



West Windsor-Plainsboro Regional School District  
Kindergarten Dual Language Immersion  
Chinese Language Arts

**Reading Unit**

<b>Content Area: Language Arts &amp; World Language</b>	
<b>Course &amp; Grade Level: Kindergarten DLI Language Arts</b>	
<b>Summary and Rationale</b>	
<p>Educators empower children by helping them learn to read. Reading is an act of empowerment because reading allows a person to investigate the world, engage the imagination, and grow in knowledge. Since literacy is foundational to all learning, this unit undergirds all other units in the Kindergarten curricula. This unit invites kindergarten students in the Dual Language Immersion program to act and feel like readers, even though their reading may not yet be conventional. Kindergarten is the first year of Language Arts education for West Windsor-Plainsboro students, so it is essential that kindergarteners learn the routines and procedures of the reading workshop. Students should also gain familiarity with different types of print, receive an introduction to good reading habits, and learn strategies that all readers can use to support their reading. Ultimately, this unit will support students' learning throughout the day as they encounter a myriad of print types and learn to listen, ask and answer questions, and talk with others about the texts that they read.</p>	
<b>Recommended Pacing</b>	
Year long	
<b>State Standards</b>	
<p><b>Standard 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Progress Indicators Reading Literature Text</b>	
RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.8	(Not applicable to literature)
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.

<b>Progress Indicators for Reading Informational Text</b>	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
<b>Progress Indicators for Reading Foundation Skills</b>	
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
	A. Read emergent-readers with purpose and understanding.
	B. Read grade level text for purpose and understanding.
<b>Career Ready Practices</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1:	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2:	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.GCA:1:	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate

	knowledge
<b>Interdisciplinary Standards: Social Studies</b>	
6.1.2.CivicsPI.4:	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5:	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1:	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPR.3:	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsCM.3:	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Geo.GI.1:	Explain why and how people, goods, and ideas move from place to place.
6.1.2.Geo.GI.2:	Use technology to understand the culture and physical characteristics of regions.
6.1.2.HistorySE.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Reading is a superpower!</li> <li>● We read to learn about the world and to learn about ourselves.</li> <li>● Reading is a meaning-making, problem-solving activity.</li> <li>● Readers use strategies to check their understanding as they read.</li> <li>● Readers communicate with others about what they read.</li> <li>● Readers actively engage with many kinds of texts with purpose and understanding, even when they don't yet know how to read the words.</li> <li>● Readers read and re-read many books on a variety of topics and across genres.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why do people read?</li> <li>● What do wise and respectful readers do when they are reading?</li> <li>● What types of texts do people read?</li> <li>● How are fiction and nonfiction texts similar? How are they different?</li> <li>● What can readers do when they don't yet know how to read words or when they don't understand what they are reading?</li> <li>● How can people grow to become even stronger readers?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● The classroom community has shared routines, procedures, and expectations for readers</li> <li>● There are many different types of texts in our library <ul style="list-style-type: none"> <li>○ Fiction, Non-fiction, texts in different genres</li> </ul> </li> <li>● There are several “superpowers” (or reading strategies) that students can use to help them when they are reading</li> </ul>	

- After reading something, students can share their learning with others so that even more people can enjoy the text and learn from the text

**With prompting and support, students will be able to:**

- Follow the routines, procedures and expectations of readers in a kindergarten reading workshop
- Interact with texts even without knowing how to read all of the words
- Use concepts of print to begin to read
- Read sight words or high-frequency words with fluency and confidence
- Use all of the strategies they know to solve words as they read
- Use reading “superpowers” or strategies to help them when they don’t understand the text
- Share thoughts and ideas about texts they have read and heard with a partner
- Retell a story or retell information from a book they have heard or read

### **Resources**

**Suggested Resources:**

- Calkins, L. (2001). *The Art of Teaching Reading*. Longman.
- Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.
- Louis, N. (2013). *We Are Readers*. Heinemann.
- Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.
- Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.
- Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student’s Growth & Independence*. Heinemann.

<b>Writing Unit</b>	
<b>Content Area: Language Arts &amp; World Language</b>	
<b>Course &amp; Grade Level: Kindergarten DLI Language Arts</b>	
<b>Summary and Rationale</b>	
<p>Writers write. By learning how to write, students gain a greater voice in this world. In the Kindergarten Dual Language Immersion program, our students are invited to write (or draw, or pretend to write) right from the start. This unit is designed to help kindergartners learn to write with independence, confidence, and stamina in a writing workshop. Teachers will help kindergartners to learn routines and procedures that support their writing across several genres, such as scientific writing, procedural writing, informational writing, persuasive writing, and storytelling. Because writing is a tool that is used across all academic disciplines, this unit will be embedded throughout the day all year long.</p>	
<b>Recommended Pacing</b>	
Year long	
<b>State Standards</b>	
<p><b>Standard 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>Progress Indicators for Writing</b>	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.4	(Begins in grade 3)
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather

	information from provided sources to answer a question.
W.K.9	(Begins in grade 4)
W.K.10	(Begins in grade 3)
<b>Conventions of Standard English [Chinese]</b>	
L.K.1	Demonstrate command of the conventions of standard [Chinese] grammar and usage when writing or speaking.
A	(N/A in Chinese writing)
B	Use frequently occurring nouns and verbs.
C	(N/A in Chinese writing)
D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
F	Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard [Chinese] punctuation when writing.
A	(N/A in Chinese writing)
B	Recognize and name punctuation.
C	(N/A in Chinese writing)
D	(N/A in Chinese writing)
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● We are writers, and we are all part of a writing community.</li> <li>● There are many ways to share our voice through writing.</li> <li>● Writers study the work of other authors to learn about writing.</li> <li>● Writers plan before they begin writing.</li> <li>● Writers write about things that they study, things that they understand, and things that they imagine.</li> <li>● Writers use all that they know about words and print to make their writing easy to read.</li> <li>● Writers write, add more to their writing, and revise their work to help their readers learn and enjoy the text.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why do we write in a particular genre?</li> <li>● How do writers use what they know to help them begin to write?</li> <li>● How do writers plan their writing?</li> <li>● What strategies can writers use to strengthen their writing?</li> <li>● Once writers have finished writing, what can they do?</li> <li>● How do writers share their work with others?</li> <li>● How can writers learn from other authors' work?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● The classroom community has shared expectations and procedures for writing</li> </ul>	

- There are many purposes for writing, and each writing genre allows students to share their voices
  - Students will know traits of scientific writing, procedural writing, informational writing, persuasive writing, and storytelling
- How to use symbols, pictures, Chinese characters to write words, phrases, sentences, and even stories
- How to talk about their writing with partners during a writing workshop
- How to publish their written work

**Students will be able to:**

- Follow the routines and procedures of the writing workshop
- Write their name and date
- Work with a partner to practice oral narration and description
- Use the correct stroke order to write words
- Use the tools of writers to tell stories or explain ideas in pictures and/or words
- Draw pictures that match their stories or descriptions
- Edit their writing so that other people can read it easily
- Increase their stamina and volume by adding more detail to their pictures, labels, and writing
- Present their writing to a partner, and to listen to their partner share their writing
- Publish their work for an audience of their choice

## **Resources**

**Suggested Resources:**

- Anderson, C. (2005). *Assessing Writers*. Heinemann.
- Anderson, C. (2000). *How's It Going?* Heinemann.
- Calkins, L. (1994). *The Art of Teaching Writing*. Longman.
- Calkins, L. & Hartman, A. (2013). *Launching the Writing Workshop*. Heinemann.
- Calkins, L. (2015). *A Guide to the Common Core Writing Workshop: Primary Grades*. Heinemann.
- Calkins, L. et.al. (2015). *If...Then...Curriculum: Assessment-Based Instruction for Grades K-2*. Heinemann.
- Freeman, Y. S., & Freeman, D. E. (2006). *Teaching reading and writing in Spanish and English in bilingual and dual language classrooms*. Portsmouth, NH: Heinemann.
- Pinnell, G.S. & Fountas, I.C. (2011). *The Continuum of Literacy Learning, Grades PreK-2*. Heinemann.
- Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.



<b>Word Study Unit</b>	
<b>Content Area: Language Arts &amp; World Language</b>	
<b>Course &amp; Grade Level: Kindergarten DLI Chinese Language Arts</b>	
<b>Summary and Rationale</b>	
<p>For Dual Language Immersion students to become strong readers and writers, students must understand the relationship between each word and phrase. Each Chinese character is a sight word to be learned. Thus, teachers will help Kindergarteners to learn their Chinese characters creatively and how to read and write their sight words. Then students will use all of this knowledge to begin to read and write with independence, fluency, and confidence.</p>	
<b>Recommended Pacing</b>	
Year long	
<b>State Standards</b>	
<p><b>Standard 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>Progress Indicators for Reading Foundation Skills</b>	
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>● Follow words from left to right, top to bottom, and page by page.</li> </ul>
RF.K.2	N/A in Chinese characters
RF.K.3	Know and apply grade-level word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> <li>● Read high-frequency and sight words with automaticity.</li> </ul>
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. <ul style="list-style-type: none"> <li>A. Read emergent-readers with purpose and understanding.</li> <li>B. Read grade level text for purpose and understanding.</li> </ul>
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Readers and writers use all they know about words to figure out how to read and determine the meaning of unfamiliar words.</li> <li>● Readers and writers recognize, analyze, and generalize patterns related to: sight words, meaning, and parts of speech.</li> <li>● Readers and writers use their knowledge of the principles and patterns of words throughout the day and across content areas.</li> </ul>	
<b>Unit Essential Questions</b>	

- How can readers and writers use general knowledge about words to increase their knowledge of specific words?
- What common sight words can help me to read and write?
- How do readers and writers apply what they know about their sight words as they read and write?

### **Objectives**

#### **Students will know:**

- The relationships between words and phrases
- That words have patterns, and those patterns can be used to help students read and write new and unfamiliar words
- How to read and write several high-frequency words

#### **Students will be able to:**

- Identify Chinese characters' forms (left, right, top, bottom, outside, inside, 3-parts, etc.)
- Read a Chinese character and produce its corresponding sound(s)
- Use a Chinese sight word to build word phrases
- Read and write Chinese characters (sight words)
- Manipulate and experiment with Chinese characters in order to become "word detectives"

### **Resources**

#### **Suggested Resources:**

- McNaughton, W. (2013). Reading and Writing Chinese, Third Edition. Tuttle.
- Matthews, A. and L. (2007) Learning Chinese Characters. Tuttle.
- Wu, J. (2015) The Way of Chinese Characters. Cheng and Tsui.

<b>Speaking, Listening, and Social Language Unit</b>	
<b>Content Area: Language Arts &amp; World Language</b>	
<b>Course &amp; Grade Level: Kindergarten DLI Language Arts</b>	
<b>Summary and Rationale</b>	
<p>In WW-P, educators help students to “assume active roles in their communities, to face and engage global challenges and to contribute proactively toward a more peaceful, just, inclusive, and secure world” (WW-P Strategic Goal #2). Additionally, educators work to “balance [students’] physical, social, emotional and academic needs,” to promote the “well-being of the Whole Child” (WW-P Strategic Goal #3). To help our district’s Dual Language Immersion students to begin working towards these goals, we must help our students learn to speak and understand the class target language. In addition to helping our students develop appropriate speaking and listening skills, we must also help our students to quickly acquire the social language needed for basic interpersonal communication.</p>	
<b>Recommended Pacing</b>	
Year long	
<b>State Standards</b>	
<p><b>Standard 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<b>Progress Indicators for Speaking and Listening</b>	
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
B	Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Knowledge of Language</b>	

L.K.3	(Begins in grade 2)
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
B	(N/A in Chinese Word Study)
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<b>World Language Novice-Mid Performance Standards</b>	
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

### **Instructional Focus**

#### **Unit Enduring Understandings**

- I use my listening ears to be a kind, active, and respectful member of my community.
- I use my voice to share my ideas, opinions, and questions as a kind, active, and respectful member of my community.
- When I don't understand someone or I don't know how to say what I want to say, I can use pictures, gestures, and visual prompts in our classroom.

#### **Unit Essential Questions**

- Why is listening important in our classroom?
- How can I use my voice to share my ideas, opinions, and questions in our classroom?
- What can I do when I don't understand someone?
- What can I do when I don't know how to say what I want to say?
- How can I be a kind, active, and respectful member of my classroom community?

#### **Objectives**

##### **Students will know:**

- Vocabulary used to greet others and introduce oneself
- School, classroom, and family vocabulary
- Memorized chunks for stating a need, expressing a preference, and sharing opinions
- Common descriptions used to add more detail
- Interrogative words
- Common compliments
- How to use gestures, objects, visuals, and drawings to make themselves understood
- How to use multiple clues to understand someone

**Students will be able to:**

- Greet others
- Tell someone their name
- Identify objects and places in the classroom and school community
- Demonstrate understanding of common classroom instructions
- Share an opinion on very familiar topics
- Express preferences on very familiar topics
- Express basic needs that they may have in school
- Ask for help
- Ask a simple question related to very familiar topics
- Appropriately answer simple questions related to very familiar topics
- Describe their family
- Explain the content of short messages that they hear, view, and read in predictable, age-appropriate materials.
- Begin to extend their descriptions, statements of preference, and expressions of opinions by adding support or more details
- Compliment a peer's work

**Resources****Suggested Resources:**

- [NJ World Language Model Curriculum](#)
- [National Network for Early Language Learning](#)
- Curtain, H. I., & Dahlberg, C. A. A. (2015). *Languages and learners: Making the match: World language instruction in K-8 classrooms and beyond*. Pearson.
- Shrum, J. L. (2015). *Teacher's handbook, contextualized language instruction*. Cengage Learning.
- Himmele, P. and Himmele, W. (2017) *TOTAL Participation Techniques, Second Edition*. ASCD.