira Sleeps Over
Boundless Grace
Amazing Grace
Mr. Lincoln's Way
Thank You, Mr. Falker
Aunt Chip And The Great Triple Creek
Dam Affair

Small Group

The Stories Julian Tells
Ramona Quimby, Age 8

Grade 4

Whole Group

Escaping The Giant Wave
The Great Kapok Tree
The Bracelet
Baseball Saved Us
The Princess And The Pizza
The Whipping Boy
If You Traveled West In A Covered Wagon
How A House Is Built
Testing The Ice: A True Story About Jackie Robinson
Salt In His Shoes: Michael Jordan In Pursuit Of A Dream
Melissa Parkington's Beautiful, Beautiful Hair
The Honest-To-Goodness Truth
Juliet Dove, Queen Of Love
Greek Myths for Young Children
Classic Myths To Read Aloud
The Chocolate Touch
If You Lived 100 Years Ago
If You Lived When There Was Slavery In America
Volcanoes
Weather
Knights And Castles
Our Solar System

Small Group

Stone Fox
Bud, Not Buddy
Dear Mr. Henshaw
King Midas: The Golden Touch
Super Storms
Animals Nobody Loves

Grade 5 Resources Ordered

Note: Resources are for Units 1 and beyond in most grades.

Grade 5

Whole Group (1 per teacher)

The Mysteries Of Harris Burdick

The Ghost On Saturday Night

Two-Minute Mysteries

Owl Moon

TFK Unsolved! Mysterious Places

TFK Unsolved! History's Mysteries

TFK Real-Life Science Mysteries

Small Group (6 per teacher)

Surprise Island

The Yellow House Mystery

The Mystery At The Ballpark

Nate The Great

Nate The Great Goes Down In The Dumps

The Absent Author

The Lucky Lottery

The Zombie Zone

Encyclopedia Brown And The Case Of The

Disgusting Sneakers

Encyclopedia Brown Gets His Man

Encyclopedia Brown, Boy Detective

All For The Better

Beisbol! Latino Baseball Pioneers And Legends

Grade 5 continued...

Small Group

Cesar Chavez: A Hero For Everyone

Albert Pujols

Roberto Clemente: The Pride Of The Pittsburgh Pirates

Cesar Chavez

Never Turn Back

Viva Mexico!

My Name Is Gabito: The Life Of Gabriel Garcia Marquez

My Havana: Memories Of A Cuban Boyhood

Sammy Keyes And The Curse Of Moustache Mary

Sammy Keyes And The Hotel Thief

Sammy Keyes And The Cold Hard Cash

Encyclopedia Brown Sets The Pace

Encyclopedia Brown And The Case Of The Disgusting

Sneakers

The Great Gilly Hopkins

Wonder

Pictures Of Hollis Woods

The Jacket

Rules

Grade 5 Unit 4 Resources Ordered

<p>American Revolution 1754-1766</p> <p>Whole Group/Read Aloud</p> <ul style="list-style-type: none"> • If You lived at the time of the American Revolution By Kay Moore • George vs George : The American Revolution as Seen from Both Sides by Rosalyn Schanzer • The Scarlet Stockings Spy (Tales of Young Americans) by Trinka Hakes Noble and Robert Papp <p>Small Group:</p> <ul style="list-style-type: none"> • The Secret Soldier:The Story of Deborah Sampson by Ann McGovern DRA 40 • The Fighting Ground DRA 50 By AVI • The Keeping Room by Anna Meyers DRA 50 • Phoebe the Spy DRA 40 by Judith Barry Griffin <p>www.pbs.org DVD-- <i>Liberty's Kids-The Complete Series</i> (2002). One DVD set ordered per building.</p>	<p>Civil War 1861-1865</p> <p>Whole Group/Read Aloud</p> <ul style="list-style-type: none"> • If You Lived at the Time of the Civil War Nonfiction DRA 40 by Kay Moore • Mr. Lincoln's Boys by Staton Rabin • Pink and Say by Patricia Polacco • Henry's Freedom Box: A True Story of the Underground Railroad by Ellen Levine <p>Small Group:</p> <ul style="list-style-type: none"> • Elijah of Buxton by Christopher Paul Curtis Lexile 1070 • Shades of Gray by Carolyn O'Brien DRA 60 • Iron Thunder the Battle Between the Monitor and the Merrimac By AVI Lexile 620 • Turn Homeward, Hannaalee by Patricia Beatty DRA 50
<p>Holocaust 1933-1947</p> <p>Whole Group/Read Aloud</p> <ul style="list-style-type: none"> • Tell Them We Remember: The Story of the Holocaust Nonfiction by Susan D. Bachrach • Anne Frank: A Light in the Dark by Tamara Hollingsworth • The Whispering Town by Jennifer Elvgren (ebook) • The Butterfly by Patricia Polacco • The Upstairs Room by Johanna Reese <p>Small group Reading</p> <ul style="list-style-type: none"> • Survivors: True Stories of Children in the Holocaust by Allan Zullo (DRA 40) • Anne Frank- The Diary of a Young Girl DRA 60 (2 sets ordered per classroom) • Number the Stars by Lois Lowry DRA 50 	<p>Great Depression 1929-1945</p> <p>Whole Group /Read Aloud</p> <ul style="list-style-type: none"> • Born and Bred in the Great Depression by Jonah Winter and Kimberly Bulcken Root • Rose's Journal: The Story of a Girl in the Great Depression by Marissa Moss • Children of the Great Depression by Russell Freedman (2 copies) • Out of the Dust by Karen Hesse <p>Small group Reading</p> <ul style="list-style-type: none"> • Esperanza Rising by Pam Munoz DRA 50 • The Bread Winner by Arvella Whitmoore 650L • A Jar of Dreams by Yoshiko Uchida DRA 40 • Children of the Dust Bowl: The True Story of the School at Weedpatch Camp by Jerry Stanley DRA 60 <p>www.history.com www.pbs.org</p>

K-5 ELA Department Plans 2014-2015

Based on EOY Teacher Survey

<u>What Teachers requested...</u>	<u>ELA Department Response</u>
Keep existing lesson plan template??	Based on the survey, 51% people requested to keep the lesson plan template due to all the hard work put into using it this year. The template will remain the same and I will look into this again next year since the percentage was split.
More support/materials with phonemic awareness and phonics instruction	<ul style="list-style-type: none">-Revised scope and sequence and pacing for concepts of print, PA, and phonics in K and 1 with supporting resources, plans, and embedded coaching.-Adoption of a supplemental foundational skills program (Fall?)-Literacy facilitators to focus on supporting <u>all</u> K and 1 teachers in the areas of Phonological Awareness and Phonics through embedded PD and coaching-Road to the Code phonological awareness intervention program will be implemented for Tier III by Reading and Title I teachers (possibly tutors as well).(-Focus PA/phonics grades K-1 2014-15; Focus grades 2-5 phonics/spelling 2015-2016)
More materials – books for shared reading	The plan for 2014-15: Work with Dr. Nancy Boyles to identify 10 (picture) books for each unit in Kindergarten and 7 (picture) books for each unit in grades 1-5 that grow in complexity, balance F and NF, and address the generalizations of each unit. A model close reading lesson plan would accompany each book for Unit 1 and possibly beyond. Literacy facilitators will support K-5 teachers with implementation in the classroom beginning in the fall (dependent on project completion and funding). More to come...
More materials – writing/handwriting	A committee met to review different resources and decided on Explorations in Non-Fiction Writing K-5 and Zaner-Bloser Handwriting for K-1 (other grades to follow). Click links to review resources: Explorations in NF Writing Zaner-Bloser Handwriting We hope to purchase and begin to implement during the 2014-15 year (funding dependent).
Assessment revision	The entire district will be moving to mCLASS 3D K-5 as a universal screener (Beginning, Middle, and End of year) and for weekly/biweekly progress monitoring for SRBI per state legislation. The DIBELS portion of mCLASS will begin in the fall and the TRC will begin in the winter (training to follow).
Revise ERSI	ERSI will be revised throughout year and will most likely include assessments for grades K and 1 that are quick and practical to measure student progress.

ELA Curriculum K-5

Supplemental Resource Bundle Ordered Per Building to supplement Phonics, Spelling, and Language Scope and Sequence

See your literacy facilitator to access these resources.

Resource
Word Journeys
Word Sorts and More K-3
Mindful of Words 4-5
Words Their Way
WTW Sorts-Emergent
WTW Sorts-Letter Name
WTW Sorts-Within Word
WTW Sorts-Syllables/Affixes
WTW Sorts-Derivational
P.S. Prefixes, Suffixes, Roots
Mastering the Mechanics K-5

WPS SharePoint for ELA Curriculum

- Grade level units
- Resource share

How do I access Sharepoint for ELA Curriculum?

1. Go to: <http://sharepoint.waterbury.k12.ct.us/english>
 1. Or you could go to Waterbury Public Schools Website, Click on Computer Tech Department, Click on SharePoint
2. Click on “curriculum” from the list on the left.
3. Click on the grade level folder you would like to view.
Note that you should click on the 2014-15 revisions folder for the most update units.

Who do I contact if I have questions on the unit(s)?

Curriculum Writing Team Leaders

Grade	Teacher	Email
K	Rhonda Nonamaker	rnonamaker@Waterbury.k12.ct.us
1	Stacey Gittings	sgittings@waterbury.k12.ct.us
2	Melissa Thompson	mthompson2@waterbury.k12.ct.us
3	Allysa Lombardo	alombardo@waterbury.k12.ct.us
4	Melissa Dojnia	mdojnia@waterbury.k12.ct.us
5	Maria Jimenez	mjimenez@waterbury.k12.ct.us

You should also discuss any questions you have with the ELA team in your building (list attached).

School	Reading Teachers	Title I Literacy (*2014-Title I funded reading teacher, cert required)	Literacy Facilitator
Bucks Hill	Cherie Corbo	Michelle Montes Doreen Lawson	Maria Jimenez (interventionist)
Bunker Hill	Marci Buinauskas		Maria Milo
Carrington	Karen Cavanaugh		Aimee Missett
Chase	Maureen Wilson	Phyllis Gorman Michelle Lucian	Laurie Moffo
W.Cross	Johnna DiVito		Mary Lepper
*Driggs	Sue Wiezbicki	vacant	Sarah Proulx
Duggan (K-8)	Julie (Ioulia) Tzepos		Marion Ciarlo
Generali	Roseann Pelletier	*Amy Boisvert	Wendy Rhinesmith
Gilmartin	Kelly Croce		Vacant
*Hopeville	Betsey Sweeney	Richard (Judd) Smith	Maria Coussens
Kingsbury	Sue Meaney		Feigie Radner
Maloney	Stacey Gittings		Alzira Egan and Peg Palombo
Reed (K-8)	Chakisha Canady	Diane Zukowski	Jennifer DeMatteis
Regan	Vacant		Jodie Roden
Rotella	Kate Stanco		Jeanne Stevens
Sprague	Kathleen Napolitano Deb Robinson	Kristin McGee	Erin Ellington
Tinker	Catherine Mastrianna		Claudia Biello
*Walsh	Kara Keenaghan Alliance *Colleen Rykowski Additional reading teacher, pending cert. (replacing DI-Walsh GF)	Dia Gwizd Sheila Carey	Miriam Giskin (consultant) Vacant
Washington	Dana Carlo	Lori Kramarz	Chanya Nath
Wilson	Melissa Pronovost	Cheryl Labagh	Andrea Shaffer

ELA District-Wide Assessments

- Beginning, Middle, and End of Year Universal Screening with mCLASS (see district assessment calendar)
- End of unit (marking period) culminating assessments
- Spring administration of SBAC

Happy Teaching!!

