

DEVELOPMENTAL ESL II



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

	Student Learning Objective	CCSS	
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: 1 week 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 style="text-align: center;">Collaborative problem solving</p> <p style="text-align: center;">Writing to learn</p> <p style="text-align: center;">Making thinking visible</p> <p style="text-align: center;">Note-taking</p> <p style="text-align: center;">Rereading & rewriting</p> <p style="text-align: center;">Establishing text-based norms for discussions & writing</p> <p style="text-align: center;">Establishing metacognitive reflection & articulation as a regular pattern in learning</p> <p style="text-align: center;">Quick Writes</p> <p style="text-align: center;">Pair/trio sharing</p> <p style="text-align: center;">Turn and Talk</p> <p style="text-align: center;">Charting</p> <p style="text-align: center;">Gallery Walks</p> <p style="text-align: center;">Whole class discussions</p> <p style="text-align: center;">Modeling</p>	<p style="text-align: center;">Word Study Drills</p> <p style="text-align: center;">Flash cards</p> <p style="text-align: center;">Interviews</p> <p style="text-align: center;">Role playing</p> <p style="text-align: center;">Diagrams, charts and graphs</p> <p style="text-align: center;">Storytelling</p> <p style="text-align: center;">Coaching</p> <p style="text-align: center;">Reading partners</p> <p style="text-align: center;">Visuals</p> <p style="text-align: center;">Reading Aloud</p> <p style="text-align: center;">Model (I Do), Guided Practice (We Do), Independent Practice (You Do)</p> <p style="text-align: center;">Mind Mapping</p> <p style="text-align: center;">Trackers</p> <p style="text-align: center;">Multiple Response Strategies</p> <p style="text-align: center;">Choral reading</p> <p style="text-align: center;">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:

6- Reaching	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

Interdisciplinary Connections

History: “Memorial Day –A Holiday to Remember Fallen Soldiers”

- Students can learn about US Patriotic Holidays and the significance of the sacrifices made by men and women serving to preserve our freedom.

Health: “The Carnival”

- We sometimes learn valuable lessons by analyzing our behavior. Students can examine a time when they had to make a choice they now regret and the lessons they have learned from that experience.

Health: “Medical Insurance - Making it Easier to Get Health Care”

- The healthcare reform debate in the United States has been a political issue for many years. Students can debate the healthcare crisis in the US focusing on increasing coverage / decreasing cost and social burden of healthcare. Students can also compare and contrast health care in the United States and Canada.

Health: “The First Encounter”

- Healthy relationships (including family, friends and dating partners) thrive on respect, kindness, and trust. Students can examine the characteristics of a healthy and unhealthy relationship.

Social Studies: “Meeting an Actor at the Movie”

- Culture can be viewed as the customs, arts and social interactions of a particular nation, people, or other social group. Students can examine cultural norms from the United States in comparison to other countries.

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:

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| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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

- 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

Grades: 9-12		Unit: 3 Level 2-2.9		Topic: Reading Literature and Writing Narrative	
Common Core State Standards (CCSS): RL.9.1, RL.9.2, RL.9.4 RL.9.4, W.9.3.E, W.9.4		Common Core State Standards (CCSS): RL.10.1, RL.10.2, RL.10.4, W.10.3.E, W.10.4		Common Core State Standards (CCSS): RL.11.1, RL.11.2, RL.11.4, W.11.3.E, W.11.4	
Common Core State Standards (CCSS): RL.12.1, RL.12.2, RL.12.4, W.12.3.E, W.12.4		WIDA Standards: 1-5 Listening, Speaking, Reading & Writing			

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>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.</p> <p>RL.9.1, RL. 10.1, RL.11.1, RL.12.1</p>	<p>1. Read to cite, express, and distinguish explicit, inferential, and uncertain evidence using adapted text and graphic organizers (story map).</p> <p>RL.9.1, RL. 10.1, RL.11.1, RL.12.1</p>	<ul style="list-style-type: none"> ▪ What is the main idea of the text? ▪ What inferences can I make based of the information from the text? ▪ How and where can I look for more information to explain inferences? 	<ul style="list-style-type: none"> ▪ (9-10) Read and identify the main idea Identify what is explicitly in the text Model and site examples of inferences in a text. (11-12) Read and identify the main idea. Identify and determine what is explicitly in the text. Model inferences in a text. Determine uncertainties in the text. 	<ul style="list-style-type: none"> ▪ http://www.eslfast.com/eslread/ss/s013.htm “Memorial Day – A Holiday to Remember Fallen Solders.” ▪ or, use selected appropriate reading material

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>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</p>	<p>2. 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. RL.9.2., RL.10.2 RL.11.2, RL.12.2</p>	<ul style="list-style-type: none"> ▪ What are the central ideas of the text? ▪ What are the key details that support the central ideas? ▪ How can I prove that my summary is not an opinion? 	<ul style="list-style-type: none"> ▪ (9-10) Identify the main idea of the text Organize information by analyzing details from the text. Model how to write an objective summary. ▪ (11-12) Model and identify the main idea of a text. Determine how to organize information by analyzing details from a text. Model how to write an objective summary. Analyze the summary of a text. 	<ul style="list-style-type: none"> ▪ http://www.eslfast.com/eslread/ss/s239.htm “ The Carnival” ▪ or, use selected appropriate reading material

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. RL.9.2., RL.10.2 RL.11.2, RL.12.2</p>	<p>3. Summarize the text objectively in writing using <i>sentence starters and frames</i>. RL.9.2., RL.10.2 RL.11.2, RL.12.2</p>	<ul style="list-style-type: none"> ▪ What is the theme of the reading? ▪ Why is it important to be objective? ▪ How can you develop a strong objective summary? 	<ul style="list-style-type: none"> ▪ (9-10) Identify the theme of the text. Explain and model the meaning of objectivity. Write an objective summary of the text. ▪ (11-12) Identify the theme of the text. Explain the meaning of objectivity. Write an objective summary of the text. Provide examples from the text to support the theme. 	<ul style="list-style-type: none"> ▪ http://www.eslfast.com/eslread/ss/s022.htm “Medical Insurance- Making it Easier to Get Health Care” ▪ or, use selected appropriate reading material

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>RL.9.4., RL.10.4 RL.11.4, RL.12.4</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>RL.9.4., RL.10.4 RL.11.4, RL.12.4</p>	<ul style="list-style-type: none"> ▪ What is the meaning of the text? ▪ How can I determine tone in a text? ▪ How can I differentiate between the specific words choices and figurative meanings? 	<ul style="list-style-type: none"> ▪ (9-10) Identify the meaning the text. Determine the tone of the text. Understand how word choice influence meaning. ▪ (11-12) Identify the meaning the text. Determine the tone of the text. Understand how word choice influence meaning. Identify figures of speech in a text. 	<ul style="list-style-type: none"> ▪ http://www.rong-chang.com/usalife/a/usalife002a.htm “The First Encounter” ▪ or, use selected appropriate reading material

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>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</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>). W.9.3.E W.10.3.E W.11.3.E W.12.3.E</p>	<ul style="list-style-type: none"> ▪ How can you develop a conclusion that follows form from a text? ▪ What elements do you need to write you conclusion, in order to continue the flow of the narrative? ▪ Why is it important to have cohesive writing? 	<ul style="list-style-type: none"> ▪ (9-10) Understand narrative techniques Reflect of what you experienced Identify characters and their motives ▪ (11-12) Understand narrative writing techniques. Reflect on what you experienced. Identify characters and their motives. Use sensory details to make your writing more vivid. 	<ul style="list-style-type: none"> ▪ Graphic organizers ▪ Student samples ▪ WIDA Writing Rubrics: ▪ PARCC writing Rubric ▪ http://www.rongchang.com/usalife/a/usalife013a.htm “Meeting an Actor at the Movie” ▪ or, use selected appropriate reading material

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. W.9.4, W.10.4 W.11.4, W.12.4</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>. W.9.4, W.10.4 W.11.4, W.12.4</p>	<ul style="list-style-type: none"> ▪ Why do you need to edit your writing? ▪ How can I defend that my writing is coherent? ▪ Why is organizing my ideas to improve clarity important? 	<ul style="list-style-type: none"> ▪ (9-10) Establish a purpose for writing Learn about organizational structures Understand how style impacts writing ▪ (11-12) Establish a purpose for writing. Learn about organizational structures. Understand how style impacts writing. Clarify your ideas based on task, purpose, and audience 	<ul style="list-style-type: none"> ▪ Graphic organizers ▪ Student samples ▪ WIDA Writing Rubrics: ▪ PARCC Writing Rubric

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 Writing task
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

Unit Project (Choose 1)

Project 1 (Suggested)	Project 2 (Suggested)
<p>Title: An important decision in my life</p> <p>The students will compose a narrative story about an important decision that they already made. Also, the students should use transitional words as well as compound sentences while writing their story. The narrative must portray the following elements: title, setting, theme, plot, characters, conflict, and the moral of the story. The teacher must provide a rubric for this project along with graphic organizer. Then, the students will share their story with classmates for feedback.</p> <p><u>Materials:</u> project rubric graphic organizer dictionary list of transitional phrases pencil line paper</p>	<p>Title: Friendly letter</p> <p>The students write a letter to a friend or family member. First, the students have to tell the person how they are, where there are, and what they are doing. Then, they tell the story about a funny event that happened recently. The students have to use description and sensory adjectives to describe the event. Finally, the students ask questions to close the letter. The teacher will provide the sample letter and the rubric for guidance and support. Also, the students will receive cluster map and rubric for it to be later graded. The letter could be read every day in class for the first 10 minutes of the period or as part of their daily homework.</p> <p><u>Materials:</u> project rubric sample letter paper pencil dictionary cluster map</p>

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

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.

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