

# ELA & Math



# Curriculum

Monday, January 13, 2025



**Ms. Ramirez**  
**Assistant Principal**



# Agenda

1

Overview  
of  
Reading  
Curriculum

2

Overview  
of  
Phonics  
Curriculum

3

Overview of  
Math  
Curriculum

4

Questions &  
Answers







## District 32 Shared Curriculum:

A shared curriculum means having a shared experience across Bushwick!

We can **engage** in the same:

- ▶ Language about teaching and learning
- ▶ Stories, skills and resources
- ▶ Activities, Projects, Field Trips
- ▶ Discussions about planning, teaching, etc.

In our students we can can **build** the same:

- ▶ Vocabulary, skills, habits
- ▶ Content knowledge
- ▶ Process to think deeply about texts and the world around us

We can **support each other** during

- ▶ Cross District PL and intervisitations





# Into Reading & Arriba la Lectura Modules



## Modules



## Into Reading

## ¡Arriba la Lectura!



## Módulos





# Opening Page

- Thematic based
- Related to Social Studies, Science, wordly topics
- Essential Question drives the module

Nice to Meet You!

MODULE  
1



#### Essential Question

How can making new friends and learning new things help us?



**SOCIAL STUDIES CONNECTION:**  
New Friends and Experiences

The start of a new school year is an exciting time for children. They will meet new people. They will try and learn new things. For children, though, this time of year can also be challenging.

In this module, children will read about how the people they meet and the experiences they have can help them. Children will read about the different activities they can do at school. They will read about what makes a good friend, the many different kinds of friends they can have, and what makes each friend special.

Welcome to the Module

11

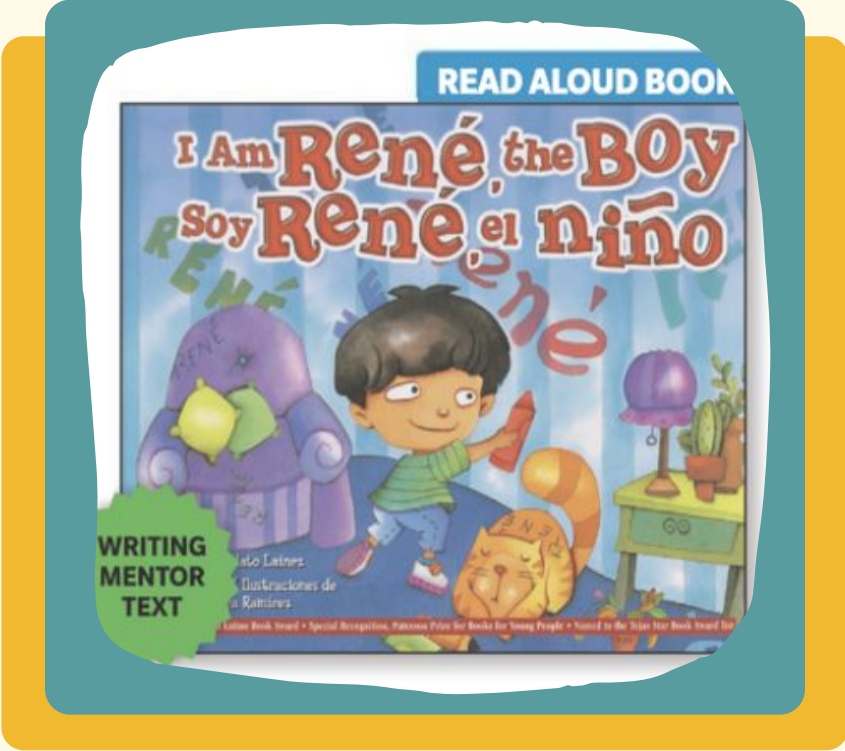
# How many modules will students complete in a school year?



<b>Grades</b>	<b>Number of Modules</b>	<b>Number of Weeks per Module</b>
<b>K-2</b>	<b>8</b>	<b>6-8</b>



# Examples of Culturally Responsive Texts







## Social & Emotional Learning

**Students are multidimensional**, and their social and emotional behaviors have an impact on their **academic success**.

Use books to infuse **social and emotional competencies** into your literacy instruction.



**Self-Awareness**  
**Self-Management**  
**Responsible Decision-Making**  
**Relationship Skills**  
**Social Awareness**





Reinforce, extend, and intervene!



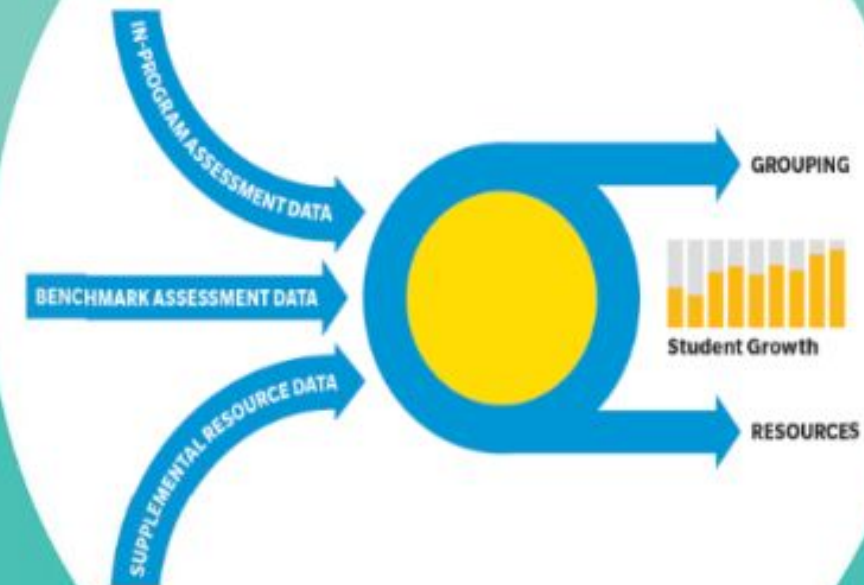
## Assessment Data & Differentiated Support for All Learners

Connect **assessment insights** with relevant instructional content, tools, and resources to **drive student growth** and narrow the achievement gap.

Select from a variety of program resources in order to meet the needs of all learners.

Continually return to the data and **adjust dynamically** in response to students who make **learning gains** at a different pace.

### Data Informs Instructional Decisions





# ELL Support



## ENGLISH LEARNER SUPPORT: Facilitate Discussion

### SUBSTANTIAL ←

To facilitate discussion about the topic, ask yes/no questions: *Do you have a friend at school? Point to your friend. Do you know your friend's name?*

### MODERATE ←

Provide these frames: *My friend is \_\_\_\_\_. We like to \_\_\_\_\_.*

### LIGHT ←

To elicit discussion about the topic, ask open-ended questions: *How do friends have fun? How do friends help each other?*



# Multi-Language Learner Support Suggestions for Teachers



## Language-Learning Strategies

**SUBSTANTIAL** (Entering)  
**MODERATE** (Emerging / Developing)  
**LIGHT** (Expanding / Bridging)

Teacher Language	Prompt for Student	Definition and/or Example of Student Language Output	Stages of Oral Language Development		
			S	M	L
<ul style="list-style-type: none"> <li>Use primary language for clarification.</li> </ul>	<ul style="list-style-type: none"> <li>Ask for help in your home language.</li> </ul>	<ul style="list-style-type: none"> <li>Student talks to someone in his or her home language to find out the meaning of an unknown word or phrase.</li> </ul>	S	M	L
<ul style="list-style-type: none"> <li>Manipulate and act out language.</li> </ul>	<ul style="list-style-type: none"> <li>Show me what you mean.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses real objects and role-playing to communicate.</li> </ul>	S	M	L
<ul style="list-style-type: none"> <li>Ask for adult assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Ask or show me when you need help.</li> </ul>	<ul style="list-style-type: none"> <li>Student requests help from an adult (verbally and nonverbally).</li> </ul>	S	M	L
<ul style="list-style-type: none"> <li>Compare verbal and nonverbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>Look at what I do when I talk.</li> </ul>	<ul style="list-style-type: none"> <li>Ex: Teacher says, "Smile." Student is confused until seeing the teacher point to his/her mouth, and then student performs the action.</li> </ul>	S	M	L
<ul style="list-style-type: none"> <li>Learn from what others know.</li> </ul>	<ul style="list-style-type: none"> <li>Learn more about new words.</li> </ul>	<ul style="list-style-type: none"> <li>Student talks about new word using information modeled by other students.</li> </ul>	S	M	L
<ul style="list-style-type: none"> <li>Rehearse variations of language in different social and academic settings.</li> </ul>	<ul style="list-style-type: none"> <li>When you talk to adults, call them Mr., Ms., or Mrs. with their last name.</li> <li>Use different kinds of words in different settings.</li> </ul>	<ul style="list-style-type: none"> <li>Ex: Student calls friends by their first names, but knows to address teachers with titles such as Mr. and Mrs.</li> <li>Ex: Student learns the difference between using the term soil in the classroom and dirt when playing.</li> </ul>	S	M	L
<ul style="list-style-type: none"> <li>Test new expressions through use.</li> </ul>	<ul style="list-style-type: none"> <li>Practice what you learn.</li> </ul>	<ul style="list-style-type: none"> <li>Student learns new word or phrase and practices using it.</li> </ul>	S	M	L
<ul style="list-style-type: none"> <li>Imitate others' language use.</li> </ul>	<ul style="list-style-type: none"> <li>Say what another student says.</li> </ul>	<ul style="list-style-type: none"> <li>Ex: Student hears a classmate say "Please" or "It's your turn," and imitates.</li> </ul>	S	M	L
<ul style="list-style-type: none"> <li>Learn to use language patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Put new words in sentences you know.</li> <li>Use language you know.</li> </ul>	<ul style="list-style-type: none"> <li>Student identifies and correctly uses a phrase or sentence pattern. Ex: <i>We have _____.</i></li> <li>Student identifies and correctly uses a phrase or sentence</li> </ul>	S	M	L



# Connect with Families



## 10 Languages:

- Arabic
- Chinese
- Filipino/Tagalog
- French
- Haitian Creole
- Portuguese
- Russian
- Spanish
- Urdu
- Vietnamese

### Module 7 Make a Difference

## HELLO, FAMILY!

Over the next three weeks, our class will build their knowledge about people who make their communities better and stronger, with a focus on the narrative nonfiction genre. We will read texts about individuals and groups that make a difference in their local or global communities. Children will also write an expository essay that explains how one person can have an impact and make a meaningful difference in a community.

### BRING IT HOME! Learning fun for the whole family!

#### Discuss the Topic

Set aside time daily for your child to share with you what he or she is learning. Use these ideas to help build your child's knowledge about the topic:

- Talk about the ideas your child has added to the Knowledge Map each week.
- Ask about the texts your child is reading, and what he or she has learned from them.
- Share with your child your own questions about the topic, and work together to find the answers.

#### Explore the Genre

The genre focus in this module is narrative nonfiction. Discuss with your child the characteristics of this genre.

Ask your child to read to you each day and make time to read together.

Look for texts that:

- Spark your child's curiosity.
- Tie to the module topic.
- Tell the story of a real person who has made a difference in his or her community.
- Describe a clear sequence of events that explain the person's contribution.

#### Build Vocabulary

Use these ideas to help your child build a rich vocabulary.

**The Big Idea** Reinforce the topic words *outreach*, *fellowship*, *communal*, and *resident* in conversations with your child. Use prompts like these: Name the places where you are a **resident**. Describe a **communal** event.

**What Does It Mean?** Have your child keep a growing list of the Critical Vocabulary words. Quiz each other on their meanings.

**Word Hunt** Look for compound words and words with the suffixes *-ion*, *-ness*, and *-able* in books, magazines, online texts, and environmental print.

### Module 2 Usa tus palabras

## ¡HOLA, FAMILIA!

Durante las próximas tres semanas, nuestra clase desarrollará conocimientos sobre cómo las personas utilizan las palabras para expresarse, con un enfoque en los géneros de la poesía y las cartas. Leeremos textos en los que las personas expresan sus pensamientos, ideas y sentimientos. Los niños también escribirán una carta persuasiva sobre la necesidad de añadir al diccionario una palabra nueva "inventada".

**DESARROLLO DE LA MENTALIDAD**

En este módulo, los niños aprenderán que buscar desafíos e intentar nuevas cosas es parte del aprendizaje. Motive a su hijo a buscar desafíos en casa preguntándole: ¿Cómo puedes aprender a...? ¿o qué pasaría si inventaras...?

### EN CASA ¡Nos divertimos aprendiendo en familia!

#### Comentar el tema

Separe tiempo todos los días para que su hijo comparta con usted lo que está aprendiendo. Use estas ideas para desarrollar el conocimiento de su hijo sobre el tema:

- Hable sobre las ideas que su hijo ha añadido al Mapa de conocimientos cada semana.
- Pregúntele sobre los textos que está leyendo y lo que ha aprendido de ellos.
- Comparta con su hijo sus propias preguntas sobre el tema y trabajen juntos para encontrar las respuestas.

#### Explorar el género

El enfoque del género de este módulo es poesía y cartas. Comente con su hijo las características de estos géneros. Pídale que le lea todos los días y reserven un tiempo para leer juntos.

Busque textos que:

- despierten la curiosidad.
- se relacionen con el tema del módulo.
- usen el lenguaje de forma interesante y única.
- transmitan sentimientos e ideas.

#### Desarrollar el vocabulario

**La idea esencial** Refuerce las palabras del tema: expresar, transmitir, oración y creativo en todas las conversaciones con su hijo. Haga preguntas como esta: ¿Qué palabra puedes usar para **expresar** cómo te sientes? Describe un juego **creativo** que te guste.

**¿Qué significa?** Pídale que mantenga una lista de las palabras del Vocabulario crítico. Háganse preguntas sobre sus significados.

**Búsqueda de palabras** Busque palabras con los prefijos *re-*, *pre-*, *dis-* y los sufijos *-oso*, *-oso* y *-mente* en libros, revistas, textos en línea, rótulos y letreros.



# Letter to send home at the start of each module

## HELLO, FAMILY!

Over the next three weeks, our class will be revisiting literary texts from earlier in the year.

We will dig deeper into the genres of realistic fiction, fantasy, and poetry and discover what their characteristics are. Children will also write an opinion essay that explains why it's important to believe in themselves.

## BRING IT HOME! Learning fun for the whole family!

### Recommended Reading

Here are some additional literary texts you can find at your local library to read together and discuss.

- *Niko Draws a Feeling* by Bob Raczka. Carolrhoda Books, 2017.
- *Goldilocks and Just One Bear* by Leigh Hodgkinson. Nosy Crow, 2012.
- *My Three Best Friends and Me, Zulay* by Cari Best. Farrar, Straus and Giroux, 2015.

### Let's Read Together

Make a special time and place to read with your child every day.

During this module about literary texts, try these activities during your reading time together:

- Snap your fingers when a new character is introduced. After reading, discuss favorite characters.
- Take turns using describing words that help you picture the setting of the selection.
- Clap when you notice figurative language, repetition, or other poetic elements in the text.



### Word Play

Play with words to help develop skills that are important for reading.

- **Week 1: Beat the Clock**  
Together, make a list of all the words with two or more syllables you can think of in one minute that begin with blends, such as *str-* and *spr-*.
- **Week 2: Syllable Search**  
Take turns pointing out things at home that have two, three, and four syllables. Tap out and say the syllables with your child.
- **Week 3: Make More Words**  
Name base words and take turns adding endings to increase their syllables. For example: *paint*, *painting*, *painted*.

# Writing

# Curriculum

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# WRITING WORKSHOP • MODULES

**MODULE 1** **NARRATIVE**  
ORAL STORY ..... W1

**Focal Text:** *Ralph Tells a Story*, by Abby Hanlon


**Focus Statement:** Everyone has a story to tell.



**MODULE 2** **INFORMATIONAL TEXT**  
DESCRIPTIVE ESSAY ..... W17

**Focal Text:** *Nana in the City*, by Lauren Castillo


**Focus Statement:** Our world is a special place.



**MODULE 3** **INFORMATIONAL TEXT**  
RESEARCH ESSAY ..... W33

**Focal Text:** *Giraffes*, by Kate Riggs

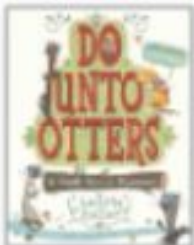
**Focus Statement:** Animals are amazing!



**MODULE 4** **INFORMATIONAL TEXT**  
PROCEDURAL TEXT ..... W49

**Focal Text:** *Do Unto Otters: A Book About Manners*, by Laurie Keller

**Focus Statement:** To make a friend, be a friend.



**MODULE 5** **NARRATIVE**  
IMAGINATIVE STORY ..... W65

**Focal Text:** *Why the Sun and Moon Live in the Sky: An African Folktale*, by Elphinstone Dayrell

**Focus Statement:** We've got the sun in the morning and the moon at night!



**MODULE 6** **NARRATIVE**  
PERSONAL NARRATIVE .... W81

**Focal Text:** *The Thanksgiving Door*, by Debby Atwell

**Focus Statement:** Holidays bring people together.



**MODULE 7** **POETRY**  
POEM ..... W97

**Focal Text:** *Ask Me*, by Bernard Waber; Illustrated by Suzy Lee


**Focus Statement:** Take a walk in nature!



**MODULE 8** **NARRATIVE**  
PERSONAL NARRATIVE ... W113

**Focal Text:** *The Kissing Hand*, by Audrey Penn; Illustrated by Ruth E. Harper and Nancy M. Leak


**Focus Statement:** Special people can help us solve our problems.



**MODULE 9** **INFORMATIONAL TEXT**  
DESCRIPTIVE ESSAY ..... W129

**Focal Text:** *One Bean*, by Anne Rockwell; Illustrated by Megan Halsey

**Focus Statement:** One can learn a lot just by watching things happen.



**MODULE 10** **INFORMATIONAL TEXT**  
BIOGRAPHICAL ESSAY ... W145

**Focal Text:** *The Girl Who Could Dance in Outer Space: An Inspirational Tale About Mae Jemison*, by Maya Cointreau

**Focus Statement:** People who follow their dreams can inspire us.



**MODULE 11** **OPINION**  
OPINION LETTER ..... W161

**Focal Text:** *I Will Not Read This Book*, by Cece Meng; Illustrated by Joy Ang

**Focus Statement:** Reading is fun!



**MODULE 12** **OPINION**  
OPINION ESSAY ..... W177

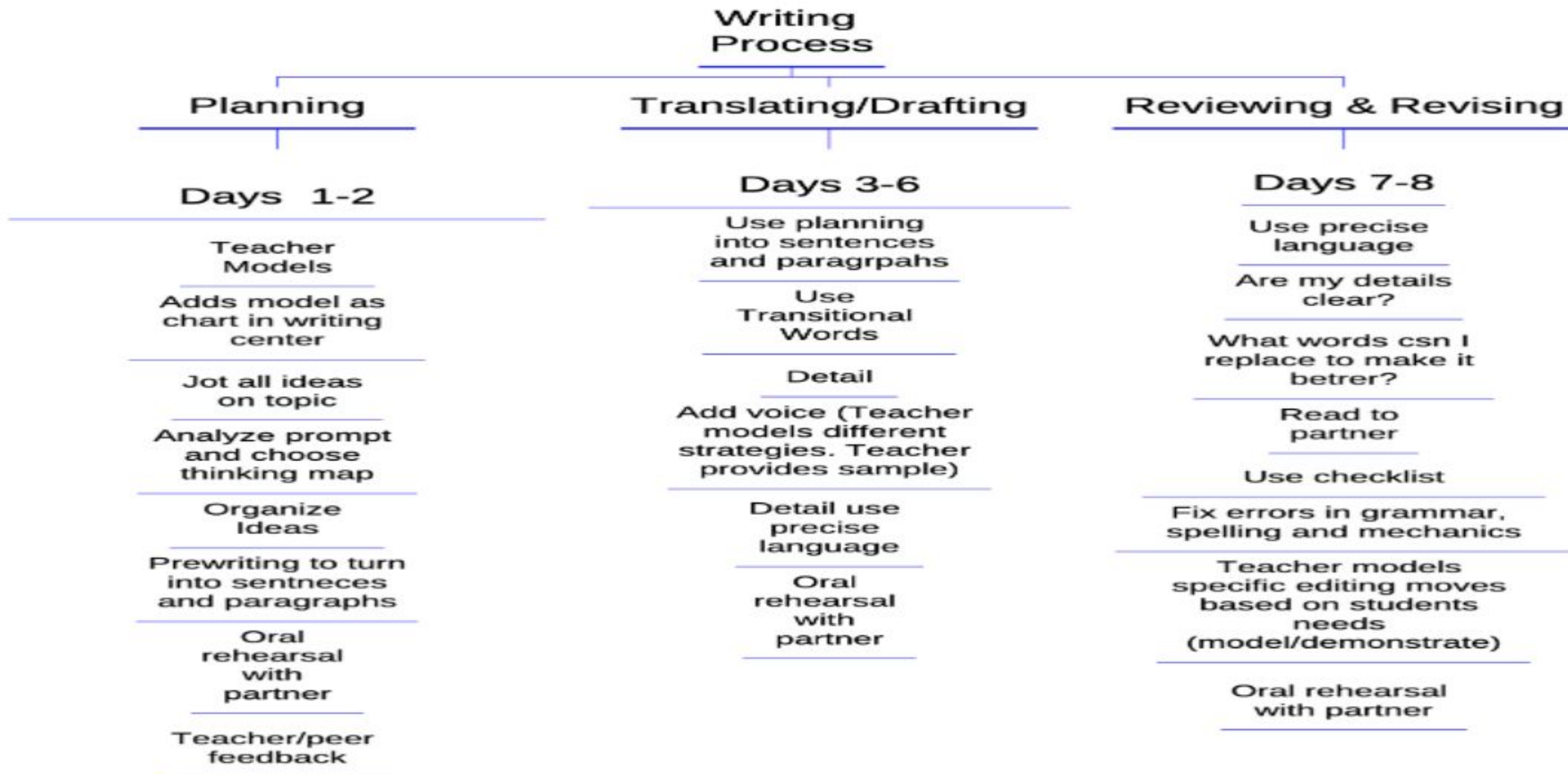
**Focal Text:** *Big Bad Bubble*, by Adam Rubin; Illustrated by Daniel Salmieri

**Focus Statement:** We should use the skills we've learned.





G.Q. What are the steps in the writing process



**These are the steps of the writing process at PS 376. We can conclude that the steps will help students make their thinking visible.**



# Writing Pieces:

Mentor Piece

Model entire writing process  
Read text to students  
Analyze the prompt  
Create thinking map

Piece #1: Model and student produce

Teacher models through detailed think aloud  
Students go through the writing process and produce own writing piece

Piece #2: Model and student produce

Teacher refers to previous model piece and uses the rubric to identify all components of informational writing piece  
Students read and analyze prompt  
Students create own writing piece  
Teachers differentiate task using their data

Week 4: Students publish their favorite piece.

**Publishing Party**



# Writing Centers for all Writing Materials

## Writing Center

- Paper Choice
  - Paper differentiated by lines
  - Paper differentiated by color (for draft and published piece)
- Graphic Organizers/Planning tools
- Revision tools
- Pencils/Pens
- Sharpies
- Stapler
- Crayons/colored/pencils/watercolors





# Phonics



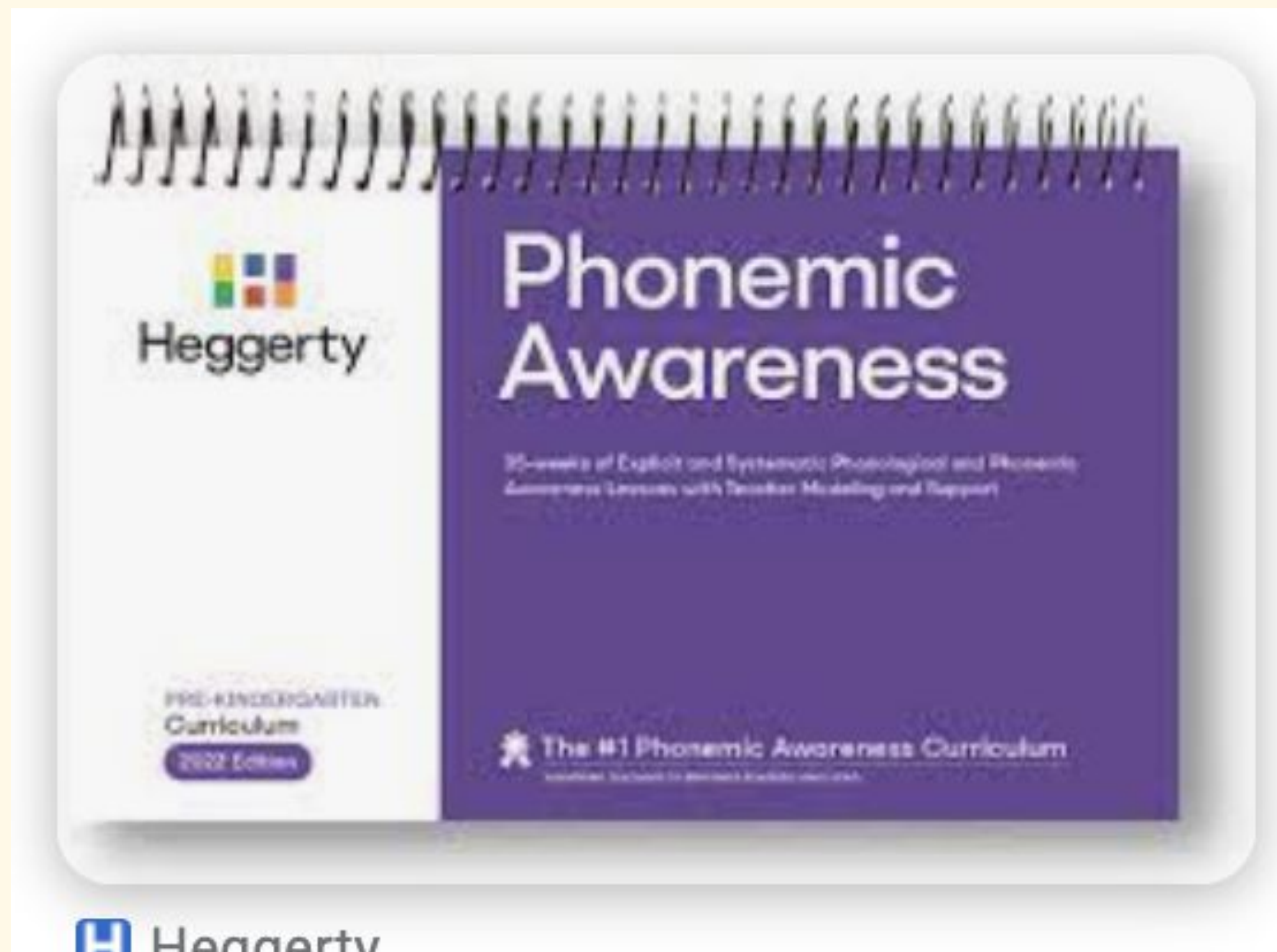
# What phonics program are the teachers using?



<b>Grades</b>	<b>Program</b>
<b>K-2</b>	<ul style="list-style-type: none"><li>● Heggerty - phonemic awareness</li><li>● Orton Gillingham-multisensory approach to phonics</li></ul>



# Heggerty





# Ortan Gillingham: Multi-Sensory Approach to Phonics

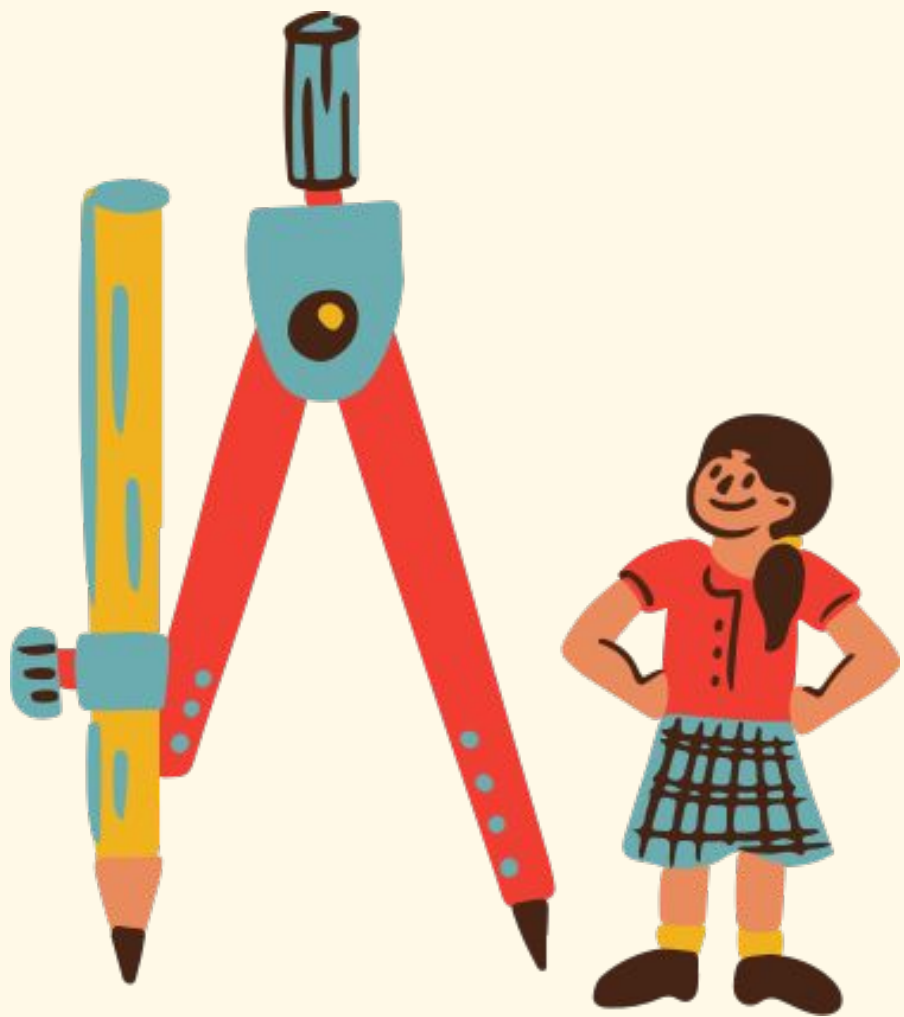




# Decodable Readers

## IMSE Decodable Readers Set 1

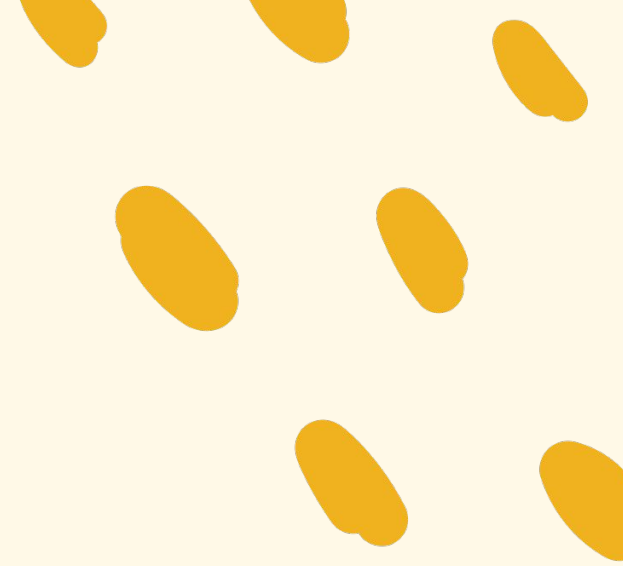




**Questions**

**&**

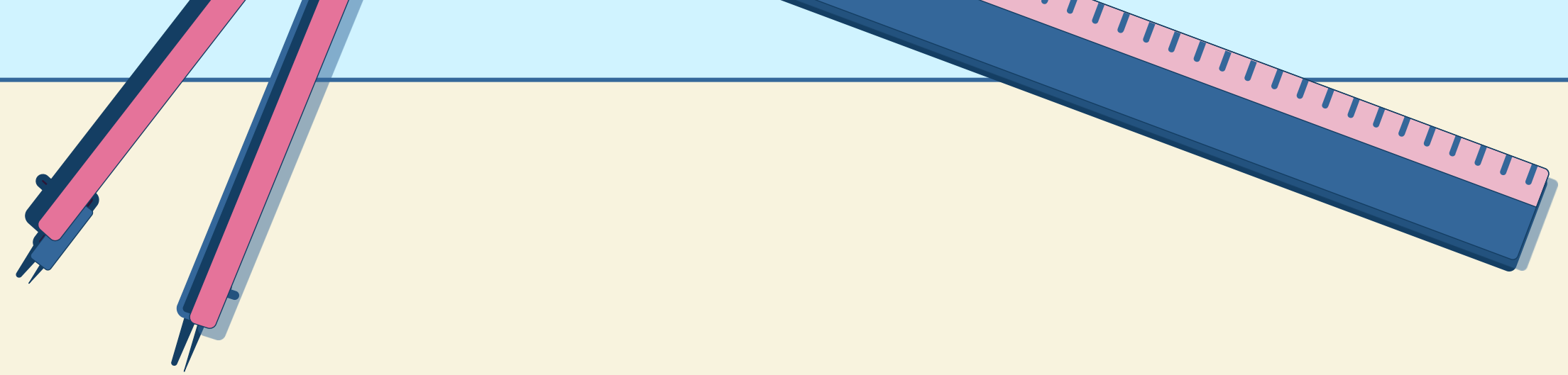
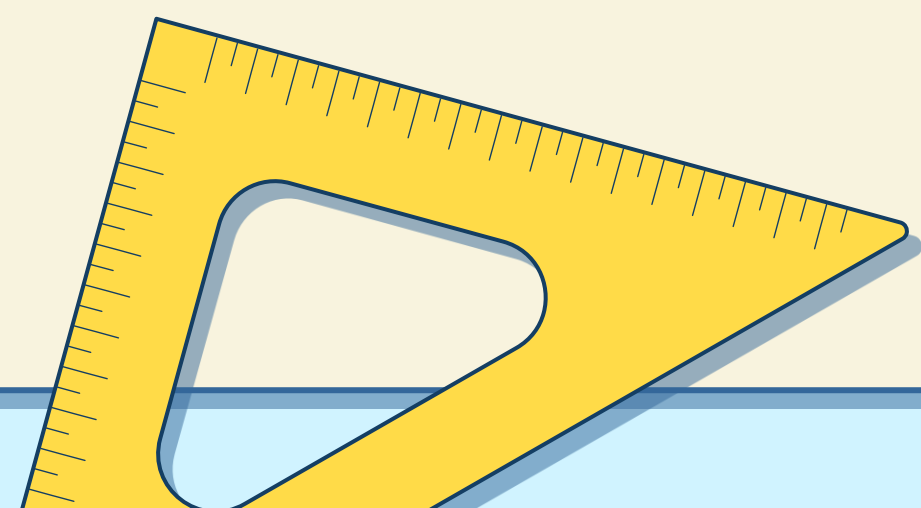
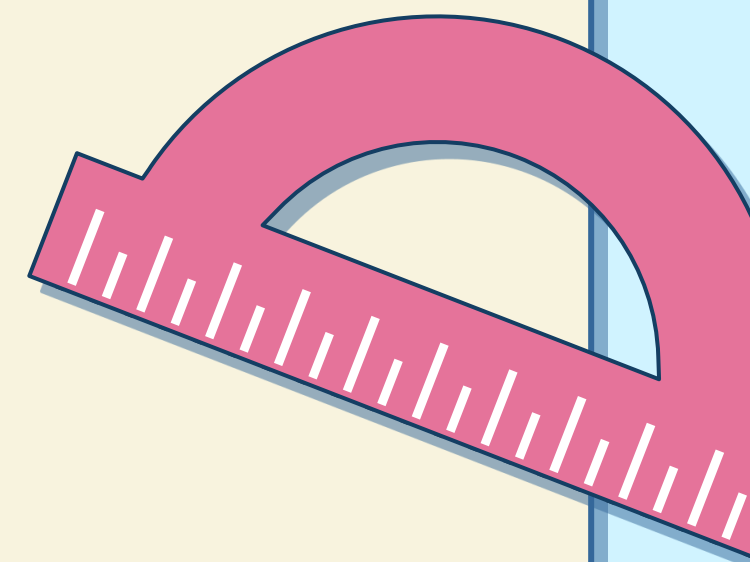
**Answers**





# Illustrative Math Program K-2

Monday, January 13, 2025



# Agenda

**01**

**Why Illustrative Math?**

**02**

**Problem Based Math Curriculum**

**03**

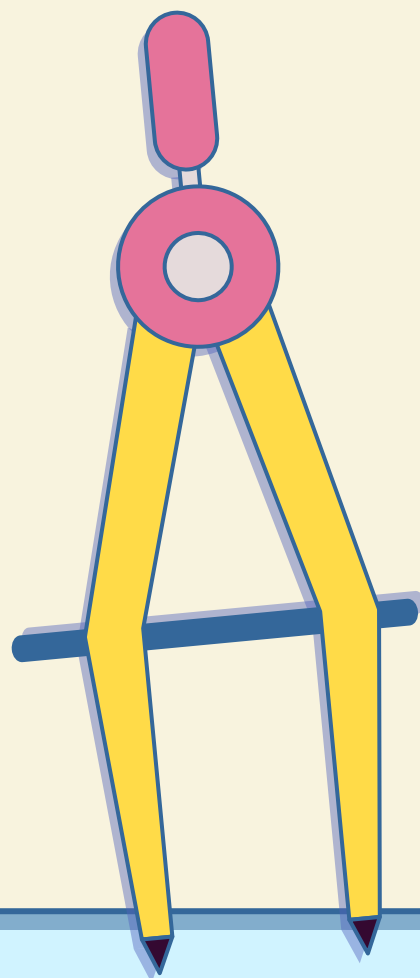
**What happens during the math lesson?**

**04**

**What type of homework supports this work?**

**05**

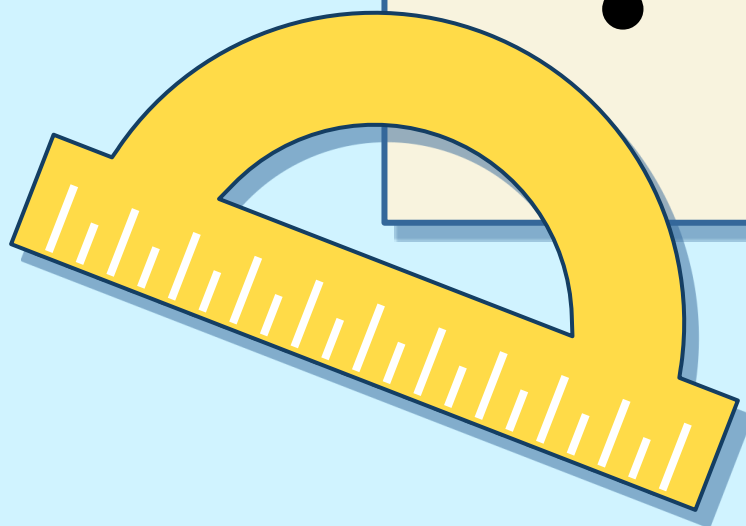
**How can I support my child at home?**





# Why Illustrative Math?

- **Problem-Based Standards Aligned Curriculum**
- **Students learn the math by doing the math**
- **Students are given daily opportunities to explore the concepts through hands-on activities that build conceptual understanding of the big ideas of the lesson**
- **There are multiple opportunities for assessment built into the program**

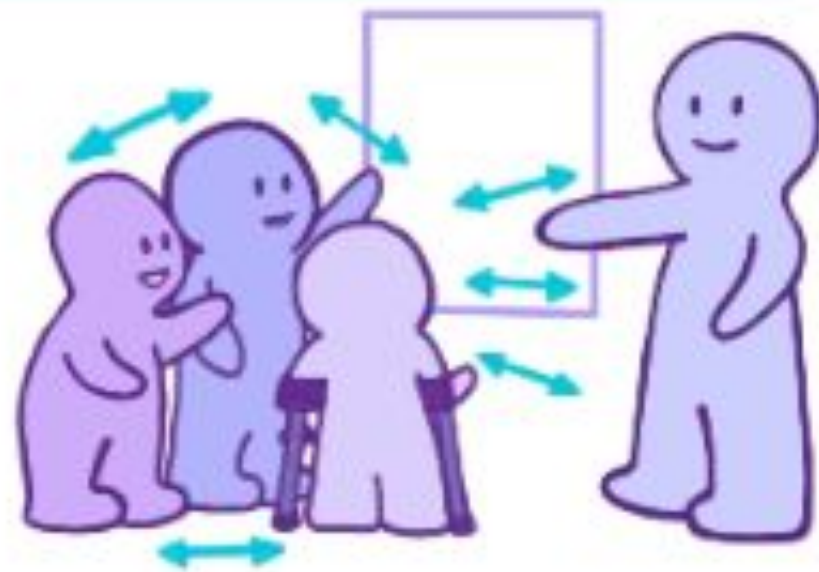


# IM: Problem Based Teaching and Learning Cycle

1. Teacher ensures students understand the question.



2. Students work individually. Teacher monitors, listens, questions.



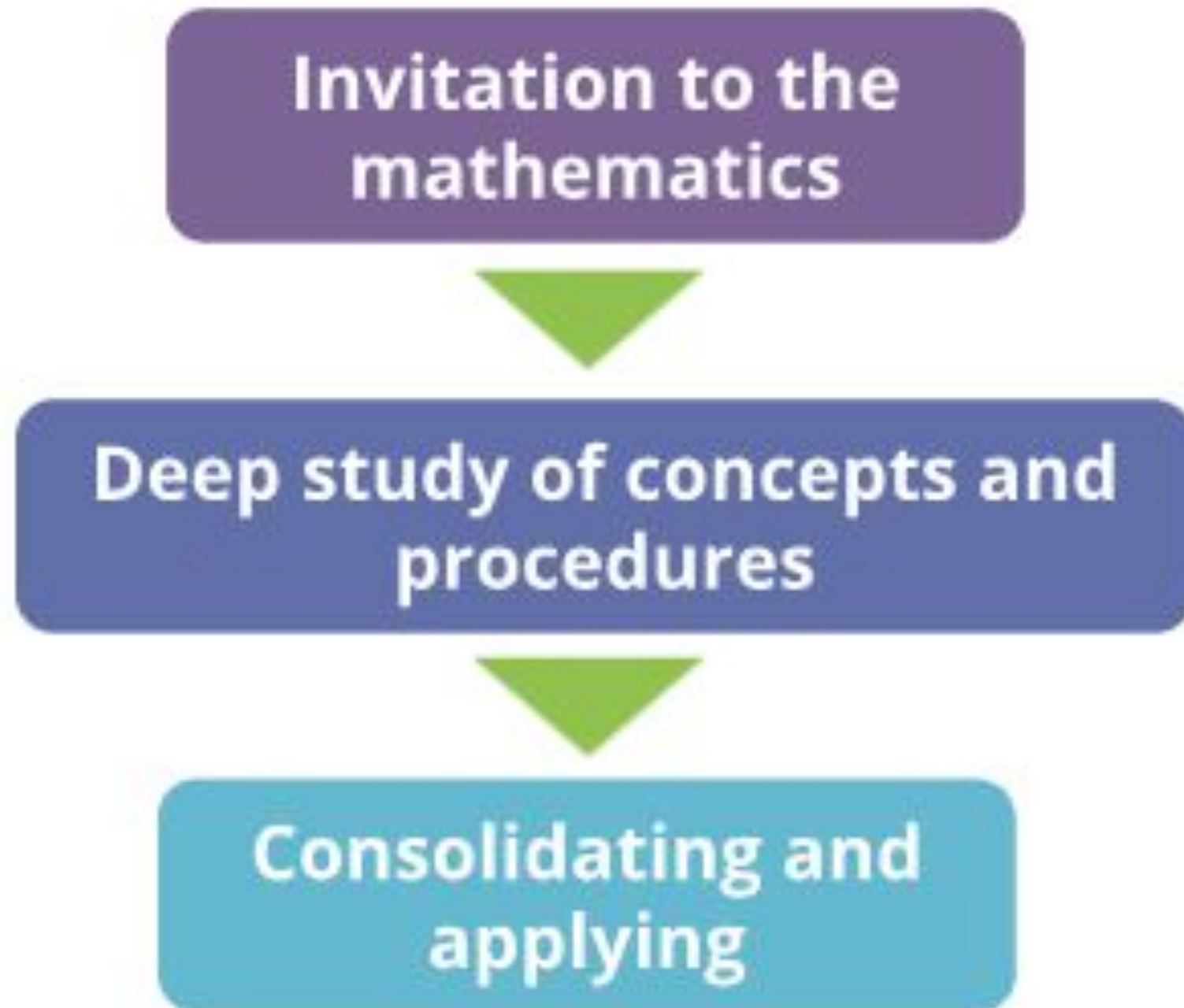
4. Teacher helps students synthesize their learning.

3. Students work in groups. Teacher monitors, listens, and asks questions to understand students' thinking.





## Illustrative Math Theory of Learning:



## Illustrative Math Lesson Structure:



# Lesson Phases

Invitation to the mathematics

Deep study of concepts and procedures

Consolidating and **applying**

Warm-Up

Instructional Activities

Lesson Synthesis

Cool-Down

About 5–10 that invites students to the mathematics by:

- reminding them of a context they have seen before,
- get them thinking about where the previous lesson left off,
- previewing a calculation, or
- strengthening their number sense

Launch



Work



Synthesize



1-3 Activities that take the majority of class time:

- Students are typically working in small groups to investigate a mathematical idea or strategy.
- Teachers launch, monitor and advance the work students are engaged in.

- About 5–10 minutes.
- Connected to the learning goal.
- Helps students incorporate new insights gained during the activities into their big-picture understanding.

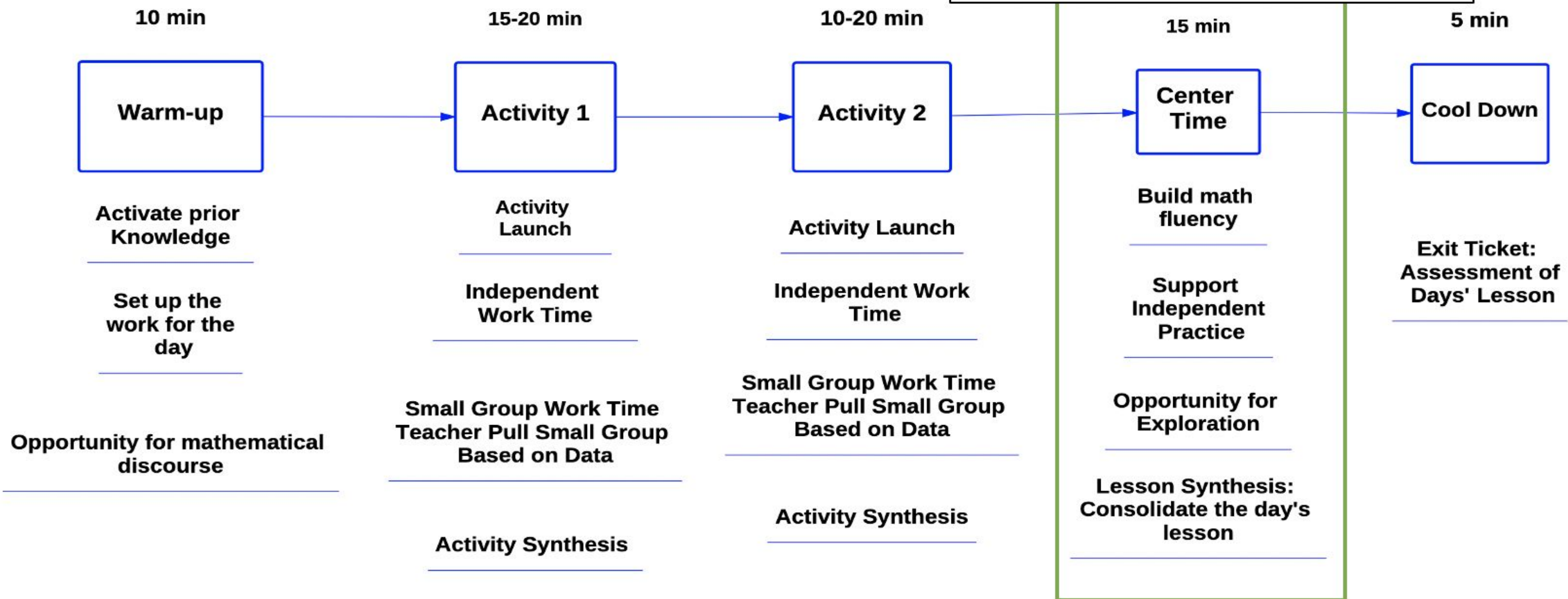
- About 5 minutes independent work that is turned in.
- Brief formative assessment to determine whether students understood the lesson.
- Used to make adjustments to further instruction.



# Lesson Flow K-1

**GQ: What does the 60 minute Illustrative Learning math block look like in Grades K-1?**

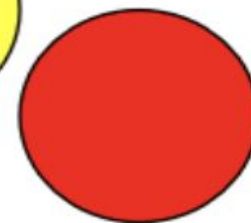
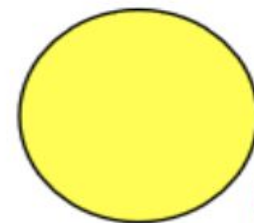
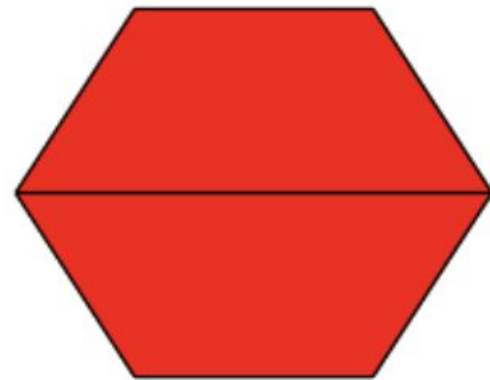
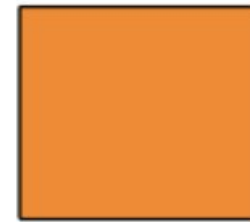
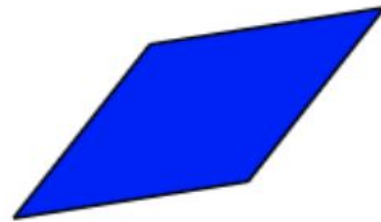
On days when Activity 2 is 10 min.



# Warm-Up

What do you notice?

What do you wonder?

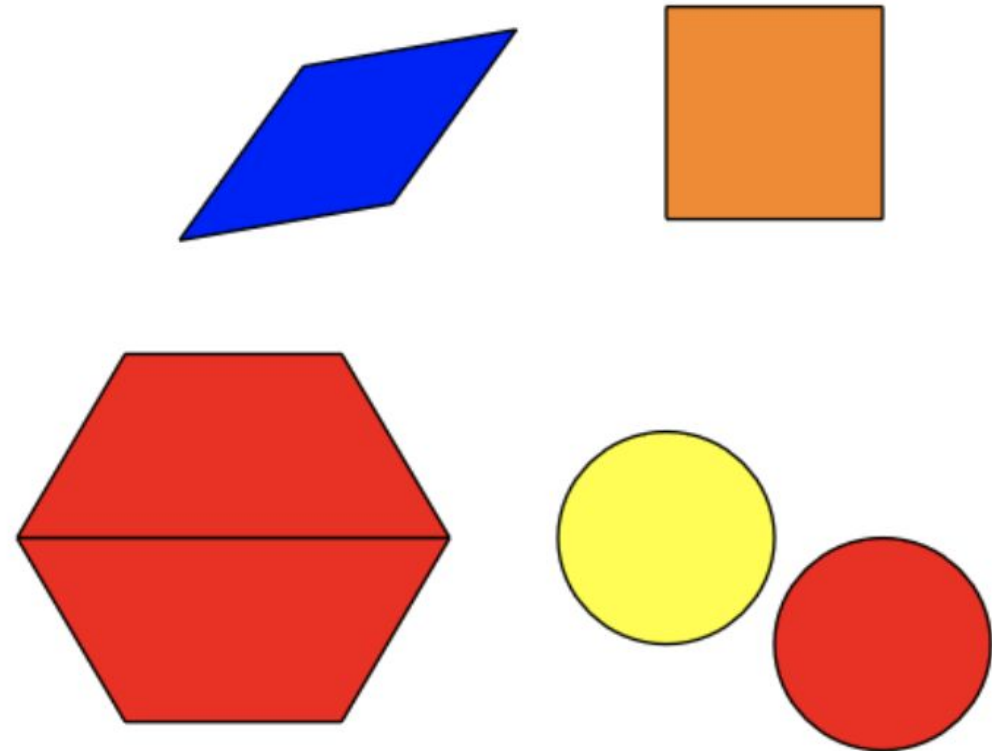




# Warm-Up

What do you notice?

What do you wonder?



**How are the shapes alike?**

**How are they different?**

# Activity

Sort your math tools. Use the tables if they are helpful.





# Activity

Now you're going to walk around to other tables to look at how other students sorted their tools.

- Look at the objects on your own.
- How did they sort the math tools?
- How many objects are in each category?
- When you are ready to share your thinking with your partner, put your thumb up.
- Take turns sharing your thinking with your partner.

**Multiple opportunities for students to discuss their math thinking with a partner throughout the lesson.**

# Activity Synthesis

What are some different ways you saw the math tools sorted?



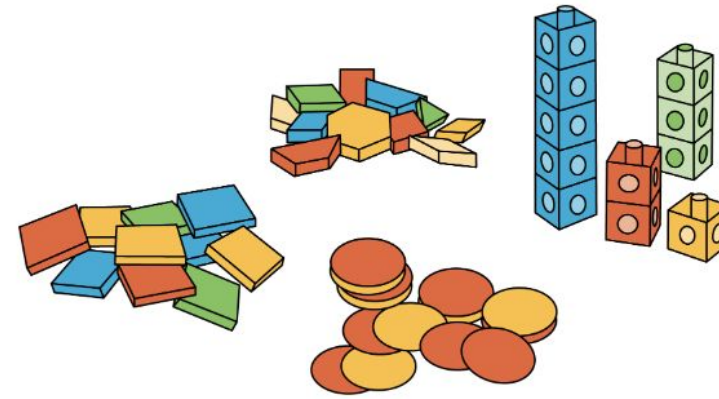
Students observe the way students make categories based on the similarities and differences of how they sorted the shapes. Students describe how they categorized the math tools.



# Center Time

1

Counting Collections



2

Number Race



3

Check it Off



**Independent and partner work time for students to build math fluency on previous concepts**

# Lesson Synthesis

Are there any words or phrases that are important to include on our display?

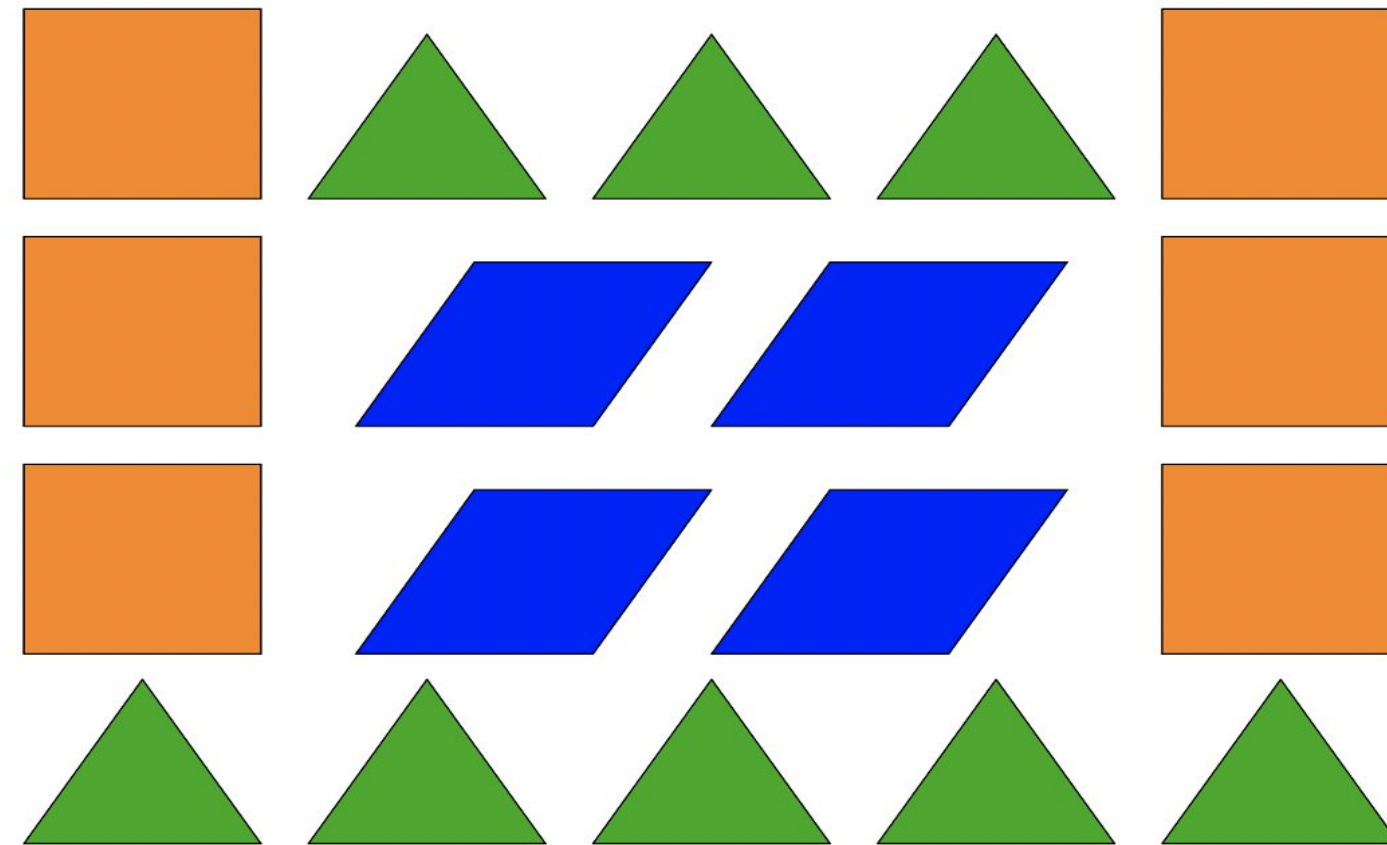


**Teacher charts out math vocabulary students used to categorize their shapes. Teacher highlights math vocabulary being used.**



# Cool down

a. Fill in the table to represent how you could sort these pattern blocks.



Pattern Block Shapes

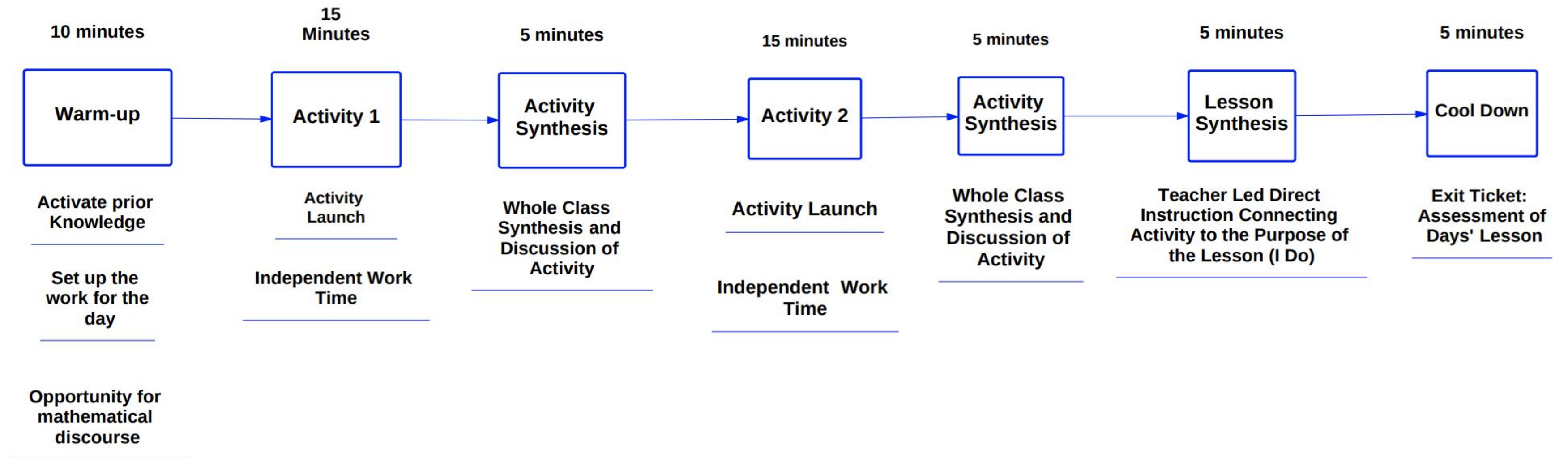
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b. How many pattern blocks are there?

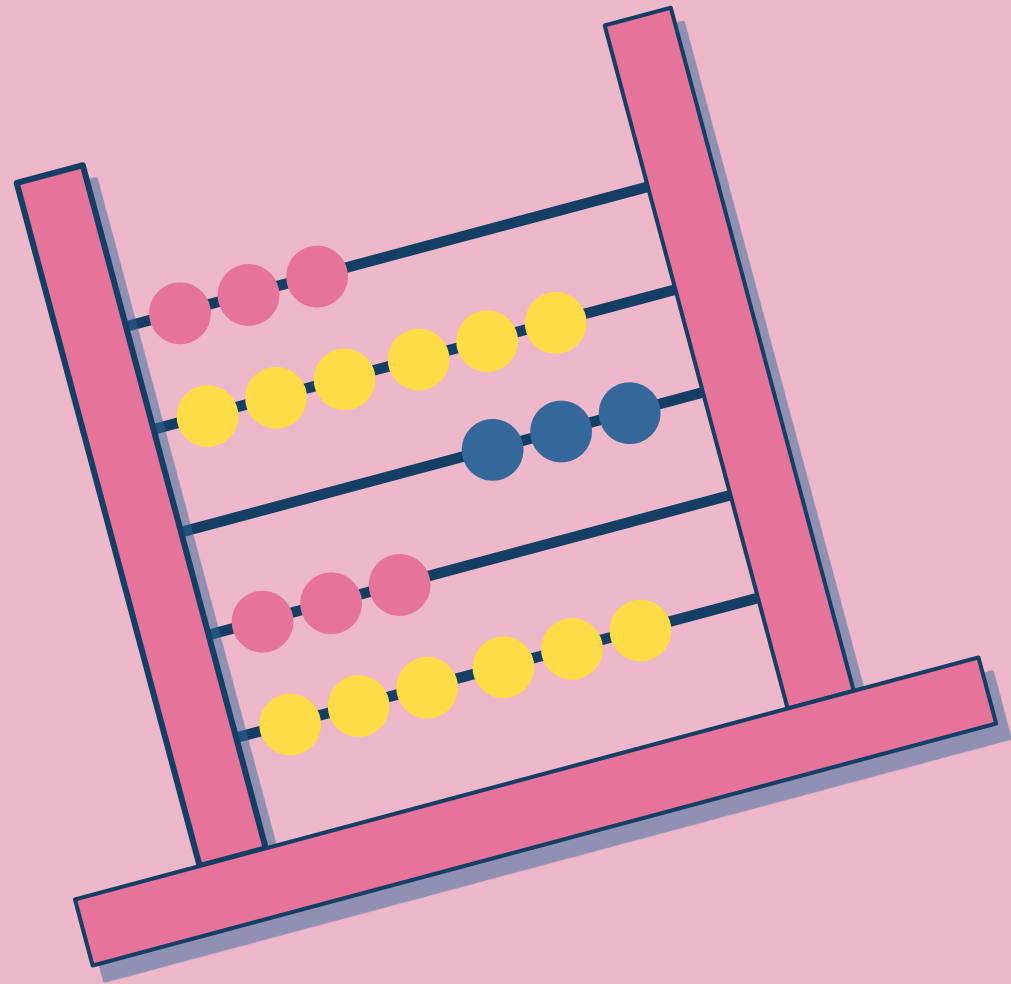
Daily assessment to determine student understanding

# Lesson Flow 2-5

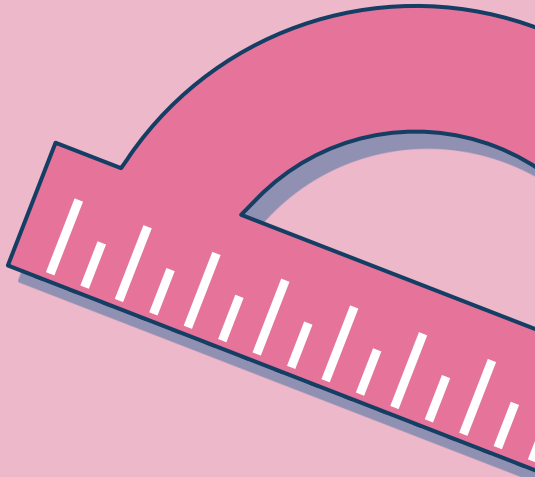
GQ: What does the 60 minute Illustrative Learning math block look like in Grades 2-5?







04

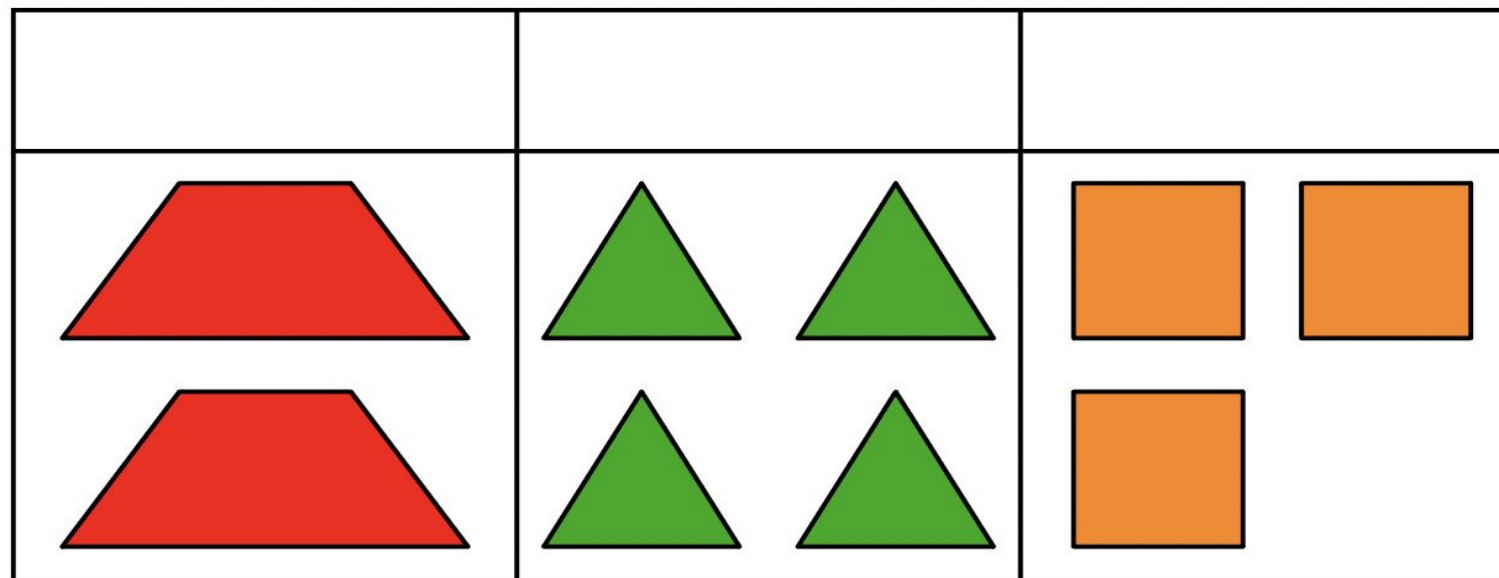


# Daily Homework



# Practice problems

2. Here are some objects sorted into categories.  
a. Write a name for each category.



- b. How many shapes are in each category?

Category 1: \_\_\_\_\_ Category 2: \_\_\_\_\_ Category 3: \_\_\_\_\_

(from Unit 1, Lesson 8)

3. The images show the insects Noah saw in his garden.

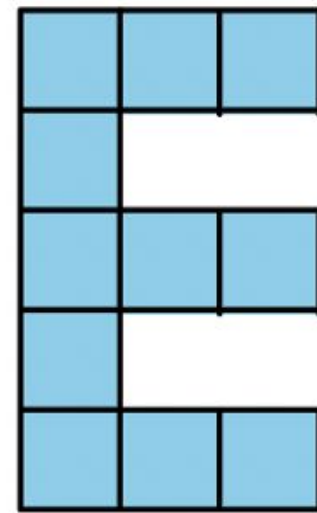
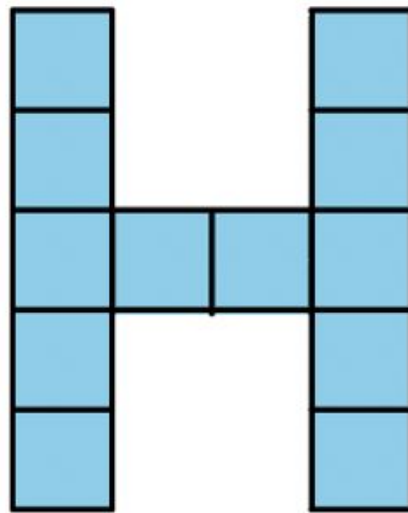
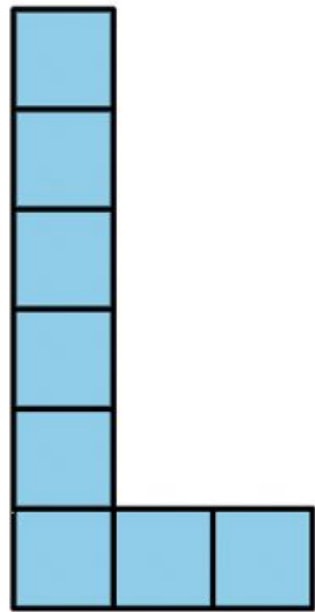


Draw another way Noah can represent his data.



# Practice problems

6. Lin, Han, and Elena made letters from squares. Put the letters in order from least area to greatest area. Explain your reasoning.



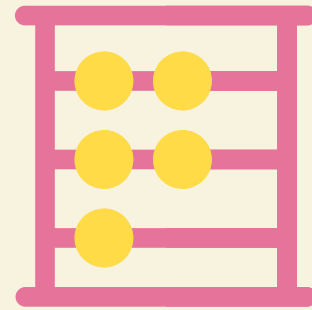
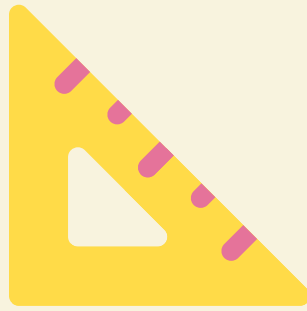
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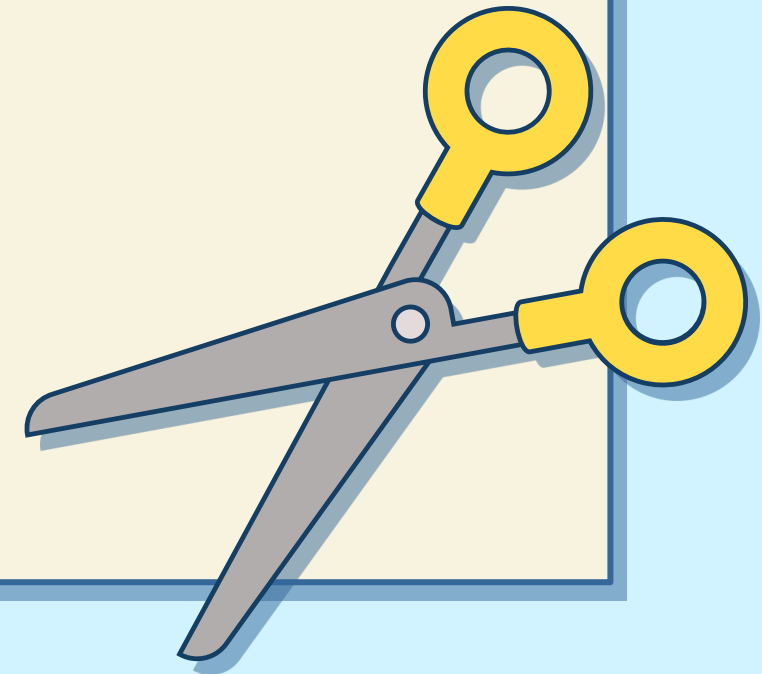
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# Additional Homework



**iReady Math Lessons  
Personalized Learning**





# Family Support Materials



## Family Support Materials

### Addition and Subtraction Story Problems

In this unit, students solve new types of story problems within 10. They develop an understanding of the meaning of the equal sign and connect story problems to equations.

#### Section A: Add To/Take From Story Problems

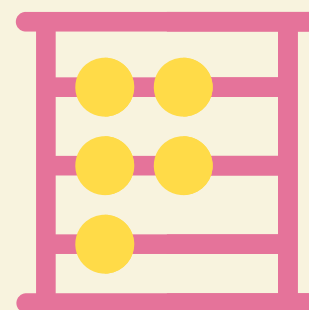
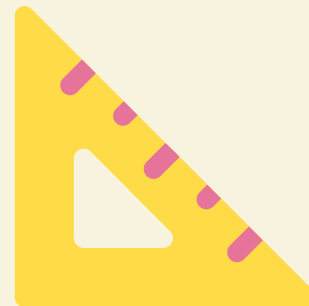
In this section, students revisit familiar story problem types. Students work formally with equations for the first time. They write equations such as  $2 + 7 = \boxed{9}$  and learn to draw a box around the answer to the question in the story problem. Students work with problems where they have to figure out how much is being added:

*Diego had 7 pencils.  
His sister gave him some pencils.  
Now, Diego has 9 pencils.  
How many pencils did Diego's sister give him?*

Students see that these problems can be solved by either addition or subtraction. They can solve this problem by counting on from 7 to 9 and write the equation  $7 + \boxed{2} = 9$ . Students can also solve this problem by taking away 7 from 9, and write the equation  $9 - 7 = \boxed{2}$ .

#### Section B: Put Together/Take Apart Problems

In this section, students solve problems where two groups are put together. In some problems they find the total, and in other problems the total is given and they find the missing group. Students solve problems in the context of Shake and Spill, a game that uses two-color counters.



## Materiales para la familia

### Problemas-historia de sumar y restar

En esta unidad, los estudiantes resuelven nuevos tipos de problemas-historia hasta 10 (es decir, sin que los números ni el resultado se pasen de 10). Desarrollan una comprensión del significado del signo "igual" y conectan problemas-historia con ecuaciones.

#### Sección A: Problemas-historia de agregar/quitar

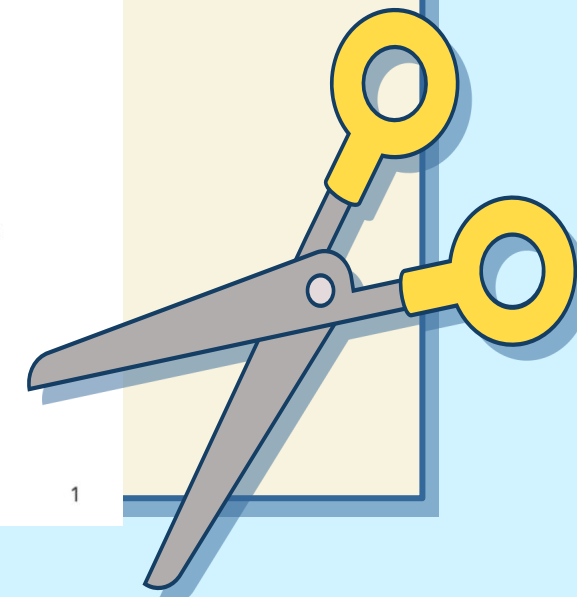
En esta sección, los estudiantes repasan tipos conocidos de problemas-historia. Trabajan por primera vez con ecuaciones de manera formal. Escriben ecuaciones como  $2 + 7 = \boxed{9}$  y aprenden a dibujar una caja alrededor de la respuesta a la pregunta del problema-historia. Trabajan con problemas en los que tienen que descifrar cuánto se está sumando:

*Diego tenía 7 lápices.  
Su hermana le dio algunos lápices.  
Ahora, Diego tiene 9 lápices.  
¿Cuántos lápices le dio su hermana a Diego?*

Los estudiantes se dan cuenta de que estos problemas se pueden resolver sumando o restando. Pueden resolver el problema contando hacia adelante de 7 a 9 y escribir la ecuación  $7 + \boxed{2} = 9$ . También pueden resolver el problema quitando 7 de 9 y escribir la ecuación  $9 - 7 = \boxed{2}$ .

#### Sección B: Problemas-historia de juntar y separar

En esta sección, los estudiantes resuelven problemas en los que se juntan dos grupos. En algunos problemas, encuentran el total y en otros



# Family Support Video: Unit Launch

[https://doe1nyc.ilclassroom.com/lesson\\_plans/464764?card=11134766](https://doe1nyc.ilclassroom.com/lesson_plans/464764?card=11134766)

**Student A**

1 2 3 4 5 6 7

**Student B**

$3 + \square = 10$

$10 - 3 = \square$

5:09





# Questions and Answers





**Thank You**

