

# COMPOSITION



## Unit 2 - Expository Writing

## *Course Description* *(Workshop Model)*

Composition focuses on students' writing skills and develops their ability to compose different types writing assignments for a range of purposes and audiences. This course enables students to explore and practice expository, narrative, compare and contrast as well as refine the art of letter writing, applications and formal documents. Although the course presents some opportunities for creative writing, the focus will remain on nonfiction, scholarly, or formal writing. ESL teachers will use the appropriate leveled language objectives to build lessons for ELLs, which reflect what is covered in the general education program. In this way, all teachers work on the same Student Learning Standards. The design of language objectives are (is) based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the Common Core State Standards (CCSS). WIDA's ELD standards advance academic language development across content areas, ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this course will assist all teachers working with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening, and speaking are infused in the exploration of effective reading and writing. The NJ Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, providing teachers and parents the knowledge of what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the information and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support, our students will be fully prepared for the future to compete successfully in the global economy.

## Pacing Chart – Unit 2 Expository Writing

	NJ Student Learning Standard	NJ SLS	
1	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.9-10.2 W.11-12.2	Frontloading: 1 week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
2	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events.	W.9-10.3	
3	When writing narratives, use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	W.9-10.3b	
4	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.9-10.10 W.11-12.10	
5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.9-10.7 W.11-12.7	
6	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts	RI.9.1-9.9 RI.10.1-10.9	

## Effective Pedagogical Routines/Instructional Strategies

<p>Collaborative problem solving</p> <p>Writing to learn</p> <p>Making thinking visible</p> <p>Note-taking</p> <p>Rereading &amp; rewriting</p> <p>Establishing text-based norms for discussions &amp; writing</p> <p>Establishing metacognitive reflection &amp; articulation as a regular pattern in learning</p> <p>Quick Writes</p> <p>Pair/trio sharing</p> <p>Turn and Talk</p> <p>Charting</p> <p>Gallery Walks</p> <p>Whole class discussions</p> <p>Modeling</p>	<p>Word Study Drills</p> <p>Flash cards</p> <p>Interviews</p> <p>Role playing</p> <p>Diagrams, charts and graphs</p> <p>Storytelling</p> <p>Coaching</p> <p>Reading partners</p> <p>Visuals</p> <p>Reading Aloud</p> <p>Model (I Do), Guided Practice (We Do), Independent Practice (You Do)</p> <p>Mind Mapping</p> <p>Trackers</p> <p>Multiple Response Strategies</p> <p>Choral reading</p> <p>Reader's/Writer's Notebooks</p>
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# Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

## ➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## ➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

## ➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

## ➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

## ➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

## ➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## Computer Skills

➤ **Keyboarding - Demonstrate mastery of:**

- Home Row
- Upper Row and Lower Row
- Number Row
- Shift Key

➤ **Basic Computer Skills – Demonstrate mastery of:**

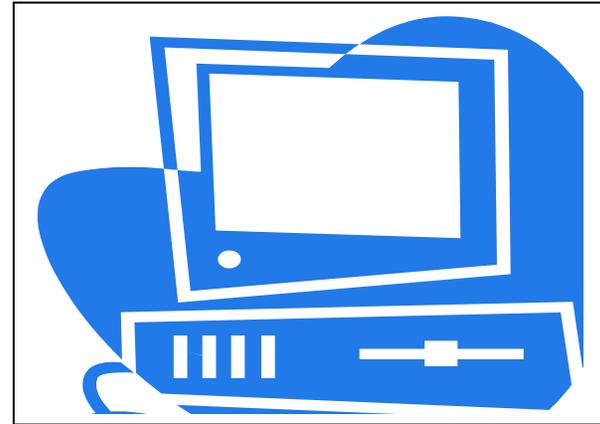
- Acceptable Use Policies
- Symbols of Technology
- Dramatic Digital Video
- Printer and Scanner
- Identifying Computer Devices
- Audience and Media

➤ **Word Processing- Demonstrate mastery of:**

- Creating and Organizing Content
- Revising, Formatting, Proofreading, and Editing
- Page Layout and Desktop Publishing
- Copy, Cut, and Paste
- Insert Clip Art, Columns, and Chart/Table
- Headers/Footers
- Bold/Alignment

➤ **Stamina - In accordance with [NJSLA.Literacy.W.8.6](#)**

- Use technology, including the Internet, to produce and publish writing and **present relationships between information and ideas efficiently** as well as to interact and collaborate with others.



## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.

### WIDA Proficiency Levels

At the given level of English language proficiency, English language learners will process, understand, produce or use:

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>• Specialized or technical language reflective of the content areas at grade level</li> <li>• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• Oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>• Specialized or technical language of the content areas</li> <li>• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>• Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>• Specific and some technical language of the content areas</li> <li>• A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>• Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>• General and some specific language of the content areas</li> <li>• Expanded sentences in oral interaction or written paragraphs</li> <li>• Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>• General language related to the content area</li> <li>• Phrases or short sentences</li> <li>• Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of the content areas</li> <li>• Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> </ul>

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<p><b><u>Time/General</u></b></p> <ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for assignments and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<p><b><u>Processing</u></b></p> <ul style="list-style-type: none"> <li>• Extra response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<p><b><u>Recall</u></b></p> <ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<p><b><u>Assistive Technology</u></b></p> <ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<p><b><u>Tests/Quizzes/Grading</u></b></p> <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<p><b><u>Behavior/Attention</u></b></p> <ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## Interdisciplinary Connections

**Health:** “Water and an Apple”

- This article makes a connection to healthy eating habits. Students can explore the importance of having a healthy diet and developing healthy eating habits.

**History:** America: “Land of Opportunity”

- This article makes a connection to immigration. Students will be exposed to the idea of America as a “melting pot”. They will have the opportunity to explore the topic of freedom and equality.

**Social Studies:** “Manhattan, New York City”

- Students will be exposed to the transformation of New York City’s landscape (architecture – Empire State Building, Chrysler Building), population (immigration and establishment of ethnic neighborhoods), and transportation (NYC subway, bridges / tunnels). Students can develop skills relating to social studies, math and art by analyzing map of New York City.

**History / Health:** “Martin Luther King Jr. Day – To Remember a Civil Rights Leader”

- Martin Luther King, Jr. dreamed of a world more tolerant than the one he lived in. Students will be exposed to the topic of Civil Rights and the obstacles endured to end segregation and gain equal rights. Lessons can include idea of tolerance, stereotyping, appreciating difference, etc.

## Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

### Seeking to build each learner's capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

## Assessments

### Required District/State Assessments

- NJDOE Model Curriculum End of Unit Assessment  
(Students with CPL  $\geq$ 3.5)
- ESL Unit End of Unit Assessment  
(Students with CPL  $\leq$ 3.4)
- W-APT oral language proficiency test / ACCESS
- PARCC

### Suggested Formative/Summative Classroom Assessments

- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Essays
- Quick writes
- Summative chapter test
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Role Playing
- Concept Mapping
- Student Conferencing

<b>Grades: 9-12</b>	<b>Unit: 2 - 9 weeks</b>	<b>Topic: Expository Writing</b>
<b>NJ Student Learning Standards (NJSLS): 9.2 10.2, 11.2, 12.2. 9.3, 10.3, 11.3, 12.3; 9.5, 10.5, 11.5, 12.5; 9.7, 10.7, 11.7, 12.7</b>		
<b>WIDA Standards: 1-5</b> <b>Listening, Speaking, Reading &amp; Writing</b>		

<b>New Jersey Student Learning Standards (NJSLS)</b>	<b>Language Objective</b>	<b>Essential Questions</b>	<b>Sample Activities</b>	<b>Resources</b>
<p>W.9-10.2 W.11-12.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><u>Write to convey</u> complex ideas clearly and accurately using <i>sentence starters</i>.</p>	<p>What is an explanatory text?</p> <p>How does an author develop and establish their claim?</p> <p>What are counter claims?</p> <p>How does the author create an organization that logically sequences the claim?</p> <p>How do you convey complex ideas, concepts and information in a clear and accurate manner?</p> <p>How do you organize your writing task?</p>	<ul style="list-style-type: none"> <li>Using a PARCC sample item, in small groups will chart the components of an explanatory text include.</li> <li>Teacher will model how to select a topic and develop a thesis. Identify the intended audience.</li> <li>Using mentor text, teacher will model how to develop a strong introduction, body, and conclusion.</li> </ul>	<p><a href="https://prc.parcconline.org/system/files/grade11_MLinfo_itemset_01.16.pdf">https://prc.parcconline.org/system/files/grade11_MLinfo_itemset_01.16.pdf</a></p> <p>Commonlit.com</p> <p>History: America: "Land of Opportunity"</p> <p>Social Studies: "Manhattan, New York City"</p> <p>Sentence Starters</p> <p>Visuals</p> <p>L1 support</p> <p>Online Resources (Technology)</p>

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
			<ul style="list-style-type: none"> <li>• Students use the Four-Square writing method: They will write topic/argument at the center and then one reason or claim with supporting details in each of the four boxes. As students progress, encourage them to add more details and evidence to their graphic organizers.</li> <li>• Review the steps to be used in the “Writing Process.”</li> <li>• Teacher will conference with small groups to provide feedback on a particular component. Students will work with a partner to edit and revise work.</li> </ul>	<p>Cloze sentences Word Bank</p> <p><a href="http://www.readwritetink.org/professional-development/strategy-guides/implementing-writing-process-30386.html">http://www.readwritetink.org/professional-development/strategy-guides/implementing-writing-process-30386.html</a></p>

<b>New Jersey Student Learning Standards (NJSLS)</b>	<b>Language Objective</b>	<b>Essential Questions</b>	<b>Sample Activities</b>	<b>Resources</b>
<p>W.9-10.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events.</p>	<p>Write to integrate sensory vocabulary in order to provide the reader with a vivid description using multiple reference materials such as a reference sheet of figurative language and a word bank.</p>	<ul style="list-style-type: none"> <li>• What makes writing vivid?</li> <li>• How does sensory vocabulary provide the reader with a vivid description?</li> <li>• What are multiple reference materials?</li> </ul>	<p>Choose one of the following writing prompts as a base for a descriptive essay:</p> <p>On January 1 of 1892 Ellis Island opened in New York Harbor as a place to process new immigrants to the United States. Imagine yourself as one of those first immigrants to the United States. What do you think were some of their feelings, their hopes, and their fears? Use precise words and phrases to describe their journey and convey a vivid picture of their experiences.</p> <p>On January 15, 1929, Dr. Martin Luther King, Jr. was born. He delivered his famous “I Have a Dream” speech in 1963. Describe the circumstances around Dr. King’s speech in front of the Lincoln Memorial on August 28, 1963.</p> <p>Who else was there at the speech</p>	<p>Martin Luther King’s “I Have a Dream”</p> <p>“Letter from Birmingham Jail”</p> <p>Brother Outsider: The Life of Bayard Rustin</p> <p>Reference Sheet of Figurative Language</p> <p>Word Bank</p> <p>Cloze Sentences</p> <p>Word/Picture Bank</p> <p>Visuals</p> <p>Native Language Support</p>

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
			<p>at the Lincoln Memorial that day? Who organized the entire event?</p> <p>Read the article on Bayard Rustin’s life, “Brother Outsider” and choose the most significant events from his life to analyze why they were important in modern American History as it relates to the Civil Rights struggle.</p>	
<p>W.9-10.3b</p> <p>When writing narratives, use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>Apply the writing process to hone in on a specific purpose and audience using a graphic organizer (i.e. an audience and purpose planning chart.)</p>	<p>How do I identify an intended audience?</p> <p>What are the vital steps in revising and editing an essay?</p> <p>How can a Graphic Organizer help me to determine who the audience should be and what is the purpose of the essay?</p> <p>How can students utilize Hannah Hudson’s Scaffolding Approach for ELL Writing?</p>	<p>Review the steps for strengthening and revising writing tasks.</p> <p>Define your purpose for writing.</p> <p>Consider your audience. Think about who will be reading your expository essay.</p> <p>Generate ideas for your expository essay. Before you begin writing your essay, you should take some time to flesh out your ideas and get some things down on paper. Invention</p>	<p>Graphic Organizer (specific to time frame, purpose, task, audience)</p> <p>L1 support</p> <p>Word Bank</p> <p>Online Resources:</p> <p>Step by Step: Scaffolding Writing Instruction for English-Language Learners</p>

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
			<p>activities like listing, free writing, clustering, and questioning can help you to develop ideas for your expository essay.</p> <p>Make an outline. Once you have some of your ideas on paper, you may want to organize those ideas into an outline before you begin drafting your essay.</p> <p>Evaluate your sources to determine their credibility before you decide to use them.</p> <p>Develop your tentative thesis.</p> <p>Begin with an engaging sentence that gets right into your topic.</p> <p>Analyze the significance of each piece of evidence.</p> <p>Make sure that each paragraph transitions smoothly into the next. The conclusion of each body paragraph should sum up your</p>	<p>Blog Author by Hannah Hudson</p>

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
			<p>main point while showing how it works with your next point.</p> <p>Summarize and review your main ideas.</p>	
<p>W.9-10.10 W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Write routinely for specific time frames and for various purposes, tasks and audiences using Graphic Organizers (specific to time frame, purpose, task, and audience)</p>	<p>What are the steps in writing for extended time frames in a routine manner?</p> <p>How much research is necessary for a particular assignment?</p>	<p>Choose one of the discussion questions below to start an extended writing exercise based upon research or reflection:</p> <p>How has America changed over time?</p> <p>What makes America unique?</p> <p>Cite textual evidence to support your response.</p> <p>Teacher will introduce students to rubric for writing. Students will be instructed to use PARCC rubric to assess their writing.</p> <p>On page _____, it said.. The author _____, wrote ... The graphic showed... An example is ....</p>	<p>Commonlit.com</p> <p>“I Hear America Singing “by Walt Whitman</p> <p>“What to the slave is Fourth of July?” by Fredrick Douglass</p> <p>“On being brought from Africa to America” by Phyllis Wheatley</p> <p>“The Jungle” (excerpts) by Upton Sinclair</p> <p>“The Great Depression” Mike Kubic (9-10)</p>

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
			<p>In the text _____, it said... I know because</p>	<p>“Song of myself” Walt Whitman</p> <p>“Every man a king” Huey P. Long</p> <p>The Emancipation Proclamation Abraham Lincoln</p> <p>Washington’s “Farewell Address”</p>
<p>W.9-10.7 W.11-12.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the</p>	<p><u>Write</u> answers that solve problems based on research using <i>an essay</i> Template <i>and cloze sentences</i>.</p>	<p>What is an “Instructional Scaffold?”</p> <p>How is this model used in expository and /or research writing?</p> <p>How can students will use scaffolding to research and organize information for writing a research paper?</p>	<p>Below are listed several research topics Choose two topics to explore:</p> <ul style="list-style-type: none"> <li>• How did trains and railroads change life in America?</li> <li>• What may have occurred during the Roswell UFO incident of 1947?</li> <li>• Where did hip hop originate and who were its founders?</li> </ul>	<p>FROM THEORY TO PRACTICE</p> <p>O'Day, S. (2006) Setting the stage for creative writing: Plot scaffolds for beginning and intermediate writers. Newark, DE: International Reading Association</p> <p>Biancarosa, G., and Snow, C. E. (2004.)</p>

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
subject under investigation.			<ul style="list-style-type: none"> <li>How was the assassination of Abraham Lincoln plotted and executed?</li> </ul>	Reading next-A vision for action and research in middle and high school literacy: A report from the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.
RI.9.1-9.9 RI.10.1-10.9  Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes	<u>Read to cite and express explicit and inferential evidence using adapted text and Graphic Organizers (i.e. T-chart).</u>	What is the essential message of Washington's "Farewell Address"?  How does Washington use figurative language in the address?  What was his intended audience?  What was the essential message of Roosevelt's Four Freedoms speech?  Why was it so timely?  How did people react to Roosevelt's speech?	<ul style="list-style-type: none"> <li>Read Washington's Farewell Address and examine it for meaning.</li> <li>Reconstruct the literal meaning of Washington's "Farewell Address."</li> <li>Working in small groups students will identify the the central ideas within Washington's "Farewell Address."</li> <li>As a whole group chart examples of</li> </ul>	Washington's "Farewell Address"  Roosevelt's "Four Freedoms"  Martin Luther King's "Letter from Birmingham Jail."  Lincoln's "Gettysburg Address."  Figurative language chart

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
and concepts.		What is the author's purpose?	<p>Washington's word choice and figurative language.</p> <p>Analyze how Washington's use of the above expresses his point of view about the Union and the Constitution. Read Martin Luther King's "Letter from Birmingham Jail."</p> <p>Washington's "Farewell Address" deal with the topic/theme?</p>	

## Unit Vocabulary

**cite**  
**textual evidence**  
**quote**  
**paraphrase**  
**direct quotes**  
**indirect quotes**  
**explicit**  
**subject-verb agreement**  
**past tense**  
**literary evidence**  
**infer**  
**uncertain**  
**modals (would, could, might)**  
**compound tenses (would have been)**  
**elements of quotations**  
**interact**  
**complex**  
**build on**  
**central idea**  
**clauses**  
**objective**  
**summary**

**transitional phrases**  
**context clues**  
**figurative**  
**metaphor**  
**simile**  
**personification**  
**compound tenses**  
**embedded clauses**  
**similes**  
**metaphors**  
**hyperboles**  
**sentences with figurative language**  
**resolution**  
**conclusion**  
**word order**  
**tense and aspect**  
**purpose**  
**audience**  
**writing tasks**  
**author's purpose**  
**writing tasks**  
**style**

Unit Project (Choose 1)	
Project 1 (Suggested)	Project 2 (Suggested)
<p><b>Choose two of the seminal works of American history which we have read this quarter and examine how the authors used precise words, phrases, figurative and connotative language to convey a vivid picture of events that shaped the American Experience.</b></p>	<p><b>Choose a topic which interests you personally, such as a Human or Civil Rights, and compose a three page essay which addresses the topic, outline the possible problems to be encountered, and offers feasible solutions to the topic. Remember to follow all the steps in the writing process.</b></p>

**Writing Rubric of the WIDA Consortium (Grades 1-12)**

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
<b>1 Entering</b>	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.
<b>2 Emerging</b>	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
<b>3 Developing</b>	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
<b>4 Expanding</b>	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
<b>5 Bridging</b>	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
<b>6 Reaching*</b>	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

**GRADE 6-12 – RUBRIC (Revised July 29, 2014)\***  
**Narrative Task (NT)**

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Writing Written Expression</b>	The student response: is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task; demonstrates <b>purposeful</b> coherence, clarity, and cohesion, making it <b>easy to follow</b> the writer’s progression of ideas; establishes and maintains an <b>effective</b> style, attending to the norms and conventions of the discipline.	The student response: is <b>mostly effectively</b> developed with narrative elements and is mostly appropriate to the task, demonstrates coherence, clarity and cohesion, making it <b>fairly easy</b> to follow the writer’s progression ideas, establishes and maintains a <b>mostly effective</b> style, while attending to the norms and conventions of the discipline.	The student response: is developed with <b>some</b> narrative elements and is <b>somewhat appropriate</b> to the task; demonstrates <b>some</b> coherence, clarity, and/or cohesion, making the writer’s progression of ideas <b>usually discernible but not obvious</b> ; has a style that is <b>somewhat effective, generally</b> attending to the norms and conventions of the discipline.	The student response: is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task; demonstrates <b>limited</b> coherence, clarity, and/or cohesion, making the writer’s progression of ideas <b>somewhat unclear</b> ; has a style that has <b>limited</b> effectiveness, with <b>limited</b> awareness of the norms of the discipline.	The student response: is <b>undeveloped</b> and/or <b>inappropriate</b> to the task; <b>lacks</b> coherence, clarity, and cohesion, has an <b>inappropriate</b> style, with <b>little to no</b> awareness of the norms of the discipline.
<b>Writing Knowledge of Language and Conventions</b>		The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar and usage, but <b>meaning is clear</b> .	The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar and usage, that <b>occasionally impede understanding</b> , but the <b>meaning is generally clear</b> .	The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics; grammar and usage that <b>often impede understanding</b> .	The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English at an appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b> .

\*The rubric is subject to further refinement based on research and study\*

## ELL Resources

- **Learning style quiz for students-** <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- **“Word clouds” from text that you provide-**<http://www.wordle.net/>
- **Bilingual website for students, parents and educators:** <http://www.colorincolorado.org/>
- **Learn a language for FREE-**[www.Duolingo.com](http://www.Duolingo.com)
- **Time on task for students-**<http://www.online-stopwatch.com/>
- **Differentiation activities for students based on their lexile-** [www.Mobymax.com](http://www.Mobymax.com)
- **WIDA-** <http://www.wida.us/>
- **Everything ESL -** <http://www.everythingESL.net>  
Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers
- **ELL Tool Box Suggestion Site** <http://www.wallwisher.com/wall/elltoolbox>  
best practices for various aspects of an English language classroom
- **Hope4Education -** <http://www.hope4education.com>  
Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass
- **Learning the Language** <http://blogs.edweek.org/edweek/learning-the-language/>  
Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners
- **FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki:** <http://www.flenj.org/Publications/?page=135>
- **OELA -** <http://www.ed.gov/offices/OBEMLA>  
The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students
- **New Jersey Department of Education- Bilingual Education information** <http://www.state.nj.us/education/bilingual/>
- **Learning Resource Centers (LRC Network)** <http://www.state.nj.us/education/lrc>  
supported through the NJDOE, Office of Special Education Programs.

## ELL Resources

Click on "Services" and scroll down to the library in your region.

- **1-Language.com** - <http://www.1-language.com>  
Activities, exercises, worksheets, forums, chats, articles, and more
- **Repeat After Us** - <http://repeatafterus.com/>  
The best collection of copyright-free English texts and scripted recordings
- **Learning Vocabulary Can Be Fun** - <http://www.vocabulary.co.il>  
Games and quizzes for practicing vocabulary

### Students K-12

- **Teaching Reading and Language Arts** - <http://teachingreadingandla.pbworks.com>  
Sites and resources for classroom instruction compiled by Keith Schoch
- **Mrs. Hurley's ESL Page** <http://www.mrshurleysesl.com>  
Tips, activities, information & links for students and teachers
- **Children's Literature Web Guide** - <http://www.ucalgary.ca/~dkbrown/index.html>  
Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
- **21st Century Centers** <http://www.21stcenturycenters.com/21cc/Home.html>  
Implement "Centers" in a high school classroom using the i-pod touch
- **Windows to the Universe** - English: <http://www.windows.ucar.edu> Spanish: <http://www.windows.ucar.edu/spanish>  
A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities
- **ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18**  
<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>  
Search by college or location. Updated annually