

Section 9

Resources

Booklists



ELA EPK Scope and Sequence Resources

 <p>HighScope Language, Literacy and Communication</p>	 <p>NYS Early Learning Guidelines</p>
 <p>Small-Group Times to Scaffold Early Learning</p>	 <p>Lesson Plans for the First 30 Days</p> <p>Third Edition</p> 
 <p>Fee Fie Phonemic Awareness</p>	 <p>50 Large-Group Activities For Active Learners</p>
 <p>Story Starters for Group Times</p>	 <p>Letter Links</p>
 <p>"I Know What's Next!" Preschool Transitions Without Tears or Turmoil</p>	 <p>Making the Most of Plan, Do, Review</p>
 <p>You Can't Come to My Birthday Party!</p>	 <p>Essentials of Active Learning in Preschool</p>

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EPK Classroom Library
ELA Scope & Sequence
2017-18

Title	A
Ten Tiny Babies	Katz
First 100 Words Bilingual	Priddy
Three Bears	Barton
Three Billy Goats Gruff	Carpenter
Five Little Monkeys Jumping on the Bed	Christelow
A is for Airplane/A es para avion	Howell
Are You My Mother	Eastman
The Artist Who Painted a Blue Horse	Carle
Baby Animals (Nat.Geographic Look and Learn)	
Balancing Act	Walsh
A Ball for Daisy	Raschka
Bear Feels Scared	Wilson
Bear Feels Sick	Wilson
Big Red Barn	Browm
A Book of Sleep	Sung Na
Blue Hat, Green Hat	Boynton
Boom Boom	Naberhaus
Brown Bear Brown Bear What Do You See?	Martin Jr.
Bruno Munari's ABC	Munari
Bugs: (Nat. Geographic Look and Learn)	
Chalk	Thomson
Changes Changes	Hutchins
Chicka Chicka Boom Boom	Martin Jr.
Children's Zoo	Hoban
Counting Ovejas	Weeks
Dinosaur Dance	Boynton
Dog's Colorful Day	Dodd
Don't Let the Pigeon Drive the Bus	Willems
The Doorbell Rang	Hutchins
Duck and Goose, How Are You Feeling?	Hills
Elephants Can Paint Too	Arnold
Eric Carle's ABC	Carle
Even Firefighters Go to the Potty	Wax
Feast for 10	Falwell
Firefighters A to Z	Demarest
Freight Train	Crews
Glad Monster Sad Monster	Emberley
Golden Domes and Silver Lanterns: A Muslim Book of Colors	Khan
Good Night Gorilla	Rathmann
Good Night Moon	Brown
Green	Seeger
The Handmade Alphabet	Rankin
Houses and Homes	Morris

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EPK Classroom Library
ELA Scope & Sequence
2017-18

Title	Author
Huff & Puff	Rueda
Hush Little Baby	Long
I Spy Letters	Marzollo
I Spy With My Little Eye	Gibbs
I Went Walking	Williams
I'm Feeling Happy	Shaw
I'm Feeling Mad	Shaw
I'm Feeling Sad	Shaw
I'm Feeling Silly	Shaw
In the Small Small Pond	Fleming
In the Tall Tall Grass	Fleming
It's A Good Thing There Are Insects	Fowler
The Itsy Bitsy Spider	Trapani
Kingfisher Reader: Jobs People Do	Feldman
Jump Frog Jump	Kalan
Knufflebunny: A Cautionary Tale	Willems
The Lady With The Alligator Purse	Westcott
The Letters are Lost: A Picture Book About the Alphabet	Ernst
Little Blue and Little Yellow	Lionni
Little Gorilla	Bornstein
The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear	Wood
Little Owl's Night	Srinivasan
The Little Red Hen	Barton
Llama Llama Misses Mama	Dewdney
Llama Llama Red Pajama	Dewdney
Lots of Feelings	Rotner
Mean Soup	Everitt
Mouse Count	Walsh
Mouse Paint	Walsh
My Big Animal Book	Priddy
The Napping House	Wood
The Neighborhood Mother Goose	Crews
Not a Box	Portis
Not a Stick	Portis
Over in the Meadow	Keats
Over on the Farm	Berkes
Owl Babies	Waddell
Peekaboo Morning	Isadora
Perfect Square	Hall
Pete the Cat: Old McDonald Had a Farm	Litwin
Pete the Cat: The Wheels on the Bus	Litwin
Pete the Cat: I Love My White Shoes	Litwin

EPK Classroom Library
ELA Scope & Sequence
2017-18

Title	Author
Peter's Chair	Keats
Piggies	Wood
Please Baby Please	Lee
Please Puppy Please	Lee
Polar Bear Polar Bear What Do You Heart	Carle
Pumpkin Circle –The Story of a Garden	Levenson
Pumpkin Pumpkin	Titherington
Quick as a Cricket	Woods
Raindrops Roll	Sayre
Red Hat	Judge
Roadbuilders	Hennessey
Rosie's Walk	Hutchins
Row Row Row Your Boat	Trapani
Runaway Bunny	Brown
The Seals on the Bus	Hort
Seeds	Robbins
Shades of People	Rotner
Shiver Me Letters	Sobel
Sleepy Little Yoga: A Toddlers Book of Yoga	Whitford
Snowballs	Ehlert
The Snowy Day	Keats
Swirl by Swirl: Spirals in Nature	Sidman
Teddy Bear Teddy Bear Turn Around	Scholastic Rookie Toddler
There's An Alligator Under My Bed	Mayer
Those Mean Nasty Dirty Downright Disgusting But Invisible Germs	Rice
To Be A Kid	Ajmera
Tough Boris	Fox
The Very Busy Spider	Carle
The Very Hungry Caterpillar/La oruga muy hambrienta	Carle
When I Feel Scared	Spelman
When Sophie Gets Really Really Angry	Bang
Where Oh Where is Rosie's Chick?	Hutchins
Whistle For Willie	Keats
Who Sank the Boat?	Allen
Wonderful Worms	Glaser
You and Me Together	Kerley

EPK LENDING LIBRARY 2017-18

Good Night, Gorilla	Bunny Reads Back
The Itsy-Bitsy Spider	Diaper David Board Books
Oh, David!	Duck & Goose
Goose Needs a Hug	Eric Carle / Bill Martin Jr. Board Books
Brown Bear, Brown Bear, What Do You See?	Eric Carle Board Books
From Head to Toe	Eric Carle Board Books
The Very Hungry Caterpillar	Joshua Board Books
Joshua's Night Whispers	Llama Llama Board Books
Llama Llama Hoppity-Hop	Real Mother Goose®
The Real Mother Goose Board Book	Rookie Toddler®
Baby Animals at the Zoo	Rookie Toddler®
Big and Little Things That Go	Rookie Toddler®
How Do You Feel?	Rookie Toddler®
I Am Bigger Than...	Rookie Toddler®
Shapes At Home	Rookie Toddler®
Shapes That Go	Rookie Toddler®
What Happens Next? My Busy Day	Rookie Toddler®
What Happens Next? Seed to Plant	Rookie Toddler®
What Rhymes?	Rookie Toddler®
Which Is Different?	Rookie Toddler®
Who Is In Your Family?	Rookie Toddler®
5 Busy Ducklings	Rookie Toddler®—First Concepts
Can You Find Colors?	Rookie Toddler®—First Concepts
Do You See Shapes?	Rookie Toddler®—First Concepts
¡A Cepillarte!	Rookie Toddler®—My Body
Brush, Brush, Brush!	Rookie Toddler®—My Body
Everywhere a Moo, Moo	Rookie Toddler®—Sing Along Toddler
The More We Are Together	Rookie Toddler®—Sing Along Toddler
The Wheels on the Truck Go 'Round and 'Round	Rookie Toddler®—Sing Along Toddler
Twinkle, Twinkle Time For Bed	Rookie Toddler®—Sing Along Toddler

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Will You Wear a Blue Hat?	Rookie Toddler®—Sing Along Toddler
Counting 1 to 10	Rookie Toddler—First Concepts
Goodnight Moon Board Book	
The Snowy Day Board Book	
The Ugly Duckling / El patito feo	Bilingual Classic Tales
Margaret and Margarita / Margarita y Margaret	
Rin, Rin, Rin / Do, Re, Mi, A Picture Book in Spanish and English	
I Spy™ Little Book	I Spy™ Board Books
I Spy™ Little Animals	I Spy™ Board Books
Is Your Mama a Llama?	
I Spy™ Little Numbers	I Spy™ Board Books
I Spy™ Little Letters	I Spy™ Board Books
Joshua by the Sea	Joshua Board Books
Rain Feet	Joshua Board Books
I Love You, Little One	
Oops!	Diaper David Board Books
David Smells!	Diaper David Board Books
Colors / Colores	Beginning Concepts Bilingual
Shapes / Figuras geométricas	Beginning Concepts Bilingual
Seasons / Las cuatro estaciones	Beginning Concepts Bilingual
Numbers / Números	Beginning Concepts Bilingual
Bear Wants More	Bear
The Gingerbread Man	
Giraffes Can't Dance	Giraffes Can't Dance
Dinos on the Move	
Hello, Fire Truck!	Hello World
Llama Llama Nighty-Night	Llama Llama Board Books
Llama Llama Zippity-Zoom	Llama Llama Board Books
Llama Llama Wakey-Wake	Llama Llama Board Books
One Sheep, Blue Sheep	
Polar Bear Night	
Rain, Rain, Go Away!	
Colorful Animals/Animales coloridos	All About Colors
Love Is You and Me / El amor somas tu y yo	

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New York State Next Generation English Language Arts Learning Standards

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English Language Arts Anchor Standards

Anchor standards represent broad statements about the expectations for students as they prepare for high school graduation, positioning them for college and careers. The grade level ELA standards begin in the Prekindergarten and Elementary ELA Standards section. Please see the introduction for more about how the anchor standards and grade level standards connect.

Reading Anchor Standards

Please note: For the grade level and grade band standards, RI and RL are included to show how the standard applies to either reading informational (RI) or literary texts (RL), or both (RI&RL).

Key Ideas and Details

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

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

Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

Standard 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.

Standard 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.

Standard 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.

Integration of Knowledge and Ideas

Standard 7: Integrate and evaluate content presented in diverse media and formats.

Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Standard 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

Writing Anchor Standards

Text Types and Purposes

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

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

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

Standard 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

Standard 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Research to Build and Present Knowledge

Standard 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.

Standard 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.

Speaking and Listening

Comprehension and Collaboration

Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

Standard 2 Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

Standard 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

Standard 5: Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.

Language Standards

Conventions of Academic English/Language for Learning

Standard 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Standard 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Knowledge of Language

Standard 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

Standard 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.

Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Standard 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers</p> <ul style="list-style-type: none"> ● think, write, speak, and listen to understand ● read often and widely from a range of global and diverse texts ● read for multiple purposes, including for learning and for pleasure ● self-select texts based on interest ● persevere through challenging, complex texts ● enrich personal language, background knowledge, and vocabulary through reading and communicating with others ● monitor comprehension and apply reading strategies flexibly ● make connections (to self, other texts, ideas, cultures, eras, etc.) 	<p>Writers</p> <ul style="list-style-type: none"> ● think, read, speak, and listen to support writing ● write often and widely in a variety of formats, using print and digital resources and tools ● write for multiple purposes, including for learning and for pleasure ● persevere through challenging writing tasks ● enrich personal language, background knowledge, and vocabulary through writing and communicating with others ● experiment and play with language ● analyze mentor texts to enhance writing ● strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Prekindergarten and Elementary English Language Arts Learning Standards

New York State Prekindergarten English Language Arts Learning Standards

Please note: These Standards are intended for four-year-old prekindergarten students.

Prekindergarten Introduction

Guidance and Support

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in prekindergarten, some students may require support to demonstrate skills.

Range of Student Reading Experiences for Prekindergarten

Students in prekindergarten should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics, and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for emergent readers can take a variety of formats, including read-alouds, shared readings, pretend readings, learning activities and play that incorporates literacy materials, talking, experimenting with written materials, and other literacy activities. We refer to these instructional events as 'reading or literacy experiences' because the focus is on using texts, printed and visual, to develop emergent readers' concepts of how meaning is conveyed through reading and writing while building their language and knowledge.

It is not enough to simply feature a variety of literary and informational text types in Prekindergarten environments and classroom instruction; these texts must be made accessible and meaningful to young readers as a component of fostering engagement with literacy to build language and knowledge. For example, educators should provide and engage developing readers with an assortment of fiction and non-fiction age-appropriate books in the library area that are displayed attractively and used regularly, rotated often; connected to instructional themes and feature cultural diversity; incorporate text materials into many different aspects of the classroom curriculum, including authentic informational text materials for use in play and to guide learning centers; and select a variety of text types that engage children's interests and support their learning about the themes under study.

The following are examples of literary and informational text types to be used in classroom instruction and to create the literacy-rich learning environments. Texts are not limited to these examples.

Literature: picture books, stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts.

Informational Text: picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

Text Complexity Expectations for Prekindergarten

Students in Prekindergarten are at the early emergent reader level and haven't developed the foundational word reading skills necessary to read texts independently. However, it is crucial that prekindergarten students actively engage in large and small group interactive read-aloud discussions of texts that are content-rich and age-appropriate. These texts should be part of the curricular materials as well as those best sellers from a variety of publishers found in libraries across the state, and therefore serve as a platform for building listening comprehension processes, to promote deeper-level thinking.

English Language Learners/Multilingual Learners

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages, the eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the Standards, the use of annotation marks this concept for ELLs/MLLs.

Students with Disabilities

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Preschool children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each preschool child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning Standards. With the appropriate services and supports, children with disabilities can participate in prekindergarten experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

Prekindergarten Reading Standards (Literary and Informational Text)

Key Ideas and Details

PKR1: Participate in discussions about a text. (RI&RL)

PKR2: Retell stories or share information from a text. (RI&RL)

PKR3: Develop and answer questions about characters, major events, and pieces of information in a text. (RI&RL)

Craft and Structure

PKR4: Exhibit an interest in learning new vocabulary. (RI&RL)

PKR5: Interact with a variety of genres. (RI&RL)

PKR6: Describe the role of an author and illustrator. (RI&RL)

Integration of Knowledge and Ideas

PKR7: Describe the relationship between illustrations and the text. (RI&RL)

R8: Begins in kindergarten.

PKR9: Make connections between self, text, and the world. (RI&RL)

Prekindergarten Reading Standards: Foundational Skills

Print Concepts

PKRF1: Demonstrate understanding of the organization and basic features of print.

PKRF1a: Recognize that words are read from left to right, top to bottom, and page to page.

PKRF1b: Recognize that spoken words are represented in written language.

PKRF1c: Understand that words are separated by spaces in print.

PKRF1d: Recognize and name some upper/ lowercase letters of the alphabet, especially those in own name.

PKRF1e: Recognize that letters are grouped to form words.

PKRF1f: Differentiate letters from numerals.

PKRF1g: Identify front cover and back cover.

Phonological Awareness

PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).

PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).

PKRF2b: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).

PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map).

Phonics and Word Recognition

PKRF3: Demonstrate emergent phonics and word analysis skills.

PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

Fluency

PKRF4: Displays emergent reading behaviors with purpose and understanding.

Prekindergarten Writing Standards

Production and Range of Writing for Prekindergarten

To foster prekindergartners' emergent writing skills, they should actively engage in group and individual writing activities, where the focus is on helping them understand writing and drawing as a means for communication with others and as an important tool to support their own thinking and learning. Students should be exposed to and prompted to produce a range of text types as they dictate, draw to convey meaning, and make early attempts at producing letters, words, and letter strings. These text types include narratives (retellings of events they have experienced or fictional stories) as well as responses to narratives, pieces of expository writing (shopping lists and notes/letters/pictures to classmates or adults in the community), and informational texts (such as 'how-to' books, and diagrams and pictures that generate, represent, or express information).

Conceptualized broadly, these writing experiences for our youngest learners should include opportunities to narrate or dictate their stories and ideas to an adult who is writing it down, as well as draw and illustrate their ideas, especially making connections from read-alouds to writing. In these earliest years, we expect the use of letter like forms, the use of random letter strings, and invented spelling as part of the developmental progression. In addition to beginning to acquire alphabetic and orthographic skills—the letter-sound connections and the letter combinations— students in prekindergarten should also begin to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write, draw, and explore concepts; begin to explore keyboards). Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

Text Types and Purposes

PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.

PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.

PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.

PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem).

PKW5: Begins in Grade 4.

Research to Build and Present Knowledge

PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.

PKW7: Engage in a discussion using gathered information from experiences or provided resources.

Prekindergarten Speaking and Listening

Comprehension and Collaboration

PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.

PKSL1b: Participate in conversations through multiple exchanges.

PKSL1c: Consider individual differences when communicating with others.

PKSL2: Interact with diverse formats and texts.

PKSL3: Identify the speaker.

Presentation of Knowledge and Ideas

PKSL4: Describe familiar people, places, things, and events.

PKSL5: Create a visual display.

PKSL6: Express thoughts, feelings, and ideas.

Prekindergarten Language Standards

Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of Prekindergarten. Local curriculum choices will determine which specific skills are included in Prekindergarten. These banded skills can be found in Appendix A at the end of this document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills ***by the end of 2nd grade***. The → is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

Conventions of Academic English/Language for Learning (See Appendix A)

Knowledge of Language

KL3: Begins in grade 2

Vocabulary Acquisition and Use

PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.

PKL5: Explore and discuss word relationships and word meanings.

PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.

PKL5b: Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., *hot/cold*).

PKL5c: Use words to identify and describe the world around them.

PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.