

Tewksbury Elementary School

**Understanding the Priority Skills
and Concepts in the English
Language Arts Curriculum**



Grade K-5

April 22, 2021 7:00-8:00pm

Presented by

Ms. Nicole Amato, Ms. Camille Bristow, Dr. Shouffler

In this workshop parents will learn:



- the important reading and writing concepts students should understand at each grade-level
- strategies taught in the ELA curriculum
- how to support reading and writing skills at home

Common Core State Standards led to the New Jersey Student Learning Standards

- Complex Texts
- Critical Thinking
- Analyze Texts
- Argument
- Cross Content
- Integrate Reading, Writing, Speaking, & Listening





Priority Standards- Writing

Text Types and Purposes:

Grade 1- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Grade 2- Write informative/explanatory pieces to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade 3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

Grade 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



Priority Standards- Reading

Key Ideas and Details:

Grade 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade 3- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

Grade 4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade 5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.



Priority Standards- Language

Conventions of Standard English:

Grade 1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade 2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

Grade 3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

Grade 4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grade 5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Reading and Writing Workshop Curriculum Resources

Lucy Calkins Workshop Model for Writing

Fountas and Pinnell Reading Inventory

NoRedInk/Novel Based Grammar

Reading Response Journals

Mentor Texts

Poetry folders for visualization and vocabulary

Authentic Literature leveled for Readers

Reading Websites such as Epic, Raz Kids and Storyline online K-3, Commonlit, NEWSELA, Readworks, IXL.com



Sample of Student Writing

[5th Grade Writing Samples](#)

[4th Grade Writing Samples](#)

[2nd grade writing Samples](#)

Sample of Reading for Students- "Just Right" Books

Five Finger Rule

0-1 = too easy

2-3 = just right

4 = okay to try

5+ = too hard



- Open a book to any page. Start reading. Hold up a finger every time you see a word you do not know. •



What Does Reading Look Like in the Upper Elementary Classroom

Read Aloud	Teacher models grade level reading skills and strategies by providing a shared experience for all students.
Close Reading	An opportunity for students to look closely at small parts within a book and begin to form connections between texts across different genres. Students begin to analyze texts in this setting.
Word Study/Phonics	Phonics, spelling, vocabulary, grammar
Shared Reading	An opportunity for the teacher to read with the students in a group setting to focus on fluency, text features, or close reading.
Student Led Discussion Groups (Book Clubs)	An opportunity for students to transfer the teaching point from the read aloud into their own group discussions.. A discussion about the text occurs here.
Student Independent Reading Time	Independent time for students to explore reading



What Does Reading Look Like in the K-2 Classroom

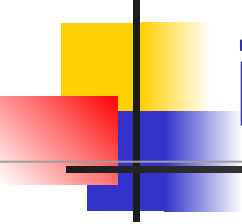
Read Aloud: Teacher reads to students from a chosen text to aid in oral comprehension, visualization, questioning, inferential thinking often with a book above grade level.

Guided Reading: Students read from a leveled text with a small group of like minded readers to practice and develop skills in fluency, decoding and comprehension. Leveled text includes both fiction and nonfiction titles.

Independent Reading: Students choose “Just Right” books to practice skills taught in guided reading groups. Students read alone or with a partner, and also participate in the rereading of familiar text to develop fluency.

Literacy Centers: The elementary classroom allows students to practice reading skills by working in a variety of centers or stations that enhances what is being taught by direct instruction. Some examples of these centers are Word Study, Poetry, Reading from a Web Site, Listening Center with books on tape or video, as well as Writing about Reading.

Fundations: Word study program that aids in the understanding of the written word as it relates to reading (decoding), writing and spelling (encoding). The skills taught during this time are then applied during reading and writing. Some of the skills taught are short vowel sounds, vowel team rules, suffixes, blends and digraphs, etc.



What Does Writing Look Like in the K-5 Classroom

Mini Lesson	Mini lessons connect throughout a unit and are 10 minutes or less. They state the teaching point for the lesson and students have the opportunity to practice the skill or strategy.
Student Writing Time	Students independently write about self- selected topics across genres
Conferring	While students works, teachers work with individual students and provide feedback
Small Group Instruction	As students write, teachers bring together groups to coach and support on the same writing skill.
Mid-Workshop Teaching Point	Whole class check in for a quick tip or sharing examples of writing
Teaching Share/Author Share	Share insights or discoveries about the daily teaching point

What Does Writing Look Like in the Classroom

The image is a screenshot of a Google Docs classroom session. The main window displays a document titled "Fantasy Example: Mentor Text #1". The text in the document is highlighted in yellow and reads: "Just then, she noticed that the shovel by her side was beginning to glow in a bright neon green color. She could faintly feel it vibrating as it rose from the ground, spinning like a top. She tried to catch the shovel, but Alaska was too weak to move. As if on its own, the magic shovel began to dig a circle around her to keep her safe. The Crawlers could not reach her any longer. Their power began to fade as the magic shovel became brighter and brighter! Afraid of the neon lights, the Crawlers ran from Alaska and she was safe once again. They covered and whimpered as they seemed to fade into the background. She sat for a moment and thought to herself, *I must be dreaming*. With more motivation than she has ever had, she ran and grabbed the crystal and felt the heat and happiness that shone from it. She had won her quest and was ready to begin her journey back to meet Josh."

A comment by Nicole Amato, dated Dec 5, 2017, is visible on the right side of the document. The comment text is: "1. How does character defeat enemy and win their quest?".

The interface includes a top navigation bar with several browser tabs open, including "Recent - Google Drive", "Adjective Assessment Re-take", "Classwork for Cain Homeroom", "Fantasy Example: Mentor Text", and "Adjective Assessment Re-take". The Google Docs toolbar is visible, showing options for undo, redo, print, and various text formatting tools. A tooltip for the "Add comment" button is shown, indicating the keyboard shortcut "Ctrl+Alt+M".

On the right side of the screen, there is a video call interface with three participants. The top participant is a person with dark hair, the middle is Nicole Amato, and the bottom is a person with long blonde hair. A small inset window in the top right corner shows a document with handwritten notes.

The bottom of the screen shows a taskbar with a PDF file named "3.15.21 Letter from....pdf" and a "Show all" button.



Sample Grade 2 Lesson

Reading Objective: Students will be able to decode multisyllabic words while reading from a leveled text; *Ira Sleeps Over by Bernard Waber*

Mini Lesson: Teacher chooses several words from the text to write on the dry erase board to allow students the opportunity to decode. Discuss/apply segmentation of syllables for decoding practice and any rules that apply. Example: 'collection'-reminder of glued sound for "tion."

Active Reading: Students read text aloud to teacher and/or classmate while teacher listens in. Pauses will be made if direct teaching of decoding other words is necessary.

Independent Practice: Students also read silently and use post it arrows to mark words unable to decode for later instruction.



Sample Grade 5 Lesson

Teaching Point

- **Teaching Point:** Fantasy Readers pay close attention to not only the inner struggles of their characters, but also the outer struggles they face

Watch/Mini Lesson : Synchronous

Using Mentor Text *The Lion, Witch, and the Wardrobe* create chart/ graphic organizers to visualize the character's struggles in the story

- Point out that some struggles of one character affect others as well. These struggles can exist in the character's mind (emotions, inside head and heart) and in the outside world (higher stake, involves more than just the protagonist).
- Review previous chapters and guide students to track the multiple characters that are struggling. Identify the conflict as internal or external. Provide text evidence to support.
- Read aloud chapter 9 and continue building chart

Activity #1: Asynchronous

- In book club groups, students will track the struggles (internal and external) of their characters in their novel
- Small Group:
 - **City of Ember Group:** Identifying two plot lines/threads in narratives

Homework: Week Three Sticky Notes and Vocab due Friday

Afternoon Instruction:

Small Group Teaching Point: Edpuzzle Activity with Adverbs

Remote Small Group

- 2:00-2:40

Small Groups

- 2:40-3:00
- 3:00-3:20

How to Support Writing at Home

<p>Review teacher comments and revise/rewrite assignment</p>	<p>Older elementary students could begin to explore the idea of composing their thoughts at the keyboard as this is a skill unto itself which begins in third grade.</p>	<p>Praise all writing that comes home as a solid effort as this is a complex skill that your elementary student is just beginning to understand. Be sure to identify the difference between “written expression” and handwriting as some students can express their ideas very well although they struggle with handwriting.</p>	<p>Have a basket of writing supplies that will encourage your young writer to write for fun. Supplies can include paper of all sizes and kinds, pens and pencils, stapler and tape to encourage the making of books.</p>
<p>Utilize Text/Speech or ReadWrite , NoRedInk, IXL.com</p>	<p>Family Blogging</p>	<p>Read, discuss, compare, and contrast a variety of genres of writing with your child</p>	<p>Purchase a journal/notebook and place by your child’s bed to encourage writing at night. Topics could include events of the day, continuous story writing, comic strips boxes, simple illustrations with labels, etc.</p>
<p>Note taking: write notes/commentary about favorite movies, songs, or even family outings</p>	<p>Write emails to teachers/family members together</p>	<p>Respond to your child’s work in writing making note of how their ideas have been put together (avoid only focusing on small errors with mechanics)</p>	<p>Have your child write out lists notes to self, reminders, letters to relatives, cards etc. to show that writing has a purpose and is a way to communicate.</p>



How to Support Reading at Home

<p>Use Lexile Level (or Learning Ally) to find novels for free-reading https://www.scholastic.com/parents/books-and-reading/reading-resources/book-selection-tips/lexile-levels-made-easy.html</p>	<p>Join in on local Library activities. Many libraries offer reading programs and incentives during the summer.</p>	<p>Graphic Novels, comic books. While there may be limited text, the content can be complex</p>
<p>READ TO/WITH YOUR CHILD. There is nothing more powerful to a beginning reader than the sharing of reading with their parents.</p>	<p>Consider ordering an age appropriate magazine to keep up with current events</p>	<p>Be sure your child is interested in the books being shared and vary the type of book as well as the reading. Choose books that they can read to you, you can read to them or the reading is shared.</p>
<p>Encourage their effort!</p>	<p>Allow students to choose books they want to read or listen to!</p>	<p>Reading is the most complex skill we teach the brain to do! It will take time to master!</p>
<p>Make reading a priority in the home! Time should be set aside each day (or most days) for reading.</p>	<p>Participate in ordering books from your child's classroom if possible.</p>	<p>Children read the cues from their parents. If they see you read, they will want to do it as well.</p>
<p>Read the book, then see the movie!</p>	<p>Explore a variety of new genres</p>	<p>Reads to pets!!!</p>



Websites

NJ Student Learning Standards:

<https://www.state.nj.us/education/cccs/2016/ela/>

Priority Content from Achieve the Core:

<https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics>

Common Core ELA:

<http://www.corestandards.org/ELA-Literacy/>

Books to Read:

<https://kids.jamespatterson.com/landing-page/read-kiddo-read/>