



# Blended by Design

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## 2020 Course Catalog

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K-12 Digital and Media Literacy

K-3 Reading and Writing

3-8 Reading and Writing

K-3 Listening and Speaking

3-8 Listening and Speaking

K-8 Language Competencies for Second Language Learners

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## Introduction

Strategy-based, student-facing modules designed to support state standards for ELA and ESOL, and the Common Core State standards. All modules are appropriate for struggling learners and ESOLs; all strategies taught are evidence-based. Modules may be taken online with a PC, Mac, Chromebook, or tablet.

Research confirms that students read and comprehend differently when reading on digital devices, and too often they do not read with deep comprehension due to numerous distractors. Lack of deep comprehension affects memory, critical understanding, and most important: academic progress. Reading can be effective when specific strategies are applied to various application designs. Reading is always strengthened (versus weakened) when evidence-based strategy is employed to read digital print.

Other features include:

- Evidence-based strategies and strategy guides
- Downloadable content for pen and paper use
- Downloadable curriculum materials including a Teacher Guide
- Audio-scripted content
- Aligned to most state standards (additional alignments made upon request)

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## Reading and Writing: *Grades K-3*

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### Module 1.1

**Skills Focus:** Reading comprehension, predictions

**Lesson Title:** Know, Want to Know, Learned

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Grade-appropriate story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will understand how to complete a KWL form after reading a short selection of text.
- Students will apply a KWL strategy to a reading selection.

**Curriculum:**

- KWL organizer
  - Teacher Support Handbook
- 

### Module 1.2

**Skills Focus:** Reading Comprehension

**Lesson Title:** Reciprocal Teaching

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades K-5
- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students make predictions using short chunks of text while reading aloud.
- Students read headings, subtitles, chapter titles and other relevant pieces of text.
- Students will share their predictions in pairs.

**Curriculum:**

- Reciprocal teaching organizer
  - Reciprocal teaching strategy guide
  - Reciprocal teaching rubric
  - Teacher Support Handbook
-

## Module 1.3

**Skills Focus:** Compare and contrast

**Lesson Title:** Object Compare and Contrast

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades K-5
- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)
- Object Compare and Contrast handout

**Learning Targets:**

- Students will locate objects with similarities and differences
- Students will brainstorm attributes among their individual objects using an organizer
- Students will make t-charts of the similarities and differences among their selected objects
- Students will identify similarities and differences by comparing and contrasting attributes and qualities

**Curriculum:**

- Brainstorm Attribute Organizer
  - Object Compare and Contrast Instructions
  - Similarities and Differences T-Chart
  - Teacher Support Handbook
- 

## Module 1.4

**Skills Focus:** Comprehension

**Lesson Title:** Anticipation, prediction

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (text selection)

**Learning Targets:**

- Students will make predictions before reading, or “anticipate”, what they think will happen in a chunk of non-fiction text.
- After reading students will determine whether their predictions and anticipations were true or false.
- Students will use an Anticipation Guide to record predictions and anticipations.

**Curriculum:**

- Anticipation Guide Graphic Organizer
  - Teacher Support Handbook
-

## Module 1.5

**Skills Focus:** Vocabulary Building/Oral Reading/Phonemic Awareness/Orthography

**Lesson Title:** Learning New Words

**Appropriate for:**

- Beginning readers in grades K-3
- Struggling readers grades K-3
- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will pronounce, spell, and read new words together
- Students will discuss unusual features about the words
- Students will practice orthography by writing the new words
- Students will use the new word in a sentence presented to them
- Students will use the new word in sentence of their own

**Curriculum:**

- Spelling and Pronunciation Organizer
  - Unusual Features Chart
  - My Sentences Chart
  - Teacher Support Handbook
- 

## Module 1.6

**Skills Focus:** Main Idea/Comprehension

**Lesson Title:** Main Idea Chart

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades K-5
- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)
- Highlighter if using pen and paper version

**Learning Targets:**

- Students will make predictions about a chunk of text
- Students will read a chunk of text independently
- Students will highlight main ideas
- Students will write details about the main ideas

**Curriculum:**

- Main Idea Chart
  - Strategy Guide: Steps to Find the Main Idea
  - Teacher Support Handbook
-

## Module 1.7

**Skills Focus:** Vocabulary Development

**Lesson Title:** Use of Context Cues/Vocabulary/Comprehension

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply independent fix-it strategies to new/unknown words
- Students will use context clues to determine the meaning of new/unknown words using word parts, sounds, context, and a dictionary

**Curriculum:**

- Vocabulary Organizer
  - When I come to a word I don't know I... (worksheet)
  - Fix-it Steps Organizer
  - Teacher Support Handbook
- 

## Module 1.8

**Skills Focus:** Phonemic Awareness

**Lesson Title:** Onset Rimes and Phonemes

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades K – 5
- ESOL students – all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply phonological processing, phonemic awareness skills to interrelated word banks and sentences
- Students will analyze phonemes to synthesize words and meaning for full sentence and thematic comprehension
- Students will recognize large and concrete units of sound while progressing to smaller abstract units of sound

**Curriculum:**

- Onset Rimes Compare and Contrast
  - Phonemes in Sentences Breakdown organizer
  - How do I say it?
  - Teacher Support Handbook
-

## Module 1.9

**Skills Focus:** Phonics

**Lesson Title:** Battleship Phonics

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades K – 5
- ESOL - all grades – all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply phonological processing, phonemic awareness skills to interrelated word banks and sentences
- Students will analyze phonemes to synthesize words and meaning for full sentence and thematic comprehension
- Students will recognize and process small and abstract units of sound

**Curriculum:**

- Battleship Phonics Strategy Sheet
  - Battleship Game Board
  - Phonics Organizer and Teacher Guide
- 

## Module 1.10

**Skills Focus:** Fluency:

**Lesson Title:** Paired Reading with Ellie

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades K – 5
- ESOL - all grades – all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Teacher-selected story or text
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will read with accuracy, expression, and rate.
- Students will engage in shared reading with “Ellie” the robot.
- Students will apply reading endurance when reading independently.

**Curriculum:**

- Reading Fluency Chart
  - Reading Pronunciation Organizer
  - My Reading Growth Chart and Teacher Guide
-



## Module 1.11

**Skills Focus:** Fluency and Comprehension

**Lesson Title:** Reading with Ellie (audio-assisted reading)

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades K – 5
- ESOL - all grades – all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will read with accuracy, expression, and rate.
- Students will engage in a choral, audio-assisted reading with partner “Ellie.”
- Students will apply accountable independent reading with appropriate speed, accuracy, and comprehension.

**Curriculum:**

- Reading With Ellie Script
  - Teacher Support Handbook
- 

## Module 1.12

**Skills Focus:** Fluency

**Lesson Title:** Echo Reading with Ellie

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades K – 5
- ESOL - all grades – all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply scaffolding for age and grade-appropriate expression, rate, and reading endurance
- Students will read alongside “Ellie” to practice reading with expression and rate.
- Students will demonstrate reading endurance by applying fluency strategies to independent reading.
- Students will summarize and/or draw to demonstrate understanding of their independent read.
- Students will self-evaluate their own reading using the Fluency Rubric.

**Curriculum:**

- Echo Reading Script
  - Echo Reading Draw
  - Fluency Rubric
  - Teacher Support Handbook
-

## Module 1.13

**Skills Focus:** Fluency

**Lesson Title:** Reader's Theater

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will engage in writing parts of a script to read aloud
- Students will read scripts aloud with expression and intonation
- Students will evaluate themselves with a read aloud rubric

**Curriculum:**

- Read Aloud Rubric
  - Readers Theater Script Starter
  - Readers Theater Script Organizer
  - Teacher Support Handbook
- 

## Module 1.14

**Skills Focus:** Oral/aural language, Phonics, Writing

**Lesson Title:** Sentence Strips

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Teacher-selected story or text
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply context comprehension skills to understand a story
- Students will organize words and sentences using knowledge of phonics
- Students will apply appropriate oral and aural language to write about their experiences as they relate to a story
- Students will use context cues to reconstruct a story using words and sentence strips

**Curriculum:**

- Sentence and Sentence Strip Cut-Outs
  - Picture Strip Cut-Outs
  - Teacher Support Handbook
-

## Module 1.15

**Skills Focus:** Vocabulary, Concept Development

**Lesson Title:** Semantic Mapping

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades K – 5
- ESOL - all grades – all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will develop capacity for understanding complex concepts through mapping
- Students will connect words and phrases with ideas and concepts
- Students will identify and recall the meaning of words read in context

**Curriculum:**

- Semantic Map Template
- Vocabulary Organizer
- Teacher Support Handbook

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## Reading and Writing: *Grades 3-8*

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## Module 2.1

**Skills Focus:** Vocabulary, Concept Development

**Lesson Title:** Semantic Mapping

**Appropriate for:**

- Struggling readers grades 3 – 5
- ESOL - all grades in grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will develop capacity for understanding complex concepts through mapping
- Students will connect words and phrases with ideas and concepts
- Students will identify and recall the meaning of words read in context

**Curriculum:**

- Semantic Map Template
  - Vocabulary Organizer
  - Teacher Support Handbook
-

## Module 2.2

**Skills Focus:** Academic Vocabulary, Text Structure

**Lesson Title:** Say, Mean, Matter: What does it say? What does it mean? What does it matter?

**Appropriate for:**

- Struggling readers grades 3 – 5
- ESOL - grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will summarize information after an independent read of text.
- Students will apply new information to their own lives and articulate its relevancy to the text.
- Students will identify the main idea of a chunk of text and articulate its meaning to their own lives.

**Curriculum:**

- Say, Mean, Matter hand-out
  - Main Idea Organizer
  - Teacher Support Handbook
- 

## Module 2.3

**Skills Focus:** Academic Vocabulary

**Lesson Title:** Frayer Model

**Appropriate for:**

- Struggling readers grades 3 – 5
- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will define concepts using examples and non-examples.
- Students will research and identify examples of similarities and differences for concepts.
- Students will identify examples of concepts.

**Curriculum:**

- Frayer Model Organizer
  - Frayer Model Guide
  - Teacher Support Handbook
- 

## Module 2.4

**Skills Focus: Vocabulary:** Vocabulary Analogies, Cognates, Greek and Latin Word Roots

**Lesson Title:** Word Roots Search

**Appropriate for:**

- Struggling readers grades 3 – 5
- ESOL - all grades in grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify cognates within words to make predictions about meaning.
- Students will identify and research Latin roots within words.
- Students will determine a word's meaning through its Latin root.
- Students will research and identify analogies for new vocabulary.
- Students will engage the use of tools such as e-thesaurus and e-dictionaries to research and identify cognates, roots, and analogies in words.

**Curriculum:**

- E-thesaurus and e-dictionary
  - Root Words Worksheet and Organizer
  - Affixes and Roots Interactive Flip Chart
  - Teacher Support Handbook
- 

## Module 2.5

**Skills Focus:** Domain Specific Vocabulary

**Lesson Title:** Opinion Station

**Appropriate for:**

- Struggling readers grades 3 – 5
- ESOL - all grades in grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will develop and articulate opinions about a selection of text.
- Students will use domain-specific, or academic, vocabulary to support their opinion.

**Curriculum:**

- Opinion Station Instructions
  - Opinion Stations
  - Opinion Organizer
  - Academic Vocabulary Organizer
  - Teacher Support Handbook
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## Module 2.6

**Skills Focus:** Close Reading

**Lesson Title:** Highlighting and Annotating

**Appropriate for:**

- Struggling readers grades 3 – 5
- ESOL - all grades in grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Highlighter for pen and paper use

- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will highlight and annotate information pertinent to the main idea of the text.
- Students will articulate the main idea of a text by analyzing and synthesizing highlighted and annotated sections.

**Curriculum:**

- Text Annotation Guide
  - Main Idea Organizer
  - Teacher Support Handbook
- 

## Module 2.7

**Skills Focus:** Oral/Aural Language, Writing, Vocabulary

**Lesson Title:** Sentence Patterning Word Charts

**Appropriate for:**

- Struggling readers grades 3 – 5
- ESOL - all grades in grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply language structure to words and sentences.
- Students will build vocabulary through oral language practice and word categorization.
- Students will engage in shared and interactive reading and writing.

**Curriculum:**

- Language Acquisition Chart
  - Sentence Patterning Chart
  - Word Chart
  - Teacher Support Handbook
- 

## Module 2.8

**Skills Focus:** Writing, Self-Editing

**Lesson Title:** Peer Coaching

**Appropriate for:**

- Struggling readers grades 3 – 5
- ESOL - all grades in grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will analyze their writing for meaning and language gaps.
- Students will articulate needs for assistance with their writing in order to develop a self-editor.
- Students will act on feedback received about their writing to revise and edit their work into a final product.

**Curriculum:**

- Peer Coaching Poster
  - Peer Coaching Checklist
  - Peer Coaching Editor Sheet
  - Teacher Support Handbook
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## Module 2.9

**Skills Focus:** Grammar: syntax, semantics, vocabulary, academic language

**Lesson Title:** Marzano's 1-4 for Vocabulary

**Appropriate for:**

- Struggling readers grades 3 – 5
- ESOL - all grades in grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will investigate terms related to new vocabulary words and terms using tools and context.
- Students will describe and explain new vocabulary words and terms.
- Students will restate sentences in their own words with new words and terms.
- Students will engage in interactive activities that engage them in new words and terms.

**Curriculum:**

- Vocabulary Organizer and Teacher Guide
  - Steps to Investigate New Words Organizer
  - Compare and Contrast Organizer
- 

## Module 2.10

**Skills Focus:** Higher Order Thinking, Comprehension, Critical Literacy

**Lesson Title:** Critical Literacy: Alternative Text, Synthesize

**Appropriate for:**

- Struggling readers grades 3 – 5
- ESOL - all grades in grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will independently drive an informational quest to synthesize information read independently.
- Students will pull information from various sources to form a conclusion of their own.
- Students will think broadly about the text and apply an alternative text approach using character substitution or character perspective.

**Curriculum:**

- Character Substitution Chart
- Character Perspective Chart

- Synthesis Guide
- Teacher Support Handbook

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## Listening, Speaking, Reading Comprehension: *Grades K-3*

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### Module 3.1

**Skills Focus:** Listening, Speaking, Reading Comprehension, Predictions

**Lesson Title:** Know, Want to Know, Learned

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades K-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Grade-appropriate story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will understand how to complete a KWL form after reading a short selection of text.
- Students will apply understanding of KWL to independent use of the KWL strategy for reading comprehension.
- Students will apply listening and speaking skills through shared and independent reading.

**Curriculum:**

- KWL organizer
- Teacher Support Handbook

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### Module 3.2

**Skills Focus:** Reading Comprehension, Listening, Speaking

**Lesson Title:** Reciprocal Teaching

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades grades K-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students make predictions using short chunks of text while reading aloud.
- Students read headings, subtitles, chapter titles and other relevant pieces of text.
- Students share their predictions aloud and with a peer when possible.
- Students will listen to the predictions of others and repeat what they understood about the prediction to confirm understanding.



**Curriculum:**

- Reciprocal teaching organizer
  - Reciprocal teaching strategy guide
  - Reciprocal teaching rubric
  - Teacher Support Handbook
- 

**Module 3.3**

**Skills Focus:** Listening, Speaking

**Lesson Title:** Active Listening

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades K-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will acquire active listening skills.
- Students will apply active listening skills to a story read-aloud.
- Students will apply active listening skills to a discussion about the story.
- Students will rate their own listening skills using the Good Listening Rubric.

**Curriculum:**

- Active Listening Checklist
  - Good Listening Rubric
  - Teacher Support Handbook
- 

**Module 3.4**

**Skills Focus:** Oral Language, Listening, Speaking

**Lesson Title:** Oral Story Writing and Storytelling

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will design their own story using a storyboard and images.
- Students will apply “good speaking” skills to the retelling of their own story.
- Students will rate their own oral reading using the Good Speaking Rubric.

**Curriculum:**

- Story Writing Rubric

- Storytelling Rubric
  - Good Speaking Rubric
  - Teacher Support Handbook
- 

## Module 3.5

**Skills Focus:** Writing, Editing, Speaking, Listening

**Lesson Title:** Peer Coaching

**Appropriate for:**

- Struggling readers grades K – 5
- ESOL - all grades in grades K-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will articulate via images their need for assistance with their writing.
- Students will act on feedback received about their writing to revise and edit their work into a final product.

**Curriculum:**

- Good Listening Rubric
  - Writing and Editing Rubrics
  - Teacher Support Handbook
- 

## Module 3.6

**Skills Focus:** Main Idea Comprehension, Oral Language

**Lesson Title:** Literature Webbing

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades grades K-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will organize information from a guided reading into a literature web.
- Students will make predictions about an upcoming reading.
- Students will identify main idea.
- Students will identify chronological order of events.

**Curriculum:**

- My Literature Web
  - Oral Reading Rubric
  - Teacher Support Handbook
-

### Module 3.7

**Skills Focus:** Comprehension, Critical Literacy

**Lesson Title:** Switching Strategy

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades grades K-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will pull together sources to draw a conclusion.
- Students will apply a switching strategy to comprehend the author’s intention.
- Students will increase comprehension by relating their own lives to a reading.

**Curriculum:**

- Switching Strategy Guide
  - Switching Strategy Template
  - Teacher Support Handbook
- 

### Module 3.8

**Skills Focus:** Vocabulary, Reading Comprehension

**Lesson Title:** New Word Inventory

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades K-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply fix-it strategies to new words.
- Students will apply metacognitive strategies to what they already know about new words.
- Students will rate themselves as new word learners.

**Curriculum:**

- New Word Inventory
  - Fix-It Checklist and Teacher Guide
- 

### Module 3.9

**Skills Focus:** Story Main Idea, Reading Comprehension, Listening

**Lesson Title:** Somebody Wanted But So - SWBS

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5

- ESOL - all grades K-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply good listening skills to a story reading.
- Students will grasp the main idea of a story.
- Students will identify story elements to include character, setting, problem, solution.

**Curriculum:**

- SWBS Organizer
  - Good Listening Rubrics and Teacher Guides
- 

## Module 3.10

**Skills Focus:** Story Main Idea, Reading Comprehension, Listening

**Lesson Title:** Somebody Wanted *In* But So - SWIBS

**Appropriate for:**

- Beginning readers in grades K-2
- Struggling readers grades 3 – 5
- ESOL - all grades K-3

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply good listening skills to a story reading.
- Students will grasp the main idea of a story.
- Students will identify story elements to include character, setting, problem, motive, solution.

**Curriculum:**

- SWBS Organizer
- Good Listening Rubric
- Teacher Support Handbook

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## Listening, Speaking, Reading Comprehension: *Grades 3-8*

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### Module 4.1

**Skills Focus:** Reading comprehension, predictions

**Lesson Title:** Know, Want to Know, Learned

**Appropriate for:**

- Struggling readers grades 3 – 8
- ESOL - all grades grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Grade-appropriate story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will understand how to complete a KWL form after reading a short selection of text.
- Students will apply a KWL strategy to a reading selection.

**Curriculum:**

- KWL Organizer
  - Teacher Support Handbook
- 

### Module 4.2

**Skills Focus:** Reading Comprehension

**Lesson Title:** Reciprocal Teaching

**Appropriate for:**

- Struggling readers grades 3 – 8
- ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students make predictions using short chunks of text while reading aloud.
- Students read headings, subtitles, chapter titles and other relevant pieces of text.
- Students share their predictions in pairs.

**Curriculum:**

- Reciprocal Teaching Organizer
  - Reciprocal Teaching Strategy Guide
  - Reciprocal Teaching Rubric and Teacher Guide
- 

### Module 4.3

**Skills Focus:** Listening, Speaking

**Lesson Title:** Active Listening

**Appropriate for:**

- Struggling readers grades 3-8
- ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will acquire active listening skills.
- Students will apply active listening skills to a text or interest story read-aloud.
- Students will apply active listening skills to a discussion about the text or interest story.
- Students will rate their own listening skills using the Good Listening Rubric.

**Curriculum:**

- Active Listening Checklist
  - Good Listening Rubric
  - Teacher Support Handbook
- 

## Module 4.4

**Skills Focus:** Main Idea Comprehension, Oral Language

**Lesson Title:** Literature Webbing

**Appropriate for:**

- Struggling readers grades 3 – 8
- ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will organize information from a guided reading into a literature web.
- Students will make predictions about an upcoming reading.
- Students will identify main idea.
- Students will identify chronological order of events.

**Curriculum:**

- My Literature Web
  - Oral Reading Rubric
  - Teacher Support Handbook
- 

## Module 4.5

**Skills Focus:** Reading Comprehension, Context Clues

**Lesson Title:** Clunks and Clues

**Appropriate for:**

- Struggling readers grades 3 – 8
- ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will develop fix-up strategies to apply to new/unknown words.
- Students will use context clues to understand new/unknown words.

- Students will apply knowledge of roots, prefixes and suffixes to determine the meaning of new/unknown words.
- Students will apply fix-up strategies to determine the meaning of new/unknown words.

**Curriculum:**

- Clunks and Clues Organizer
  - Get the Gist Guide
  - Teacher Support Handbook
- 

## Module 4.6

**Skills Focus:** Inferencing, Reading Comprehension in all Content Areas, Close Reading

**Lesson Title:** Inferences to Evidence

**Appropriate for:**

- Struggling readers grades 3 – 8
- ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will infer information from a text.
- Students will gather and evaluate evidence from a text.
- Students will draw logical conclusions using evidence gathered.
- Students will apply a questioning process to make evidence-based conclusions.

**Curriculum:**

- Inferences to Evidence Strategy Guide
  - Inferencing Guide
  - Teacher Support Handbook
- 

## Module 4.7

**Skills Focus:** Reading Comprehension in all Content Areas, Close Reading

**Lesson Title:** The Who Cares Proposal Test

**Appropriate for:**

- Struggling readers grades 3 – 8
- ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will make decisions about relationships among concepts, supported with examples from the text.
- Students will identify and apply (where feasible) solutions to problems.
- Students will write explanations about causes and effects.
- Students will speculate information and identify the importance of information.
- Students will leverage the text they are reading with relevance to their own lives.

**Curriculum:**

- Lesson Handout
  - Teacher Support Handbook
- 

## Module 4.8

**Skills Focus:** Questioning Techniques, Comprehension, Reading in all Content Areas

**Lesson Title:** Question the Author - QtA

**Appropriate for:**

- Struggling readers grades 3 – 8
- ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will establish their own stopping points while reading, and use these stopping points as catalysts for questions to the author to determine author's purpose.
- Students will determine an author's purpose
- Students will uncover connections, and bridge understanding with prior knowledge.
- Students will examine author argument, evidence, and reasoning.

**Curriculum:**

- Question the Author Question Sheet
  - QtA Guide
  - QtA Organizer
- 

## Module 4.9

**Skills Focus:** Questioning, Question Generation, Reading Comprehension in All Content Areas

**Lesson Title:** Self-Questioning

**Appropriate for:**

- Struggling readers grades 3 – 8
- ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will be able to generate questions across multiple content areas.
- Students will write focus questions for a text.
- Students will raise and write questions to dig deeper and increase comprehension of a selected text.
- Students will be able to monitor their own reading strategy to develop and answer questions while reading.

**Curriculum:**

- Tips and Strategies for Questions



- Taxonomy for Self-Questioning
  - Self-Questioning Organizer
- 

## Module 4.10

**Skills Focus:** Vocabulary, Reading Comprehension in all Content Areas, Oral Language

**Lesson Title:** Semantic Feature Analysis

**Appropriate for:**

- Struggling readers grades 3 – 8
- ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will analyze semantic features of words to determine their meaning.
- Students will write about and discuss relationships among words.

**Curriculum:**

- Semantic Feature Analysis Guide
  - Semantic Feature Analysis Organizer
  - Teacher Support Handbook
- 

# Language Competencies for Reading and Writing: *Beginner*

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## Module 5.1

**Skills Focus:** Reading, Writing, Oral Language

**Lesson Title:** Association Chain

**Appropriate for:**

- Beginner ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify words they know from a word bank.
- Students will write words and phrases in their native language that associate (ie., cognate) with the selected words.
- Students will expand words to short phrases about the target word.
- Students will translate target words and phrases to English.

**Curriculum:**

- Target Word Bank
  - Word Association Organizer
  - Teacher Support Handbook
-

## Module 5.2

**Skills Focus:** Reading, Writing, Sound Production

**Lesson Title:** Similarities and Differences

**Appropriate for:**

- Beginner ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify similarities and differences in sounds among words in both the target and native languages.
- Students will identify similarities and differences in words through word-graphing in both the target and native languages.
- Students will isolate sounds and letters using “magnetic pieces” to form words in both the target and native languages.

**Curriculum:**

- Target Words – English and Native Language
  - English Version
  - Magnetic Pieces Cut-outs
- 

## Module 5.3

**Skills Focus:** Phonology, Phonological Processing, Phonics

**Lesson Title:** Battleship Phonics

**Appropriate for:**

- Beginner ESOL – grades K-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will read increasingly complex words using letter/sound knowledge.
- Students will blend initial consonants with common vowel patterns and word families.
- Students will use knowledge of letter clusters and vowel digraphs to spell unfamiliar words.

**Curriculum:**

- Battleship Phonics Guide
  - Battleship Phonics Gameboard
- 

## Module 5.4

**Skills Focus:** Oral/Aural Language, Writing, Vocabulary, Reading Comprehension

**Lesson Plan:**

**Lesson Title:** Commitment Cards

**Appropriate for:**

- Beginner ESOL – Grades 3-12

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- After brainstorming, students will identify and design tips to offer advice on something they are committed to in their native language.
- Students will decide which tip they will follow through on and explain why in written English.
- Students will translate the selected tip in their home language and translate to proper English.
- Students will publish their tip with accompanying graphics.

**Curriculum:**

- Brainstorming Checklist
  - Tip Suggestions List
  - Tip Idea Organizer
- 

**Module 5.5**

**Skills Focus:** Oral/Aural Language, Writing, Vocabulary, Reading Comprehension

**FL: Use** oral/aural language and writing experiences to enhance vocabulary

**Lesson Title:** Paragraph Writing

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will construct a paragraph in their own language in response to a reading passage.
- Students will interpret a reading passage to write a response in their own language before translating it to English.
- Students will engage the writing process to write, translate, edit and revise their paragraph.

**Curriculum:**

- Paragraph Organizer (English and Spanish)
  - Writing Process Checklist (English and Spanish)
  - Editor’s Checklist (English and Spanish)
-

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# Language Competencies for Reading, Writing, Listening, Speaking: *Intermediate*

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## Module 6.1

**Skills Focus:** Phonology, Chronology, Reading, Writing

**Lesson Title:** Favorite Game

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will organize instructional information into steps using their native language.
- Students will translate instructional information into English.
- Students will appropriate images to instructions.
- Students will orally present and record their instructions.
- Students will use instructional verbs and adverbs appropriately.

**Curriculum:**

- Favorite Game Instructions Organizer
  - Instructions Sentence Starters
  - Teacher Support Handbook
- 

## Module 6.2

**Skills Focus:** Vocabulary, Reading Comprehension

**Lesson Title:** New Word Inventory

**Appropriate for:**

- ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply fix-it strategies to new words.
- Students will apply metacognitive strategies to what they already know about new words.
- Students will rate themselves as new word learners.

**Curriculum:**

- New Word Inventory
  - Fix-It Checklist and Guide
  - Teacher Support Handbook
-

### Module 6.3

**Skills Focus:** Oral Language, Listening, Speaking

**Lesson Title:** Oral Story Writing and Storytelling

**Appropriate for:**

- Intermediate ESOL – all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will design their own story using a storyboard and images.
- Students will apply “good speaking” skills to the retelling of their own story.
- Students will rate their own oral reading using the Good Speaking Rubric.

**Curriculum:**

- Story Writing Rubric
  - Storytelling Rubric
  - Good Speaking Rubric
  - Teacher Support Handbook
- 

### Module 6.4

**Skills Focus:** Phonics, Phonological Awareness, Phonemic Awareness

**Use Oral/aural language, Writing, Vocabulary and writing experiences to enhance vocabulary**

**Lesson Title:** Word Sorts

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify words in their own language and sort categorically.
- Students will identify the same words in English and sort categorically.
- Students will identify and analyze individual phonemes within words.
- Students will fluently sound out words and individual phonemes within words.

**Curriculum:**

- Word Sort Cards (English)
  - Word Sort Cards (Spanish)
- 

### Module 6.5

**Skills Focus:** Oral/Aural Language, Writing, Vocabulary, Reading Comprehension

**Lesson Title:** Paragraph Writing

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will construct a paragraph in their own language in response to a reading passage.
- Students will interpret a reading passage to write a response in their own language before translating it to English.
- Students will engage the writing process to write, translate, edit and revise their paragraph.

**Curriculum:**

- Paragraph Organizer (English and Spanish)
- Writing Process Checklist (English and Spanish)
- Editor's Checklist (English and Spanish)

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## Language Competencies for Reading, Writing, Listening, Speaking: *Advanced*

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### Module 7.1

**Skills Focus:** Oral/Aural Language, Vocabulary

**Lesson Title:** Sound Cards

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will read increasingly complex words using letter/sound knowledge
- Students will demonstrate the regularities and irregularities of familiar words.
- Students will spell according to sound with accuracy.
- Students will spell according to irregular word spellings with accuracy.

**Curriculum:**

- Word Sound Cards
- Spelling Patterns: Regular and Irregular

---

### Module 7.2

**Skills Focus:** Reading for Main Idea and Details, Writing

**Lesson Title:** The Simple Paragraph: Main Ideas and Detail

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify the main idea and details of a paragraph.
- Students will use key vocabulary to fill in details about a paragraph's main idea.

**Curriculum:**

- Main Idea Paragraph Organizer
  - Paragraph Cloze
  - Idea Bank for Paragraph Writing
- 

## Module 7.3

**Skills Focus:** Reading for Main Idea, Writing Main Idea and Details

**Lesson Title:** The Simple Paragraph: Writing a Paragraph

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify the main idea and details of a paragraph.
- Students will use key vocabulary to fill in details about a paragraph's main idea.
- Students will write their own paragraph to include main idea and details.

**Curriculum:**

- Main Idea Paragraph Organizer
  - Paragraph Cloze
  - Idea Bank for Paragraph Writing
- 

## Module 7.4

**Skills Focus:** Background Knowledge, Reading Comprehension, Main Idea

**Lesson Title:** Making Connections to Main Idea

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply background knowledge to make predictions about a reading.
- Students will answer comprehension questions after reading a short text and watching a short video clip of the text.
- Students will identify words they do not know.
- Students will use a glossary and context to determine the meaning of unknown vocabulary.

**Curriculum:**

- Background Knowledge Organizer
- Steps to Main Idea

- Teacher Support Handbook

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## Module 7.5

**Skills Focus:** Academic Vocabulary, Content Area Reading

**Lesson Title:** Frayer Model

**Appropriate for:**

- Advanced ESOL – all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will define concepts using examples and non-examples.
- Students will research and identify examples of similarities and differences for concepts.
- Students will identify examples of concepts.

**Curriculum:**

- Frayer Model Organizer and Teacher Guide
- 

## Language Competencies for Listening, Speaking, Pronunciation: *Beginner*

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## Module 8.1

**Skills Focus: Lesson Title:** Story Elements, Story Writing, Vocabulary, Writing

**Lesson Title:** Picture Story Writing

**Appropriate for:**

- Beginner ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify pictures that tell a story.
- Students will arrange the images in chronological order to depict a story in the order of their choice.
- Students will subtitle the images in their native language.
- Students will translate the subtitles using a Story Map to tell their story.

**Curriculum:**

- Storyboard Organizer
  - Story Images
  - Story Map
-



## Module 8.2

**Skills Focus:** Writing, Spelling, Grammar, Punctuation

**Lesson Title:** From Personal to Biographical

**Appropriate for:**

- Beginner ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will respond to review questions with basic personal information in their native language.
- Students will use tools to correctly spell their information.
- Students will combine their personal information to write a short biography of themselves in English using tools to aid in translating, proper grammar and punctuation.
- Students will appropriate images to support their biographical information.

**Curriculum:**

- Review Questions
  - Biography Organizer
  - Teacher Support Handbook
- 

## Module 8.3

**Skills Focus:** Irregular Verbs

**Lesson Title:** Basic Grammar Sentences

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify present tense verbs in vocabulary.
- Students will write phrases using present tense verbs.

**Curriculum:**

- Basic Grammar Sentences hand-out
  - Verb Tense Examples
  - Teacher Support Handbook
- 

## Module 8.4

**Skills Focus:** Questioning, Answering, Reading Comprehension in All Content Areas

**Lesson Title:** Target Structure

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection

- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply knowledge of target structure to write questions and answers.
- Students will apply an internal questioning process to articulate their own questions and answers.

**Curriculum:**

- Target Structure hand-out
  - Teacher Support Handbook
- 

## Module 8.5

**Skills Focus:** Close Reading

**Lesson Title:** Close Reading/Writing

**Appropriate for:**

- Beginner ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text...
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the...
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their...

**Curriculum:**

- Close Reading Organizer
  - Annotation Guide
  - Question Prompts
  - Character Description Map
- 

## Language Competencies for Listening, Speaking, Pronunciation: *Intermediate*

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### Module 9.1

**Skills Focus:** Speaking and Pronunciation, Listening, Writing

**Strategy Lesson Title:** Student Profile Questions

**Appropriate for:**

- Intermediate ESOL - all grades 6-12

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will complete sentences about themselves.
- Students will read their own complete sentences aloud to make edits.

- Students will read their own complete, edited sentences aloud to a partner.
- Partners will ask questions to each other and answer additional questions about themselves.

**Curriculum:**

- Student Profile Fill-in-the-Blanks Sheet
  - Question Starters Sheet
  - Teacher Support Handbook
- 

## Module 9.2

**Skills Focus:** Syntax, Grammar

**Strategy:** Using Time Markers

**Appropriate for:**

- Intermediate ESOL - all grades 6-12

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will write and speak sentences about when things have happened.
- Students will explain how to use time markers to discuss events that happened in the past.

**Curriculum:**

- Sentence Starter Sheets
  - Time Markers Resource Sheet
  - Teacher Support Handbook
- 

## Module 9.3

**Skills Focus:** Reading Text

**Strategy:** SQ3R

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will survey or “pre-read” a text using SQ3R to increase their comprehension
- Students will write thoughtful prediction questions about the text prior to reading.
- Students will articulate text with full understanding.
- Students will apply post-reading understanding to adjust their SQ3R notes.

**Curriculum:**

- SQ3R Guide
  - SQ3R Organizer
  - Teacher Support Handbook
-

## Module 9.4

**Skills Focus:** Irregular Verbs

**Strategy:** Basic Grammar Sentences

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify present tense verbs in vocabulary.
- Students will write phrases using present tense verbs.

**Curriculum:**

- Basic Grammar Sentences hand-out
  - Verb Tense Examples
  - Teacher Support Handbook
- 

## Module 9.5

**Skills Focus:** Questioning, Answering, Reading Comprehension in All Content Areas

**Strategy:** Target Structure

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply knowledge of target structure to write questions and answers.
- Students will apply an internal questioning process to articulate their own questions and answers.

**Curriculum:**

- Target Structure hand-out
  - Teacher Support Handbook
- 

## Language Competencies for Listening, Speaking, Pronunciation: *Advanced*

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### Module 10.1

**Skills Focus:** Writing, Speaking/Oral Language, Pronunciation

**Strategy:** Ad About Me

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify an appropriate ad to write about him or herself.
- Students will identify an audience for their ad.
- Students will use the simple present to communicate about themselves in writing.
- Students will use proper grammar, punctuation, and paragraph form to write their ad.
- Students will identify images to accompany their ad.
- Students will record themselves presenting their ad.
- Students will use a rubric to rate the writing and the presentation of their ad.

**Curriculum:**

- Personal Ad Template
  - Images Glossary
  - Sentence Starters
  - Personal Ad Presentation Rubric
  - Personal Ad Writing Rubric
- 

## Module 10.2

**Skills Focus:** Reading Comprehension in All Content Areas, Text Navigation

**Strategy:** SQ3R

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will survey or “pre-read” a text using SQ3R to increase their comprehension
- Students will write thoughtful prediction questions about the text prior to reading.
- Students will articulate text with full understanding.
- Students will apply post-reading understanding to adjust their SQ3R notes.

**Curriculum:**

- SQ3R Guide
  - SQ3R Organizer
  - Teacher Support Handbook
- 

## Module 10.3

**Skills Focus:** Close Reading

**Strategy:** Highlighting and Annotating

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Highlighter for pen and paper use

- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will highlight and annotate information pertinent to the main idea of the text.
- Students will articulate the main idea of a text by analyzing and synthesizing highlighted and annotated sections.

**Curriculum:**

- Text Annotation Guide
  - Main Idea Organizer
  - Teacher Support Handbook
- 

## Module 10.4

**Skills Focus:** Vocabulary, Pronunciation

**Strategy:** Building a Glossary

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

Your teacher will pre-teach several key words.

The glossary below will help you during close reading of the text. As you encounter a word in the text, rewrite it in the space provided.

- Students will create a glossary of words to use as a resource in all content areas of instruction.
- Students will identify words that are cognates.
- Students will identify ELL-friendly definitions for identified words.
- Students will identify examples from text for each identified glossary word.
- Students will use context and visual clues to determine the meaning of new/unknown words.
- Students will create new phrases and sentences using target glossary words.
- Students will pronounce words with fluency.

**Curriculum:**

- Glossary Template
  - Teacher Support Handbook
- 

## Language Competencies for Grammar: *Beginner*

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### Module 11.1

**Skills Focus:** Simple, Past, Irregular

**Strategy:** Using Verbs in Writing

**Appropriate for:**

- Beginner ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection

- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will apply knowledge of basic grammar structures to short, simple sentence development.
- Students will listen to examples and non-examples of simple, past, and irregular verb usage.
- Students will analyze verb use to distinguish between proper and improper usage.
- Students will edit and correct sentences for proper verb use.

**Curriculum:**

- Verb Use Worksheet
  - Sentence Editing Sheet
  - Teacher Support Handbook
- 

## Module 11.2

**Skills Focus:** Present and Past Tense Verbs

**Strategy:** Past or Present?

**Appropriate for:**

- Beginner ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will listen to and read examples and non-examples of past and present tense verbs.
- Students will analyze verb use to distinguish between proper and improper usage.
- Students will edit and correct sentences for proper verb tense.

**Curriculum:**

- Verb Tense Worksheet
  - Sentence Editing Sheet
  - Teacher Support Handbook
- 

## Module 11.3

**Skills Focus:** Vocabulary, Question Writing, Sentence Writing

**Strategy:** Talking About Animals

**Appropriate for:**

- Beginner ESOL - all grades 3-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will make predictions about animal images and make connections to their own lives.
- Students will write questions in simple present tense about the animal images.
- Students will use picture dictionaries to write sentences about animals using animal vocabulary.

**Curriculum:**

- Animal Images
- Animal Vocabulary

- Prediction Organizer
  - Question Prompts
  - Sentence Organizer and Sentence Starters
  - Teacher Support Handbook
- 

## Module 11.4

**Skills Focus:** Grammar in Context, Comprehension, Use of Present and Present Progressive Tenses

**Strategy:** Simple Present and Present Progressive Stories

**Appropriate for:**

- Beginner ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will demonstrate comprehension by answering comprehension questions following a story read.
- Students will write answers to comprehension questions using simple present and present progressive tenses.
- Students will identify examples and non-examples of simple present and present progressive tenses; or proper and improper grammar use in sentences.

**Curriculum:**

- Simple Present and Present Progressive Story Text
  - Examples and Non-Examples
  - Sentence Organizer
  - Teacher Support Handbook
- 

## Module 11.5

**Skills Focus:** Basic Language, Comprehension

**Strategy:** Alphabet Review and Question Response

**Appropriate for:**

- Pre-Beginner and Beginner ESOL - all grades K-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify letters of the alphabet.
- Students will identify clusters of sounds to align letter clusters and full words.
- Students will answer questions in short written phrases.

**Curriculum:**

- Alphabet Review
  - Sound Cards
  - Teacher Support Handbook
-



## Module 11.6

**Skills Focus:** Basic Language Conventions, Comprehension

**Strategy:** Picture Dictionary with Grammar Drills

**Appropriate for:**

- Pre-Beginner and Beginner ESOL - all grades K-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify word sounds and clusters in images.
- Students will subtitle images with full words in English.
- Students will answer questions and respond to prompts about grammar.

**Curriculum:**

- Alphabet and Conventions (basic) Review
- Picture Cards
- Teacher Support Handbook

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# Language Competencies for Grammar: *Intermediate*

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## Module 12.1

**Skills Focus:** Second Conditional

**Strategy:** Hope and Wish

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will distinguish the difference between first and second conditional use in context.
- Students will practice using first and second conditional in writing tasks.
- Students will practice use of first and second conditional in speaking tasks.
- Students will rate themselves using the Grammar Rater Rubric.

**Curriculum:**

- First and Second Conditional Worksheet
- Grammar Rater Rubric "How did I do?"
- Teacher Support Handbook

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## Module 12.2

**Skills Focus:** Grammar, Writing, Sentence Combining

**Strategy:** Combining Sentences

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will combine sentences to strengthen their message.
- Students will apply knowledge of grammar to properly compose and combine sentences.

**Curriculum:**

- Sentence Combining Worksheet
  - Sentence Combining Rules
  - Teacher Support Handbook
- 

## Module 12.3

**Skills Focus:** Grammar, Writing**Strategy:** Summary Writing**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will summarize information in follow-up to a short reading.
- Students will analyze details to rank by order of importance prior to writing their summaries.
- Students will apply knowledge of grammar and conventions of writing to write a polished summary.

**Curriculum:**

- Summary Writing Organizer
  - Summary Writing Basics
  - Teacher Support Handbook
- 

## Module 12.4

**Skills Focus:** Academic Writing, Main Idea**Strategy:** Reading and Writing for Main Idea**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will identify main ideas and supporting details in paragraphs.
- Students will rank-order ideas in preparation for writing paragraphs.
- Students will organize and write their own paragraphs with properly situated main ideas.

**Curriculum:**

- Main Idea Organizer

- Idea Organizer
  - Teacher Support Handbook
- 

## Module 12.5

**Skills Focus:** Grammar in Context, Comprehension, Use of Present and Present Progressive Tenses

**Strategy:** Simple Present and Present Progressive Stories

**Appropriate for:**

- Intermediate ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will demonstrate comprehension by answering comprehension questions following a story read.
- Students will write answers to comprehension questions using simple present and present progressive tenses.
- Students will identify examples and non-examples of simple present and present progressive tenses; or proper and improper grammar use in sentences.

**Curriculum:**

- Simple Present and Present Progressive Story Text
  - Examples and Non-Examples
  - Sentence Organizer
  - Teacher Support Handbook
- 

## Language Competencies for Grammar: *Advanced*

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### Module 13.1

**Skills Focus:** Grammar, Conventional English, Sentence Structure

**Lesson Title:** Sentence Diagramming

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will be able to diagram sentences that include compound subjects and predicates.
- Students will be able to identify and sort words according to a spelling pattern
- Students will be able to organize sentences in conventional English.

**Curriculum:**

- Sentence Diagram
- Sentence Diagram Examples
- Teacher Support Handbook

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## Module 13.2

**Skills Focus:** Grammar, Conventional English, Sentence Structure

**Lesson Title:** Prepositional Nouns

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will be able to identify examples and non-examples of prepositional nouns in proper use.
- Students will be able to construct sentences and paragraphs using prepositional nouns.
- Students will be able to explain how prepositional nouns work in standard, conventional English.

**Curriculum:**

- Prepositional Nouns Sheet
  - Sentence and Paragraph Organizer
  - Teacher Support Handbook
- 

## Module 13.3

**Skills Focus:** Verb Conjugations, Grammar, Conventional English

**Lesson Title:** Introduction to Verb Conjugations

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will be able to identify which family a verb belongs to.
- Students will be able to identify key verb vocabulary.
- Students will be able to distinguish examples from non-examples of conjugated verbs.
- Students will be able to conjugate verbs in sentences.

**Curriculum:**

- Examples and Non-Examples
  - Verb Conjugations!
  - Teacher Support Handbook
-

## Module 13.4

**Skills Focus:** Grammar, Writing, Sentence Combining

**Strategy:** Combining Sentences

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will combine sentences to strengthen their message.
- Students will apply knowledge of grammar to properly compose and combine sentences.

**Curriculum:**

- Sentence Combining Advanced Organizer
  - Sentence Combining Rules
  - Teacher Support Handbook
- 

## Module 13.5

**Skills Focus:** Grammar, Conventional English, Contractions

**Lesson Title:** Contractions

**Appropriate for:**

- Advanced ESOL - all grades

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Story book, fiction or non-fiction text selection
- Optional: Teacher pre-recorded reading (story or text selection)

**Learning Targets:**

- Students will be able to apply conventional English to edit sentences and paragraphs with a focus on contractions.
- Students will be able to distinguish examples from non-examples of proper contraction in use.
- Students will identify where contractions are properly used, absolutely used, and where they are optionally used.

**Curriculum:**

- Contraction Reaction Organizer
- Teacher Support Handbook

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## Digital and Media Literacies

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Research confirms that students read and comprehend differently when reading on digital devices, and too often they do not read with deep comprehension due to numerous distractors. Lack of deep comprehension affects memory, critical understanding, and most important: academic progress. Reading can be effective when specific strategies are applied to various application designs. Reading is always strengthened (versus weakened) when evidence-based strategy is employed to read digital print.

All courses are evidence-based, and use only strategies taken from current research that supports how students should be taught to read on digital devices. Also included are modules that teach student how to scan, research, and interpret information on the World Wide Web without succumbing to ineffective research and false information, ultimately building students' digital and media literacy "muscle".

### Module 14.1

**Skills Focus:** Concepts of Digital Print

**Lesson Title:** Concepts About Digital Print

**Appropriate for:**

- Pk-2

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Paper book of choice

**Learning Targets:**

- Students will know and understand the concepts of digital print.
- Students will apply knowledge of the concepts of digital print to their reading effort.

**Curriculum:**

- Teacher Support Handbook
- 

### Module 14.2

**Skills Focus:** Predictions and Metacognition

**Lesson Title:** Thinking While Reading Digital Print

**Appropriate for:**

- K-3

**Materials needed:**

- PC, notebook, tablet, smart phone or mac

**Learning Targets:**

- Students will know and understand how to navigate digital print to make predictions.
- Students will know and understand how to monitor their own reading by using metacognition.
- Students will use metacognition and predictions to improve their reading.

**Curriculum:**

- Teacher Support Handbook
- 

### Module 14.3

**Skills Focus:** Predictions and Metacognition

**Lesson Title:** Thinking While Reading Digital Print

**Appropriate for:**

- Grades 4-6

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will know and understand how to navigate digital print to make predictions.
- Students will know and understand how to monitor their own reading by using metacognition.
- Students will use metacognition and predictions to improve their reading.

**Curriculum:**

- Teacher Support Handbook
- 

### Module 14.4

**Skills Focus:** Self-timing, metacognition and monitoring

**Lesson Title:** Managing Time When Reading

**Appropriate for:**

- Grades 3-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Timer

**Learning Targets:**

- Students will independently time themselves when reading online print to be able to make effective decisions when researching.
- Students will scan and surf the internet efficiently and successfully by applying self-timing strategies.

**Curriculum:**

- Teacher Support Handbook
- 

### Module 14.5

**Skills Focus:** Self-timing, metacognition and monitoring

**Lesson Title:** Managing Time When Reading

**Appropriate for:**

- Grades 6-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac
- Timer

**Learning Targets:**

- Students will independently time themselves when reading online print to be able to make effective decisions when researching.
- Students will scan and surf the internet efficiently and successfully by applying self-timing strategies.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 14.6

**Skills Focus:** Avoiding Distractors**Lesson Title:** What to Avoid, What to Not Avoid**Appropriate for:**

- Grades 3-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will know how to identify distractors when surfing on the Internet.
- Students will apply knowledge of distractors to a sense of timing for effective and efficient web navigation and digital reading.
- Students will increase digital reading comprehension and memory by identifying and avoiding distractors.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 14.7

**Skills Focus:** Avoiding Distractors**Lesson Title:** What to Avoid, What to Not Avoid**Appropriate for:**

- Grades 6-8

**Materials needed:**

- PC, notebook, tablet, smart phone or mac

**Learning Targets:**

- Students will know how to identify distractors when surfing on the Internet.
- Students will apply knowledge of distractors to a sense of timing for effective and efficient web navigation and digital reading.
- Students will increase digital reading comprehension and memory by identifying and avoiding distractors.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 14.8

**Skills Focus:** Deep Comprehension, Blended Learning**Lesson Title:** Boost My Reading Skills in Paper and Digital Print**Appropriate for:**

- Grades 3-8

**Materials needed:**



- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will apply blended learning strategies to paper and digital print to increase reading comprehension.
- Students will apply blended learning strategies to paper and digital print to improve their reading, writing, and vocabulary.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 14.9

**Skills Focus:** Deep Comprehension

**Lesson Title:** Reading Digital Print for Deep Comprehension

**Appropriate for:**

- Grades 1-3

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will apply effective navigation strategies to read digital print for deep comprehension.
- Students will select and apply a variety of comprehension strategies specific to digital print to read and comprehend.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 14.10

**Skills Focus:** Pre-reading and Prediction

**Lesson Title:** Pre-reading and Making Predictions for Digital Print

**Appropriate for:**

- K-3

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will apply effective navigation strategies to pre-read for prediction and comprehension.
- Students will apply knowledge of the concepts of digital print to be able to more effectively navigate on a digital device.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 14.11

**Skills Focus:** Dual Language, Code Switching

**Lesson Title:** Using Code Switching Between Paper and Digital Print

**Appropriate for:**

- Grades 3-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will apply dual language strategies to remember critical information when reading digital print.
- Students will apply dual language strategies to comprehend and synthesize printed and digital information.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 14.12

**Skills Focus:** Dual Language, Code Switching**Lesson Title:** Using Code Switching Between Paper and Digital Print**Appropriate for:**

- Grades 6-8

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will apply dual language strategies to remember critical information when reading digital print.
- Students will apply dual language strategies to comprehend and synthesize printed and digital information.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 14.13

**Skills Focus:** Effective Web Navigation, Critical Thinking**Lesson Title:** Choice and Decision-Making in Web Navigation**Appropriate for:**

- Grades 3-6

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will apply independent decision-making to develop time and attention for effective scanning and surfing on the internet.
- Students will develop a sense of timing when searching and using multiple applications on the World Wide Web.

**Curriculum:**

- Teacher Support Handbook
-

## Module 15.1

**Skills Focus:** Web Navigation, Critical Thinking

**Lesson Title:** Choice and Decision-Making in Web Navigation

**Appropriate for:**

- Grades 7-12

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will apply independent decision-making to develop time and attention for effective scanning and surfing on the internet.
- Students will develop a sense of timing when searching and using multiple applications on the World Wide Web.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 15.2

**Skills Focus:** Avoiding Distractors, Web Navigation, Digital Literacy

**Lesson Title:** Dealing With Distractors

**Appropriate for:**

- Grades 3-6

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will use appropriate decisions to know what distractors are, and how to avoid them when reading digital print.
- Students will make decisions about distractors and avoid them when reading and researching with digital print.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 15.3

**Skills Focus:** Web Navigation Concepts

**Lesson Title:** Conventions and Concepts of Effective Web Navigation

**Appropriate for:**

- Grades 3-5

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will apply knowledge of the conventions and concepts of digital print to successfully and efficiently navigate the World Wide Web.
- Students will apply knowledge of the conventions and concepts of digital print to increase memory and comprehension when reading.

**Curriculum:**

- Teacher Support Handbook
-

## Module 15.4

**Skills Focus:** Web Navigation Concepts

**Lesson Title:** Conventions and Concepts of Effective Web Navigation

**Appropriate for:**

- Grades 6-12

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will apply knowledge of the conventions and concepts of digital print to successfully and efficiently navigate the World Wide Web.
- Students will apply knowledge of the conventions and concepts of digital print to increase memory and comprehension when reading.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 15.5

**Skills Focus:** Web Navigation, Media Bias

**Lesson Title:** Distinguishing Credible and Non-Credible Information on the Web

**Appropriate for:**

- Grades 6-12

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will apply strategies to decipher credible from non-credible information on the World Wide Web.
- Students will apply concepts of digital print to aid in successful web navigation for research.
- Students will use only credible information for their research.

**Curriculum:**

- Teacher Support Handbook
- 

## Module 15.6

**Skills Focus:** Web Navigation, Research, Media Bias

**Lesson Title:** Locating and Using Credible Information for Research

**Appropriate for:**

- Grades 6-12

**Materials needed:**

- PC, notebook, tablet, smart phone or Mac

**Learning Targets:**

- Students will apply understanding of web navigation to decipher credible from non-credible information in order to conduct research.
- Students will incorporate credible information into their research.

**Curriculum:**

- Teacher Support Handbook
-