Connecting Language & Literacy

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Laura A. Gonzalez, Tulare County Office of Ed
FJ White Elementary; Woodlake Unified School District

We are here!

TK-2

Tulare County Office of Education
Jim Vidak, County Superintendent of Schools
Three Year Implementation Plan

Year 1: Integrated ELA Units of Study
- Reading Instruction

Year 2: Language Instruction

Year 3: Writing Instruction
The rest of the class is reading and listening to reading
Balanced literacy -
Listening Center
**Wide**-Independent Reading
Balanced literacy -
Word work/phonics instruction
Teacher Read-Aloud
Reading Intervention

2 Certificated Teachers
*flexible hours
### Woodlake Kindergarten
#### Grade - ELA CURRICULUM MAP

<table>
<thead>
<tr>
<th></th>
<th>TRI 1 (12 wks)</th>
<th>TRI 2 (17 wks)</th>
<th>TRI 3 (13 wks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>12/18-1/5 Winter Break</td>
<td>3/26-4/2 Spring Break</td>
</tr>
<tr>
<td><strong>UNIT 1</strong></td>
<td><strong>3 wks</strong> 8/28-9/22</td>
<td><strong>UNIT 4</strong> 11/27-12/15</td>
<td><strong>UNIT 7</strong> 2/6-2/24</td>
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<tr>
<td><strong>UNIT 2</strong></td>
<td><strong>2 wks</strong> 9/25-10/6</td>
<td><strong>UNIT 5</strong> 11/28-12/15</td>
<td><strong>UNIT 8</strong> 2/27-4/28</td>
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<tr>
<td><strong>UNIT 3</strong></td>
<td><strong>6 wks</strong> 10/9-11/17</td>
<td><strong>UNIT 6</strong> 1/8-2/3</td>
<td><strong>Unit 9</strong> 5/1-5/12</td>
</tr>
<tr>
<td><strong>Topic:</strong></td>
<td>Welcome to School</td>
<td><strong>Topic:</strong> Things We See In The Fall</td>
<td><strong>Topic:</strong> Ocean Animals</td>
</tr>
<tr>
<td><strong>EU:</strong></td>
<td>School is important.</td>
<td><strong>EU:</strong> People in our community help us.</td>
<td><strong>EU:</strong> Animals live in the ocean.</td>
</tr>
<tr>
<td><strong>EQ:</strong></td>
<td>Why is school important?</td>
<td><strong>EQ:</strong> How do people in our community help us?</td>
<td><strong>EQ:</strong> What kind of animals live in the ocean?</td>
</tr>
<tr>
<td><strong>End of unit asmt:</strong></td>
<td>Draw a picture and Explain why school is important to you.</td>
<td><strong>End of unit asmt:</strong> Present a comm. Helper.</td>
<td><strong>End of unit asmt:</strong> Describe how you care, respect and appreciate others.</td>
</tr>
<tr>
<td><strong>Standards:</strong></td>
<td>RL.1, 2, 4, 10 S.L. 1, 2, 3</td>
<td><strong>End of unit asmt:</strong> Choose a comm. Helper.</td>
<td><strong>End of unit asmt:</strong> Describe the changes we see in the spring.</td>
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<tr>
<td></td>
<td></td>
<td><strong>End of unit asmt:</strong> Describe how they help their community.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Standards:</strong> RL. 2, 3, 4, 5, 6, 10 S.L. 1, 2, 3</td>
<td><strong>Standards:</strong> RL. 3, 4, 7, 9, 10 W. 7, 8, S.L. 4, 5, 6</td>
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</tbody>
</table>

**Note:** This document includes a teacher-created units plan for Woodlake Kindergarten, focusing on different units throughout the year, including topics such as community helpers, things we see in the fall, and ocean animals. Each unit is planned with specific activities, end-of-unit assessments, and corresponding standards.
Teacher Created Units of Study

Focus on Research, Integrated Units (ELA/Science)
Ex. Rocks & Minerals
ELA Units of Study - Example Ecosystems

Oral presentations based on their learning
Scaffolds

1. What is the main purpose of the text?
   - The main purpose of the text is ____________

2. How does moving help your heart?
   - Moving helps my heart by ____________

3. What are germs? Do they all hurt you? Germs are ____________

   Write: How does exercising help you lead a healthy life?
   - Exercising helps me lead a healthy lifestyle because ____________
**Weekly Lesson Plan**

**Grade: 1**

**Unit 5: Literature Studies - February 26 - April 7**

**Unit 5 - Instructional Week #1 Dr. Seuss**

**Dates: February 26 - March 2**

**Enduring Understanding:** Authors tell stories in different ways

**Essential Question:** Which author is your favorite and why?

**Academic Vocabulary:** retell - tell again, key details - important information, central message - the lesson or moral of a story, identify - find, details - information, describe - words that tell about something, key ideas - important information, compare - look for similarities, contrast - look for differences

**Content Specific Vocabulary:** central message - the lesson or moral of a story, character - person in a story, setting - where a story happens, events - what happens in a story, experiences - what has happened to a character or you

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Standards:</th>
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<tbody>
<tr>
<td><strong>RL.2</strong> Retell stories, including key details, and demonstrate understanding of the central message or lesson.</td>
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<tr>
<td><strong>RL.6</strong> Identify who is telling the story at various points of the text.</td>
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<tr>
<td><strong>RL.7</strong> Use illustrations and details in a story to describe its characters, settings, or events.</td>
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**Objective:**
While I am reading the story, I want you to think about who is telling the story.

**Read:** *The Cat in the Hat*

**Vocab:** shame, playthings

**Questions:** Were the cat's actions appropriate? Explain. (DOK3)

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**Objective:** Identify the central message in the story.

**Read:** *I Wish I Had Duck Feet*

**Lexile:** 380L

**Vocab:** feet, horns, nose, spout, tail

**Questions:** Why does the boy want to become something different? (DOK2) Why does the boy keep changing the animal he becomes? (DOK3)

**Discuss:** What is the author trying to teach? (DOK3)

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**Objective:** Identify the central message in the story.

**Read:** *Horton Hears a Who*

**Lexile:** 490L

**Vocab:** faint, yelp, sincerely, bust

**Questions:** What does Horton mean when he says, “A person’s a person no matter how small”? What can you learn from what he’s said? (DOK3)

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<td><strong>RL.7</strong> Use illustrations and details in a story to describe its characters, settings, or events.</td>
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**Objective:** Identify the central message in the story.

**Read:** *The Lorax*

**Vocab:** lurks, dank, greed, glorious

**Questions:** What was the land of the Lorax like before the Once-ler arrived? Would you live there? (DOK3) Do you think the Lorax and his friends will come back if new Truffula Trees grow?

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<td><strong>RL.6</strong> Identify who is telling the story at various points of the text.</td>
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<td><strong>RL.7</strong> Use illustrations and details in a story to describe its characters, settings, or events.</td>
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**Objective:** Identify the central message in the story.

**Read:** *Green Eggs and Ham*

**Lexile:** 30L

**Vocab:** eggs, ham, would, could, will not

**Questions:** If you have not experienced something, what do you need to do in order to form an opinion about it?
Day 1
Standards: RI.2.3, 2.5, 2.7 PS1-1

Objective: Students will discover how rocks and minerals are important understandings discovered in the scientific community.

Frontload Vocab: rock, mineral, physical property, texture, luster, Geologists

Read: Science Book: Rocks and Minerals Pg. 228-229

Discussion Qs: How can rocks or minerals be classified? (DOK2) What is rock made of? Mineral is a BOLD WORD. What is the definition for mineral? Why do you think this word is bolded? (DOK1)

Quick Write: Students will sort (make a list label the properties chosen) the rocks by two properties (color, shape, size, texture). Then write sentences to describe how they sorted the rocks. (day 2)

Day 1
Standards: RI.K.1, RL.K.3, SL.K.1
Science: K-LS1-1 Q: Where do all seeds/plants come from? (patterns, cause & effect)

Objective: Students will ask and answer questions about key details in a text.

Read:
Johnny Appleseed (AD680L)

Content Vocabulary:
Outdoors, squishy, injured, orchards, munching, countryside, seedlings, seasons

Discuss:
DOK-1-Who was ____? DOK-2-What can you say about the character?
DOK-2-What can you say about the setting?
DOK-2-What do you notice about ____?

Kagan Strategy: Simultaneous RoundTable

Write:
Draw/label the character we learned about today and add key details about them.

D-ELD Lesson Plan

Monday

LANGUAGE OBJECTIVE: Ss will demonstrate active listening by answering a question about frequently used verbs guided by the teacher.

ELD STANDARD(S):
PI.K.5.EX; PII.K.3A.EM

Instructional Day 1

Strategy: RIRA Day 1
Book: Apple Trouble!
D: Introduce front cover back cover main character and problem.

R: Teach 5 vocabs. Using illustrations, brief definitions, Discuss character-thinking or feeling. Then ask why questions, for ex.

Vocabulary
Hedgehog, winter, uncurled, scurrying, spines, trotting, drifted

E: Read and discuss questions.
Designated ELD

Tell where something is.

The cat is ___.
The clouds are ___ the house.
The dog is ___ trees.
The hat is ___ the snowman.
The crab is ___ 8.

Word + ing

jumping, melting, talking, helping, needing, stepping, fixing, playing, shouting, knocking

D-ELD: Collaborative Retell, focus on endings (past tense), prepositional phrases

Year 2:
Designated ELD

_ed

helped

needed

stepped

fixed

played

shouted

knocked

_ing
Strategy: Unpacking Sentences

"The outside air smelled like freedom, but it also smelled like rain, which freckled CJ's shirt and dripped down his nose."

The outside air smelled.

It smelled like rain.

CJ's shirt freckled.

The rain freckled CJ's shirt.

It dripped down his nose.
Expanding Sentences

The boy is standing.

The young boy is standing.

The young boy is standing patiently.

The young boy and the old woman are standing patiently.

The young boy and the old woman are standing and smiling sweetly.

The young boy and the old woman are standing and smiling sweetly on the bus.
RIRA, Unpacking Sentences, 5 picture retell, Compare/Contrast (Top Hat Organizer)

Designated ELD

whereas, by contrast, similarly, just like, but

In the beginning

Next,

Then,

Later,

Suddenly,

In the end
CA ELA/ELD Framework-ELD Strategies
Writing Instruction
Teacher’s College Reading and Writing Project

Year 3-
Writing Instruction

3 year implementation
17-18 1st year
<table>
<thead>
<tr>
<th>Redesignation</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
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</thead>
<tbody>
<tr>
<td>CELDT 4-5</td>
<td>2</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>Rdg. grade level</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Writing sample</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>15% on gr. level (rdg)</td>
<td>85% above rdg. level</td>
<td></td>
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</tbody>
</table>
Thank you!

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laura.gonzalez@tcoe.org