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COMPOSITION

Unit 3-Compare & Contrast 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 reflects 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 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 New Jersey 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.

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Pacing Chart – Unit 3

NJ Student Learning Standard	NJSLS	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Using comparison and analysis strategies.	W.9-10.1	**Frontloading:** 1week **Instruction:** 6 weeks **Assessment:** 1 week **Remediation/ Enrichment:** 1 week
When writing arguments, introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims.	W.9-10.1.a–e	
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	RL.9-10.7	
Analyze multiple interpretations of a story, drama, or poem (e.g., Recorded or Live Production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	RL.11-12.7	
Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement.)	RL.11-12.6	

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Effective Pedagogical Routines/Instructional Strategies

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

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.

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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 CCSS.ELA-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.

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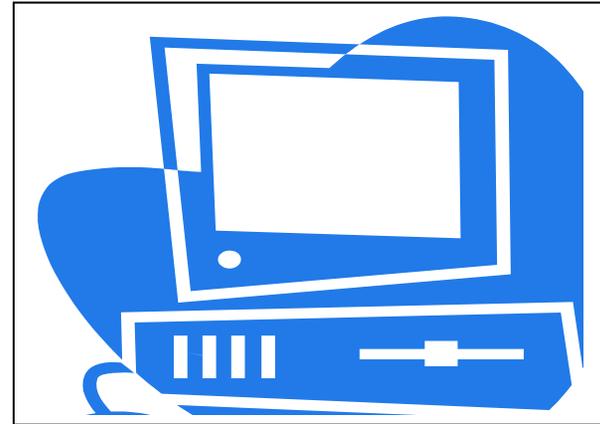
Career Ready Practices

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:

Level	Description
6- Reaching	• Specialized or technical language reflective of the content areas at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • Oral or written communication in English comparable to proficient English peers
5- Bridging	• Specialized or technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	• Specific and some technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • 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
3- Developing	• General and some specific language of the content areas • Expanded sentences in oral interaction or written paragraphs • 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
2- Beginning	• General language related to the content area • Phrases or short sentences • 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
1- Entering	• Pictorial or graphic representation of the language of the content areas • 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

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Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

Time/General	**Processing**	**Comprehension**	**Recall**
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for assignments and projects • Communication system between home and school • Provide lecture notes/outline	• Extra response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Interdisciplinary Connections

Health: "Water and an Apple"

- This article makes a connection to healthy eating habits. Students can compare and contrast the importance of having a healthy diet and developing healthy eating habits versus eating junk food..

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. Students can compare and contrast various landscape in NYC.

Social Studies: "The Wedding Reception"

- Students will be exposed to the topic of wedding customs and traditions. Students can compare and contrast American customs to that of their native country.

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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.

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Assessments

Required District/State Assessments	Suggested Formative/Summative Classroom Assessments
- NJDOE Model Curriculum End of Unit Assessment (Students with CPL ≥3.5) - ESL Unit End of Unit Assessment (Students with CPL ≤3.4) - W-APT oral language proficiency test / ACCESS - PARCC	- 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

Grades: 9-12	Unit: 3 9 weeks	Topic: Compare and Contrast Writing
NJ Student Learning Standards (NJSLS): W.9-10.1; W.9-10.1.a–e; RL.9-10.7; RL.11-12.7; RL.11-12.6		
WIDA Standards: 1-5 **Listening, Speaking, Reading & Writing**		

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Using comparison and analysis strategies.	Write to analyze topics using valid and sufficient evidence using a Persuasion Map graphic organizer, Technology and Word Bank.	• Can students be able write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence? • Can students use textual evidence to support their comparisons? • Can students write to analyze topics using valid and sufficient evidence with Venn Diagram, Technology and Word Bank?	• Provide the students with level appropriate text • Use IFL sentence starters to engage the learners in active discussions about the text. • Whole group instruction, teacher will model the completion of the graphic organizer. • Provide the students with a graphic organizer • For student who are struggling consider peer to peer pairing	• Persuasion Map Graphic Organizer (partially completed) • Sentence Frames • Word/picture Bank • Technology • Visuals • Native language support • Peer pairing as needed support as needed.
W.9-10.1.a–e When writing arguments, introduce	Write to distinguish precise claims from alternate or opposing	• Can the students write to distinguish precise claims from alternate or	• Provide the students with level appropriate text	• Persuasion Map Graphic Organizer (partially

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
precise claim(s) and distinguish the claim(s) from alternate or opposing claims.	claims using an Essay Template, dictionaries and a partner.	opposing claims by producing clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary? • How are your claims and reasons organized? • What words will assist the reader in clarifying the relationship between the claim and reasons?	• Use IFL sentence starters to engage the learners in active discussions about the text. • Whole group instruction, teacher will model the completion of the graphic organizer. • Provide the students with a graphic organizer	completed) • Sentence Frames • Word/picture Bank • Technology • Visuals • Native language support • Peer to peer support as needed. • https://prc.parcconline.org/system/files/E10_NWT_7511_Released%20Set_Jan%202016.pdf
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape*	Compare and contrast the representation of a subject in two different artistic mediums using a Venn Diagram and a Word Bank.	• Can students compare and contrast the representation of a subject in two different artistic mediums using a Venn Diagram and a Word Bank? • Identify the subject, or key scene, in each piece? • How does the author/artist depict the main character(s) or	• Provide the students with level appropriate text • Use IFL sentence starters to engage the learners in active discussions about the text. • Whole group instruction, teacher will model the completion of the graphic organizer. • Provide the students with a graphic organizer	• Persuasion Map Graphic Organizer (partially completed) • Sentence Frames • Word/picture Bank • Technology • Visuals • Dictionaries • Native language support • Venn Diagram

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
with the Fall of Icarus).		scene? • Analyze the contrasting views of the portrayal of the main characters or scene? • What is absent in one portrayal? • Evaluate the effectiveness of the differing depictions of the main character(s) or scene.		• Compare and Contrast Essay graphic organizer (link) • https://prc.parcconline.org/system/files/E09_RST_VF645764_Released%20Set_01.16.pdf • https://prc.parcconline.org/system/files/E10_LAT_VF650237_Released%20Set_Jan%202016.pdf
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., Recorded or Live Production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	• Compare and contrast multiple interpretations of a literary work using a Graphic Organizer (i.e. 3 rings Venn Diagram), L1 support, and/or adapted text.	• Identify the original source text? • Analyze the depiction of the subject, or key scene, in each piece? • How does the author/artist depict the main character(s) or scene? • Analyze the contrasting views of the portrayal of the main characters or	• Provide the students with level appropriate text • Use IFL sentence starters to engage the learners in active discussions about the text. • Whole group instruction, teacher will model the completion of the graphic organizer. • Provide the students with a	• Comparison, contrast; content-based, grade-level vocabulary • Venn Diagram • Recorded or Live Production • Sentence Frame • Text and/or support

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
(Include at least one play by Shakespeare and one play by an American dramatist.)		scene? • What is absent in one portrayal? • Evaluate the effectiveness of the differing depictions of the main character(s). • How does changing the medium distort or enhance comprehension of the text?	graphic organizer	• Word/Picture Bank • PARCC sample release item # VH018642 - • https://prc.parcconline.org/system/files/E09_LAT_VH018642_Released%20Set_01.16.pdf
RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement.)	• Read and analyze literature that requires the reader to distinguish what is directly stated from what is really meant using a reference sheet and visual representations of the text.	• Can the learners read and analyze and compare literature that requires the reader to distinguish what is directly stated from what is really meant using a Reference Sheet and visual representations of the text?	• Provide the students with level appropriate text • Use IFL sentence starters to engage the learners in active discussions about the text. • Whole group instruction, teacher will model the completion of the graphic organizer. • Provide the students with a graphic organizer	• Persuasion Map Graphic Organizer (partially completed) • Sentence Frames • Word/picture Bank • Technology • Visuals • Native language support • Peer to peer support as needed • PARCC sample release item # VF822213 - https://prc.parccon

New Jersey Student Learning Standards (NJSLS)	Language Objective	Essential Questions	Sample Activities	Resources
				line.org/system/files/gr11eoylitshort5.pdf

Unit Vocabulary	
cite	transitional phrases
textual evidence	context clues
quote	figurative
paraphrase	metaphor
direct quotes	simile
indirect quotes	personification
explicit	compound tenses
subject-verb agreement	embedded clauses
past tense	similes
literary evidence	metaphors
infer	hyperboles
uncertain	sentences with figurative language
modals (would, could, might)	resolution
compound tenses (would have been)	conclusion
elements of quotations	word order
interact	tense and aspect
complex	purpose
build on	audience
central idea	writing tasks
clauses	author's purpose
objective	writing tasks
summary	style

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Unit Project (Choose 1)	
Project 1 (Suggested)	**Project 2 (Suggested)**
Construct an 'I AM" display to compare and contrast Famous people from past to present.	**Using research evidence compare and contrast educational systems from around the world.**

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

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

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

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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
- **Time on task for students**-http://www.online-stopwatch.com/
- **Differentiation activities for students based on their lexile-** 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.

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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