

# DEVELOPMENTAL ESL II



## Unit 2

## *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 inferences drawn from the text, including determining where the text leaves matters uncertain.	<b>RL.9.1, RL. 10.1, RL.11.1, RL.12.1</b>	Frontloading: 1 week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
2	Determine two or more central ideas and analyze their development of a text, including how it emerges, shaped and refined by specific details to provide an objective summary of the text.	<b>RL.9.2, RL. 10.2, RL.11.2, RL.12.2</b>	
3	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>RL.9.4, RL. 10.4, RL.11.4, RL.12.4</b>	
4	Write informative/explanatory texts to use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<b>W. 9.2c, W.10.2c, W11.2c, W 12.2c</b>	
5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging by planning, revising, editing, rewriting for a specific purpose and audience.	<b>W.9.5, W.10.5, W.11.5, W. 12.5</b>	
6			

**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>



<h2 style="margin: 0;">Differentiated Instruction</h2> <h3 style="margin: 0;">Accommodate Based on Students Individual Needs: Strategies</h3>			
<p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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> <li>• </li> </ul>

## Interdisciplinary Connections

### **Health:** “New York, New York”

- Students can analyze the lyrics to Frank Sinatra’s New York (theme personal aspirations). On the surface, the song is about how beautiful and great the city is but we can also find a deeper feeling of independence and the possibility to make dreams come true.

### **History:** “Martin Luther King Jr.: 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.

### **History:** “Barack Obama: America's First Black President”

- Exposing students to the Presidential election process. Exploring the establishment of the presidency in 1789, its history and growth in the United States.
  - <https://www.usa.gov/election>

### **Health:** “Working at a Book Store”

- Effective goal setting is an important life skill. Students can identify two or three short-term personal goals that they hope to accomplish within the semester. Goals could include getting an afterschool job, passing a class, saving money to purchase a desired item, etc. and necessary steps to achieve goal.

### **Social Studies / Health:** “More than Sports”

- The issue of guns and gun control is touchy; there are many arguments for and against strict regulations of firearms. Students can research arguments for gun control and gun rights and participate in class debate.

## 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>Grade:</b> 9-12	<b>Unit: 2</b> Level 2.0-2.9	<b>Topic: : Reading Information/Writing Informative/Explanatory</b>	
<b>Common Core State Standards (CCSS):</b> RL.9.1, RL.9.2, RL.9.4 W.9.2.C, W.9.5	<b>Common Core State Standards (CCSS):</b> RL.10.1, RL.10.2, RL.10.4, W.10.2.C, W.10.5	<b>Common Core State Standards (CCSS):</b> RL.11.1, RL.11.2, RL.11.4, W.11.2.C, W.11.5	<b>Common Core State Standards (CCSS):</b> RL.12.1, RL.12.2, RL.12.4, W.12.2.C, W.12.5
<b>WIDA Standards: 1-5</b> <b>Listening, Speaking, Reading &amp; Writing</b>			

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>1. Cite strong and thorough textual evidence to support inferences drawn 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>1. Read to cite, express, and distinguish between explicit, inferential, and uncertain evidence using adapted text, graphic organizers (i.e. T-chart), and L1 support.</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 evidence did you find to support the inferences of the text?</li> <li>▪ Which inferences can be drawn from the text?</li> <li>▪ How can I support my inferences?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10) Read and understand the text Analyze the text Identify explicit textual evidence</li> <li>▪ (11-12) Read and understand the text Analyze the text Identify explicit textual evidence Formulate supporting analysis</li> </ul>	<p><a href="http://www.rong-chang.com/mini-novels/m/mini-novel016.htm">http://www.rong-chang.com/mini-novels/m/mini-novel016.htm</a></p> <p>“New York, New York”</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>2. Determine two or more central ideas and analyze their development of a text, including how it emerges, shaped and refined by specific details to provide an objective summary of the text.</p> <p><b>RL.9.2, RL. 10.2, RL.11.2, RL.12.2</b></p>	<p>Read, analyze, and summarize the text objectively orally and/or in writing using <i>sentence starters, graphic organizers, or visual representations.</i></p> <p><b>RL.9.2, RL. 10.2, RL.11.2, RL.12.2</b></p>	<ul style="list-style-type: none"> <li>▪ What are the two central ideas of a text?</li> <li>▪ Which detail represents a clue of the theme?</li> <li>▪ How can you objectively summarize the text?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10) Identify theme or the central idea Analyze theme/central ideas of a text Compose and objective summary of the text</li> <li>▪ (11-12) Identify theme or the central idea Analyze theme/central ideas of a text Conclude how the theme/central idea is developed</li> </ul>	<p><a href="http://www.eslfast.com/people/p/people003.htm">http://www.eslfast.com/people/p/people003.htm</a></p> <p>Martin Luther King Jr.: Civil Rights Leader</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>3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RL.9.4, RL. 10.4, RL.11.4, RL.12.4</b></p>	<p>Read to determine word and phrase meaning using <i>a figurative language</i> word wall, <i>online support and student created visual representations of word meanings.</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 you define the meaning of words?</li> <li>▪ How can you explain phrases that are used in a text?</li> <li>▪ What are the different meanings that you can find from the text?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10) Read to understand the word and phrase meaning Identify the meaning of the words Explain figurative, connotative, and technical meaning</li> <li>▪ (11-12) Read to understand the word and phrase meaning Identify the meaning of the words Explain figurative, connotative, and technical meaning Provide examples of figurative, connotative, and technical meaning</li> </ul>	<p><a href="http://www.eslfast.com/people/p/people018.htm">http://www.eslfast.com/people/p/people018.htm</a></p> <p>Barack Obama: America's First Black President</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>4. Write informative/explanatory texts to use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>W. 9.2c, W.10.2c, W11.2c, W 12.2c</b></p>	<p>Write using transition words and phrases to create cohesion using <i>a word bank of transitional words and phrases</i>.</p> <p><b>W. 9.2c, W.10.2c, W11.2c, W 12.2c</b></p>	<ul style="list-style-type: none"> <li>▪ How can I select the appropriate transitions?</li> <li>▪ Where can I find the information to support my writing?</li> <li>▪ What evidence can you draw from the passage to support the complex ideas?</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>(9-10)</b> Select the topic for an informative text Use different transitions that are cohesive Brainstorming</li> <li>▪ <b>(11-12)</b> Select the topic for an informative text Use different transitions that are cohesive Brainstorming Write informative/explanatory text</li> </ul>	<p><a href="http://www.rongchang.com/mini-novels/m/mini-novel008.htm">http://www.rongchang.com/mini-novels/m/mini-novel008.htm</a></p> <p>“Working at a bookstore”</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>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging by planning, revising, editing, rewriting for a specific purpose and audience.</p> <p><b>W.9.5, W.10.5, W.11.5, W. 12.5</b></p>	<p><i>Write, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument using outlines, adapted text, and L1 support.</i></p> <p><b>W.9.5, W.10.5, W.11.5, W. 12.5</b></p>	<ul style="list-style-type: none"> <li>▪ How can you analyze the informational text?</li> <li>▪ How can you analyze the structure of author uses in his/her exposition?</li> <li>▪ What different techniques can you use to plan, revise and edit the text?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10) Analyze the text Identify the argument of a text Learn about organizational structures</li> <li>▪ (11-12) Analyze the text Identify the argument of a text Learn about organizational structures Identify the specific purpose and the audience</li> </ul>	<p><a href="http://www.rongchang.com/mini-novels/m/mini-novel066.htm">http://www.rongchang.com/mini-novels/m/mini-novel066.htm</a></p> <p>“More than Sports”</p> <ul style="list-style-type: none"> <li>▪ Graphic organizer</li> <li>▪ PARCC rubric</li> <li>▪ Students samples</li> <li>▪ or, use selected appropriate reading material</li> </ul>

## Unit Vocabulary

<p><b>Cite</b>  <b>Textual evidence</b>  <b>Explicit, inferential</b>  <b>Compound tenses</b>  <b>Complex sentences</b>  <b>Determine</b>  <b>Analyze</b>  <b>Development</b>  <b>Central idea</b>  <b>Modals (would, could, might)</b>  <b>Compound tenses (would have been)</b>  <b>Objective summary</b>  <b>Subjective summary</b>  <b>Transitional phrases</b>  <b>Link</b>  <b>Cohesion</b>  <b>Clarify</b>  <b>Purpose</b>  <b>Audience</b>  <b>Planning</b>  <b>Revising</b>  <b>Multiple meanings of a key terms</b>  <b>Idioms</b>  <b>Collocations</b></p>	<p><b>Interact</b>  <b>Complex</b>  <b>Central idea</b>  <b>Themes</b>  <b>Literary evidence</b>  <b>Infer</b>  <b>Elements of quoting</b>  <b>Evidence, infer, uncertain</b>  <b>Transitional words</b>  <b>Word choice</b>  <b>Syntax</b>  <b>Language conventions and forms</b>  <b>Author’s purpose</b>  <b>Writing tasks (e.g., narrative, persuasive, research etc.)</b>  <b>Context clues, figurative, connotative, technical</b>  <b>Sentences with figurative language</b>  <b>Complex sentences</b>  <b>Compound verb tenses</b>  <b>Noun phrases</b></p>
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Unit Project (Choose 1)	
<b>Project 1 (Suggested)</b>	<b>Project 2 (Suggested)</b>
<p><b>Title: Chronological order of an event</b></p> <p>The students have to choose one recent event and compose a timeline for it. First, they have to brainstorm all the information that happened during the event and complete a graphic organizer. Along with the graphic organizer, they have to use new transitional words for practice purpose. Once this is completed, the students write their three body paragraph essay following a provided teacher sample for guidance and support. Students will also receive a rubric to follow. Each graphic organizer along with the writing should be posted on students’ work wall.</p> <p><b>Materials:</b>                      project rubric                      graphic organizer                      dictionary                      classmates feedback rubric</p>	<p><b>Title: Create a story about the picture</b></p> <p>The students have to select a picture that shows an action and write a story. First, the students have to choose one picture and imagine a story related to this particular picture. Students should include all parts of a story: title, characters, plot, setting, author and illustrator. Students will also receive a rubric along with the parts of the story lesson, so that they know what to follow and how it will count toward their grade. After the students complete the writing assignment, they will present it as part of an oral presentation.</p> <p><b>Materials:</b>                      picture with action                      project rubric                      oral presentation rubric                      dictionary</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