

# DEVELOPMENTAL ESL I



## Unit 3

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

Developmental English as a Second Language consists of developing reading, writing, speaking, and listening skills. During Developmental ESL instruction, students will learn to use reading and writing strategies to help them become effective English language readers and writers. 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 Objectives connected to the Common Core 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 Common Core State 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 1**

	<b>Student Learning Objective</b>	<b>CCSS</b>	
1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and draw inferences from the text, including determining where the text leaves matters uncertain.	RL.9.1, RL. 10.1, RL.11.1,RL.12.1	Frontloading: 1week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
2	Determine two or more themes or central ideas of a text and analyze in detail its development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.9.2., RL.10.2 RL.11.2, RL.12.2	
3	Determine a theme or central idea of a text and provide an objective summary of the text.	RL.9.2., RL.10.2 RL.11.2, RL.12.2	
4	Determine and analyze the cumulative impact of specific word choices and phrases on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., how the language evokes a sense of time and place and informal tone).	RL.9.4., RL.10.4 RL.11.4, RL.12.4	
5	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.9.3.E., W.10.3.E., W.11.3.E., W.12.3.E	
6	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9.4, W.10.4,W.11.4, W.12.4	

**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:**

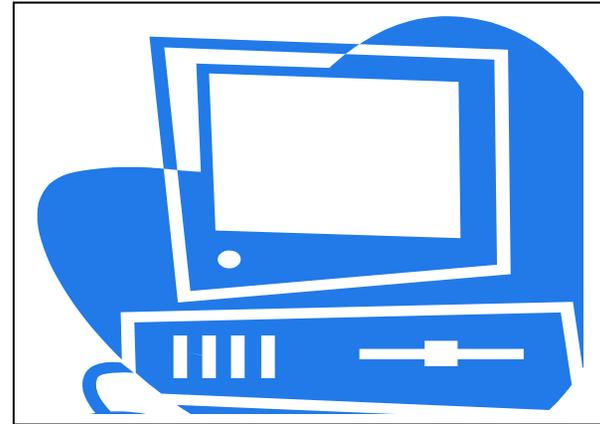
- Acceptable Use Policies
- Symbols of Technology
- Dramatic Digital Video
- Printer and Scanner
- Identifying Computer Devices
- Audience and Media

➤ **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 [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.



## 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:** “Going to the Amusement Park”

- Overcoming fears and perseverance. Students will be able to make connections to times when they have persevered and overcome fears.

**History:** “The 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.

**History:** “Immigration - A broken System”

- America is a nation of immigrants. Students explore US immigration past and present; discovering the generations of immigrants who have come to the US from all over the globe. Immigration reform and social justice.
- Interactive tour of Ellis Island – <http://teacher.scholastic.com/activities/immigration/tour/>

**Health / Character Education:** “My Best Friend”

- Choosing right from wrong. Students can explore Stealing, is it a victimless crime? Topics can include shoplifting, plagiarism, misuse of intellectual property, piracy, copyright infringements, etc. and effects it can have on consumerism.

**Health:** “What are Friends?”

- Students discover the connection between **health** and **friendship**, and how to promote and maintain **healthy friendships**.

## 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:</b> 9-12	<b>Unit: 3</b> Level 1-1.9	<b>Topic: Reading Literature and Writing</b> Narrative	
<b>Common Core State Standards (CCSS): RL.9.1, RL.9.2, RL.9.4, RL.9.4, W.9.3.E, W.9.4</b>	<b>Common Core State Standards (CCSS): RL.10.1, RL.10.2, RL.10.4, W.10.3.E, W.10.4</b>	<b>Common Core State Standards (CCSS): RL.11.1, RL.11.2, RL.11.4, W.11.3.E, W.11.4</b>	<b>Common Core State Standards (CCSS): RL.12.1, RL.12.2, RL.12.4, W.12.3.E, W.12.4</b>
<b>WIDA Standards: 1-5</b> <b>Listening, Speaking, Reading &amp; Writing</b>			

<b>NJDOE Student Learning Objective</b>	<b>Language Objective</b>	<b>Essential Questions</b>	<b>Sample Activities</b>	<b>Resources</b>
<p><b>1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly and draw inferences from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.9.1, RL. 10.1, RL.11.1, RL.12.1</b></p>	<p><b>1.</b> Read to cite, express, and distinguish explicit, inferential, and uncertain evidence using adapted text and graphic organizers (story map).</p> <p><b>RL.9.1, RL. 10.1, RL.11.1, RL.12.1</b></p>	<ul style="list-style-type: none"> <li>▪ What examples can you find to support the main idea?</li> <li>▪ What is the main idea of the text?</li> <li>▪ What conclusion can you draw to support your analysis?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10) Read and identify the main idea  Provide conclusion to support the text</li> <li>▪ (11-12) Read and analyze the text  Identify the main idea of a text.  Provide conclusion to support the text  Identify what is not clear to you</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.rongchang.com/usalife/a/usalife024a.htm">http://www.rongchang.com/usalife/a/usalife024a.htm</a>  “Going to the Amusement Park”</li> <li>▪ or, use selected appropriate reading material</li> </ul>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p><b>2. Determine two or more themes</b> or central ideas of a text and analyze in detail its development over the course of the text, <b>including how they interact and build on one another to produce a complex account</b>; provide an objective summary of the text.  <b>RL.9.2., RL.10.2</b>  <b>RL.11.2, RL.12.2</b></p>	<p><b>2.</b> Read, analyze, and summarize how the development of themes, over the course of a text, produces a complex account by using a Short Story graphic organizer.  <b>RL.9.2., RL.10.2</b>  <b>RL.11.2, RL.12.2</b></p>	<ul style="list-style-type: none"> <li>▪ What is the central idea of the text?</li> <li>▪ How can I explain my central idea?</li> <li>▪ What are the supporting details that support my central idea?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10) Identify the central idea of the text</li> <li>Analyze development of the central idea in a text</li> <li>Write an objective summary</li> <li>▪ (11-12) Identify the central idea of the text</li> <li>Analyze development of the central idea in a text</li> <li>Write an objective summary Provide support to the central idea of the text</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.rong-chang.com/customs/cc/customs001.htm">http://www.rong-chang.com/customs/cc/customs001.htm</a></li> <li>“The Land of Opportunity”</li> <li>▪ or, use selected appropriate reading material</li> </ul>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>3. Determine a theme or central idea of a text and provide an objective summary of the text.  <b>RL.9.2., RL.10.2</b>  <b>RL.11.2, RL.12.2</b></p>	<p>3. Read to summarize the text objectively using <i>sentence starters and frames</i>.  <b>RL.9.2., RL.10.2</b>  <b>RL.11.2, RL.12.2</b></p>	<ul style="list-style-type: none"> <li>▪ How can you determine a theme of a text?</li> <li>▪ Which detail, or event, first represented the theme?</li> <li>▪ How can you develop a strong objective summary?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10)                      Identify the theme of the text                      Determine the detail that support the theme                      Write an objective summary of a text</li> <li>▪ (11-12)                      Identify the theme of the text                      Determine the detail that support the theme                      Write an objective summary of the text                      Provide evidence from the reading to determine how the theme or central idea is clear</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.rongchang.com/customs/cc/customs023.htm">http://www.rongchang.com/customs/cc/customs023.htm</a>                       “Immigration-A broken System”</li> <li>▪ or, use selected appropriate reading material</li> </ul>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>4. Determine and analyze the cumulative impact of specific word choices and phrases on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., how the language evokes a sense of time and place and informal tone).</p> <p><b>RL.9.4., RL.10.4 RL.11.4, RL.12.4</b></p>	<p>4. Read to understand and determine word and phrase meaning in literature, and analyze the impact of word choice <i>using a figurative language word wall, online support and student created visual representations of word meanings through the use of Figurative Language chart.</i></p> <p><b>RL.9.4., RL.10.4 RL.11.4, RL.12.4</b></p>	<ul style="list-style-type: none"> <li>▪ How can I use words found around unfamiliar vocabulary to determine the meaning?</li> <li>▪ How can I understand the tone?</li> <li>▪ How does the use of specific words form and improve the meaning?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10) Identify examples of word choice Analyze specific word and phrases choices Understand the impact of word choice of a text</li> <li>▪ (11-12) Identify examples of word choice Analyze specific word and phrases choices Understand the impact of word choice of a text Identify figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.eslfast.com/eslread/ss/s135.htm">http://www.eslfast.com/eslread/ss/s135.htm</a>  “My Best Friend”</li> <li>▪ or, use selected appropriate reading material</li> </ul>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>5. Provide a conclusion that follows from and reflects on what is <b>experienced, observed, or resolved over the course of the narrative.</b>  <b>W.9.3.E</b>  <b>W.10.3.E</b>  <b>W.11.3.W.12.3.E</b></p>	<p>5. Write to synthesize events to create a cohesive and well-developed resolution using a <i>graphic organizer</i> (e.g.; <i>artist's story map</i>).  <b>W.9.3.E</b>  <b>W.10.3.E</b>  <b>W.11.3.E</b>  <b>W.12.3.E</b></p>	<ul style="list-style-type: none"> <li>▪ How can you write a conclusion from a reading?</li> <li>▪ Why do events from the text need to be organized?</li> <li>▪ Why does a narrative writing needed to be organized?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10)</li> </ul> <p>Define and give examples of a conclusion.</p> <p>Identify characters</p> <p>Model how to identify sequence of events.</p> <p>Understand narrative techniques</p> <ul style="list-style-type: none"> <li>▪ (11-12)</li> </ul> <p>Define and give examples of a conclusion</p> <p>Identify characters</p> <p>Model how to identify sequence of events</p> <p>Understand narrative techniques</p> <p>Use sensory details to make your writing more vivid</p>	<ul style="list-style-type: none"> <li>▪ Graphic organizers</li> <li>▪ Student samples</li> <li>▪ WIDA Writing Rubric</li> <li>▪ PARCC Writing Rubric</li> <li>▪ <a href="http://www.eslfast.com/eslread/ss/s182.htm">http://www.eslfast.com/eslread/ss/s182.htm</a></li> </ul> <p>“What are Friends”</p> <ul style="list-style-type: none"> <li>▪ or, use selected appropriate reading material</li> </ul>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>6. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>W.9.4, W.10.4</b>  <b>W.11.4, W.12.4</b></p>	<p>6. Produce clear and coherent writing suitable for task, purpose, and audience using <i>a graphic organizer (specific to task and purpose)</i>.  <b>W.9.4, W.10.4</b>  <b>W.11.4, W.12.4</b></p>	<ul style="list-style-type: none"> <li>▪ Why is it important to know who will be reading my writing?</li> <li>▪ What is the purpose of my writing?</li> <li>▪ How can I develop my ideas in a coherent writing?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10) Model and site examples of how to determine the audience when writing a text.</li> <li>Determine the purpose for a written text. Create a purposeful text.</li> <li>Model what organizational structures look like in a text.</li> <li>▪ (11-12) Model, site examples and create a text determined for a specific audience.</li> <li>Determine the purpose for a written text. Create a purposeful text.</li> <li>Model what organizational structures look like in a text.</li> <li>Clarify your ideas based on task, purpose, and audience.</li> </ul>	<p>Graphic organizers</p> <p>Student samples</p> <p>WIDA Writing Rubrics:</p> <p>PARCC Writing Rubric</p> <ul style="list-style-type: none"> <li>▪ or, use selected appropriate reading material</li> </ul>

## Unit Vocabulary

**Literary evidence,**  
**Infer,**  
**Evaluate,**  
**Uncertain**  
**Interact,**  
**Complex,**  
**Build on,**  
**Central idea,**  
**Themes**  
**Modals (would, could, might),**  
**Compound tenses (would have been)**  
**Multiple meanings of a key terms,**  
**Idioms,**  
**Collocations,**  
**Noun phrases**  
**Complex sentences,**  
**Compound verb tenses**  
**Purpose**  
**Audience,**  
**Writing tasks (e.g., narrative, persuasive, research etc)**  
**Language conventions and forms will vary depending on selected**  
**Transitional words,**  
**Word choice,**  
**General, specific and technical language**  
**Specific to writing task**

**Cite,**  
**Textual evidence**  
**Explicit**  
**Inferential**  
**Compound tenses**  
**Text**  
**Elements of quotations**  
**Determine, analyze**  
**Development**  
**Objective , subjective summary**  
**Transitional phrases**  
**Context clues**  
**Figurative**  
**Connotative**  
**Technical**  
**Sentences with [Figurative Language Chart](#)**  
**Cumulative**  
**Impact**  
**Meaning**  
**Tone**  
**Audience**  
**Analysis**  
**Reflection**  
**Research**  
**Descriptive language**

Unit Project (Choose 1)	
Project 1 (Suggested)	Project 2 (Suggested)
<p><b>Title: The important event in my life</b></p> <p>The students will write a narrative paragraph about an important event that occurred or will occur this week. First, the students complete graphic organizer. Then, they have to create a picture or cut it from the newspaper and place it in the middle of the front page along with the title and their name. Once this is completed, the students write their story following a provided teacher sample for guidance and support. Students will also receive a rubric along with the sample, so that they know what will count toward their grade.</p> <p><b><u>Materials:</u></b>            project rubric            markers, crayons, or color pencils            glue and scissors            drawing, photographs, or magazine cut-outs            dictionary            graphic organizer            pencil            paper</p>	<p><b>Title: Compare and Contrast</b></p> <p>The students select two pictures and describe how they are the same, and how they are different. First, the students have to know the rubrics to follow. Then, they will write a paragraph about similarities and differences that the two pictures have. Also, the students have to create a poster with all the things that they found different and similar from those two pictures. The teacher will provide the rubrics along with the sample, so that they know what will count toward their grade.</p> <p><b><u>Materials:</u></b>            two pictures of choice            project rubric            glue            construction paper            paper            pencil            dictionary</p>

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

<b>Task Level</b>	<b>Linguistic Complexity</b>	<b>Vocabulary Usage</b>	<b>Language Control</b>
<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