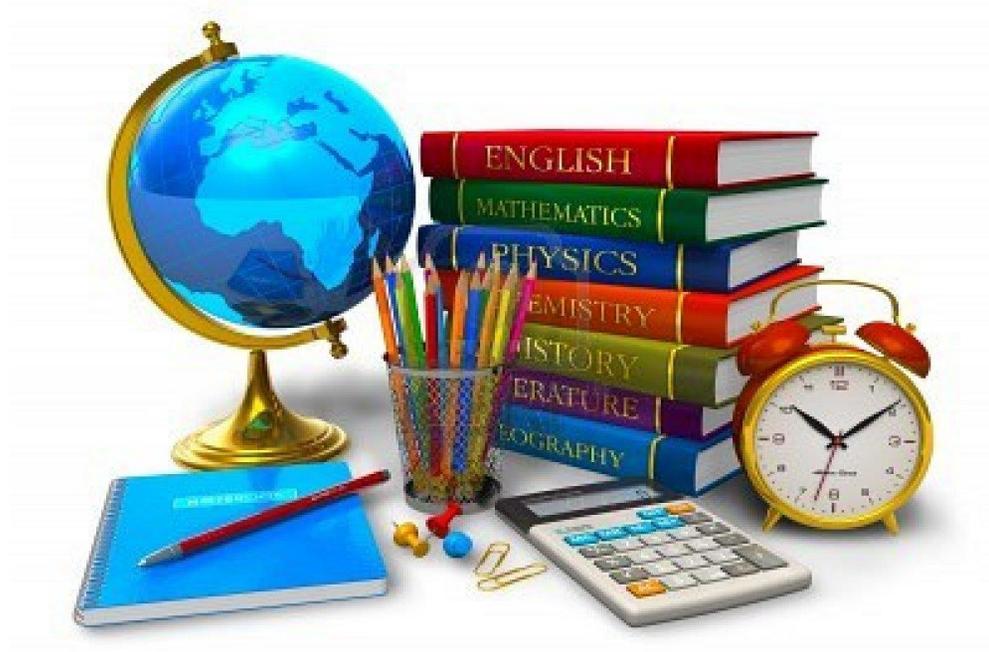


# DEVELOPMENTAL ESL III



## Unit 1

## *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.	<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 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.	<b>RL.9.2., RL.10.2 RL.11.2, RL.12.2</b>	
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 RL.11.2, RL.12.2</b>	
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).	<b>RL.9.4., RL.10.4 RL.11.4, RL.12.4</b>	
5	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<b>W.9.3.E, W.10.3.E W.11.3.E, W.12.3.E</b>	
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 W.11.4, W.12.4</b>	

## 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 &amp; rewriting</p> <p style="text-align: center;">Establishing text-based norms for discussions &amp; writing</p> <p style="text-align: center;">Establishing metacognitive reflection &amp; 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>
---	---

# 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:**

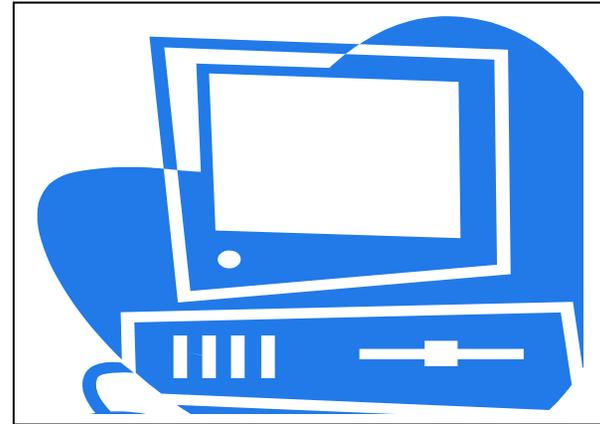
- Acceptable Use Policies
- Symbols of Technology
- Dramatic Digital Video
- Printer and Scanner
- Identifying Computer Devices
- Audience and Media

➤ **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: *An Hour with Abuelo* Pages 96-104,

Book: Author: Ortiz Cofer, Judith (1995) *An Island Like You Stories of The Barrio*, Scholastic, Inc.

- Students can read and research the importance of taking care of the elderly and learning from them.

Health: Story: *The One Who Watches* Pages 105-118

Book: Author: Ortiz Cofer, Judith (1995) *An Island Like You Stories of The Barrio*, Scholastic, Inc.

<http://theonewhowatches.weebly.com/>

- Students can read and research how making choices in life can be a positive or negative effect on life.

History: Cukier, Wendy, and Baillargeon, Amelie. "Gun Violence: Overview."

- *Issues: Understanding Controversy and Society*. ABC-CLIO, 2016. Web. 24 Jan. 2016

History: Bales, Kevin. "Human Trafficking: Overview."

- *Issues: Understanding Controversy and Society*. ABC-CLIO, 2016. Web. 24 Jan. 2016.

History: *Home to El Building* Pages 192-210

Book: Author: Ortiz Cofer, Judith (1995) *An Island Like You Stories of The Barrio*, Scholastic, Inc

- Students can read and research Ellis Island and the immigration of people to the United States.

## 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: 1</b> Level 3-3.9	<b>Topic: Reading Literature and Writing Narrative</b>	
<b>Common Core State Standards (CCSS):</b> RL.9.1, RL.9.2, RL.9.4 RL.9.4, W.9.3.E, W.9.4	<b>Common Core State Standards (CCSS):</b> RL.10.1, RL.10.2, RL.10.4, W.10.3.E, W.10.4	<b>Common Core State Standards (CCSS):</b> RL.11.1, RL.11.2, RL.11.4, W.11.3.E, W.11.4	<b>Common Core State Standards (CCSS):</b> RL.12.1, RL.12.2, RL.12.4, W.12.3.E, W.12.4
<b>WIDA Standards: 1-5</b> Listening, Speaking, Reading & Writing			

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<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 are supporting details?</li> <li>▪ What is the main idea?</li> <li>▪ What supporting details did you use to support the main idea from the text?</li> <li>▪ What inferences can you make from the text?</li> <li>▪ What part of the text leaves things unclear?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10)                             <ul style="list-style-type: none"> <li>○ Read and analyze the text</li> <li>○ Identify textual evidence</li> <li>○ Cite evidence from the text</li> <li>○ Make inferences</li> </ul> </li> <li>▪ (11-12)                             <ul style="list-style-type: none"> <li>○ Read and analyze the text</li> <li>○ Identify textual evidence</li> <li>○ Cite evidence from the text</li> <li>○ Make inferences</li> <li>○ Support inferences using textual evidence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Story: <i>An Hour with Abuelo</i> Pages 96-104</li> <li>▪ Book: <b><u>An Island Like You Stories of The Barrio</u></b> Author: Judith Ortiz Cofer Scholastic, Inc. 1995</li> <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 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. <b>RL.9.2., RL.10.2</b> <b>RL.11.2, RL.12.2</b></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. <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 are the themes revealed throughout the reading?</li> <li>▪ How do the themes interact with one another?</li> <li>▪ How can you write an objective summary of this reading?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10)               <ul style="list-style-type: none"> <li>○ Identify the main idea of the article</li> <li>○ Analyze a theme from the text</li> <li>○ Make inferences</li> <li>○ Write an objective summary</li> </ul> </li> <li>▪ (11-12)               <ul style="list-style-type: none"> <li>○ Identify the main idea of the text</li> <li>○ Identify two themes from the reading</li> <li>○ Analyze the two themes identified</li> <li>○ Make inferences</li> <li>○ Write objective summary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Story: <i>The One Who Watches</i> Pages 105-118</li> <li>Book: <b><u>An Island Like You Stories of The Barrio</u></b> Author: Judith Ortiz Cofer Scholastic, Inc. 1995</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. Summarize the text objectively in writing 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 the central idea of a text?</li> <li>▪ What is the theme of the reading?</li> <li>▪ How can you develop a strong objective summary?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10)               <ul style="list-style-type: none"> <li>○ Identify the main idea of the text</li> <li>○ Identify a theme from the reading</li> <li>○ Write an objective summary of the text</li> </ul> </li> <li>▪ (11-12)               <ul style="list-style-type: none"> <li>○ Identify the main idea of the text</li> <li>○ Identify a theme from the reading</li> <li>○ Write an objective summary of the text</li> <li>○ Provide evidence from the reading to determine how the central idea is clear.</li> </ul> </li> </ul>	<p><a href="http://issues.abc-clio.com/Topics/Display/1805385">http://issues.abc-clio.com/Topics/Display/1805385</a></p> <p>Cukier, Wendy, and Baillargeon, Amelie. "Gun Violence: Overview." <i>Issues: Understanding Controversy and Society</i>. ABC-CLIO, 2016. Web. 24 Jan. 2016</p> <p><a href="http://issues.abc-clio.com/Topics/Display/913395">http://issues.abc-clio.com/Topics/Display/913395</a></p> <p>Bales, Kevin. "Human Trafficking: Overview." <i>Issues: Understanding Controversy and Society</i>. ABC-CLIO, 2016. Web. 24 Jan. 2016.</p> <p>or, use selected appropriate reading material</p>

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>▪ What is word choice?</li> <li>▪ What type of impact could words have in a reading?</li> <li>▪ How can you improve your understanding of figurative language?</li> <li>▪ What technique can you use in order to understand the text better?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10)               <ul style="list-style-type: none"> <li>○ Identify examples of word choice</li> <li>○ Identify smart words and their meaning</li> <li>○ Explain the meaning of words and phrases used in the text</li> <li>○ Identify most common figures of speech</li> </ul> </li> <li>▪ (11-12)               <ul style="list-style-type: none"> <li>○ Identify examples of word choice</li> <li>○ Identify smart words and use them in sentences</li> <li>○ Explain the meaning of words and phrases used in the text</li> <li>○ Identify figures of speech</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Story: <i>Home to El Building</i> Pages 192-210</li> <li>Book: <b><u>An Island Like You Stories of The Barrio</u></b></li> <li>Author: Judith Ortiz Cofer</li> <li>Scholastic, Inc. 1995</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.E</b>  <b>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 develop a conclusion from a reading?</li> <li>▪ What elements do you need to keep in mind, when writing your conclusion, in order to continue the flow of the narrative?</li> <li>▪ How can your writing be cohesive?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10) <ul style="list-style-type: none"> <li>○ Understand narrative techniques</li> <li>○ Identify characters and their motives</li> <li>○ Create different possible plots</li> <li>○ Organize events in chronological order</li> </ul> </li> <li>▪ (11-12) <ul style="list-style-type: none"> <li>○ Understand narrative techniques such as plot, style, point of view</li> <li>○ Identify characters and their motives</li> <li>○ Create different possible plots</li> <li>○ Organize events in chronological order</li> <li>○ Create possible dialogue to use</li> <li>○ Use sensory details to make your writing more vivid</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Story: <i>White Balloons</i> Pages 211-242</li> <li>Book: <b><u>An Island Like You Stories of The Barrio</u></b> Author: Judith Ortiz Cofer Scholastic, Inc. 1995</li> <li>▪ Graphic organizers</li> <li>▪ Student samples</li> <li>▪ WIDA Writing Rubric</li> <li>▪ PARCC Writing Rubrics</li> <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>▪ 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 clear manner?</li> </ul>	<ul style="list-style-type: none"> <li>▪ (9-10)               <ul style="list-style-type: none"> <li>○ Determine the audience</li> <li>○ Establish a purpose for writing</li> <li>○ Learn about organizational structures</li> <li>○ Understand how style impacts writing</li> </ul> </li> <li>▪ (11-12)               <ul style="list-style-type: none"> <li>○ Determine the audience</li> <li>○ Establish a purpose for writing</li> <li>○ Learn about organizational structures</li> <li>○ Understand how style impacts writing</li> <li>○ Experiment by using two different approaches of style</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Graphic organizers</li> <li>▪ Student samples</li> <li>▪ WIDA Writing rubrics</li> <li>▪ PARCC Writing Rubrics</li> </ul>

## Unit Vocabulary

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

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

**Unit Project (Choose 1)**

<b>Project 1 (Suggested)</b>	<b>Project 2 (Suggested)</b>
<p><b>Title: My Children’s Book Project</b>  <b>The students will create an original narrative story for an audience of students between the ages of 8-10. The story will have an illustration appear on each page. The illustrations could be drawings, magazine or newspaper cut outs, or even photographs. The book needs to have between 5-10 pages. The narrative must portray the following elements: title, setting, theme, plot, characters, conflict, tone, mood, figurative language, and the moral of the story. They will create it in the classroom, along with a graphic organizer that will show their analysis of the elements mentioned above. The teacher must provide a rubric for this project. Then, students will share their book with classmates for feedback.</b></p> <p><b><u>Materials:</u></b>  <b>project rubric</b>  <b>white paper, construction paper, or bond paper</b>  <b>markers, crayons, or color pencils</b>  <b>glue and scissors</b>  <b>hole puncher</b>  <b>ribbon, cord, yarn, or thin rope</b>  <b>drawing, photographs, or magazine cut-outs</b></p>	<p><b>Book Report</b></p> <p><b>The students select an appropriate reading-level book. After reading the book, the students complete a graphic organizer in which they analyze the most important elements of the book. Once this is completed, the students write their book report following a provided teacher sample for guidance and support. Students will also receive a rubric along with the book report sample, so that they know what will count toward their grade. The book could be read every day in class for the first 10 minutes of the period or as part of their daily homework.</b></p> <p><b><u>Materials:</u></b>  <b>book of choice</b>  <b>project rubric</b>  <b>paper</b>  <b>pencil</b>  <b>dictionary</b>  <b>graphic organizer</b></p>

### Book Report

CATEGORY	5	4	3	2	1
<b>Summary</b>	Summary is excellent, it encompasses all aspects of the book and there is enough detail to let the reader understand what the book was about.	Summary is very good, it encompasses most aspects of the book and there is enough detail to let the reader understand what the book was about.	Summary is good, it encompasses most aspects of the book but there is not enough detail to let the reader understand what the book was about.	There is some summary, but it is minimal. It seems as though the book was just skimmed, or only part of the book was read.	There is little summary, it isn't a summary of the whole book and there is doubt on whether the author read the book.
<b>Details</b>	The detail conveys the essence of the book. There are good examples from the book and the reader has an excellent appreciation for the contents of the book.	The detail conveys the idea of the book. There are some good examples from the book and the reader has a good appreciation for the contents of the book.	The detail conveys some of ideas in the book. There are some few or no examples from the book and the reader doesn't have a good appreciation for the contents of the book.	There are minimal details, and the reader could not get the basics of the book through the details given.	There are no details.
<b>Accuracy</b>	The information conveyed is accurate to a very high degree when checked against the book itself.	The information conveyed is accurate to a high degree when checked against the book itself.	The information conveyed is accurate to a modest degree when checked against the book itself.	The information conveyed is somewhat accurate when checked against the book itself.	The information in the book report is wrong when compared to the book.
<b>Opinion</b>	The author expresses his opinion in a clear, concise manor, and uses excellent examples and details to support the opinion.	The author expresses his opinion in a clear manner, and uses examples and details to support the opinion.	The author expresses his opinion in a clear, concise manner, and uses examples and details to support the opinion.	The author expresses his opinion in a clear, concise manner.	There is no opinion in the report.
<b>Mechanics</b>	Citations are accurate and there are no mechanical errors.	Citations are accurate and there are few mechanical errors.	Citations are mostly accurate and there are few or no mechanical errors.	No citations are present and/or there are many mechanical errors.	One or both of the following occurred: many mechanical errors were present or there were no citations in the body of the report.
<b>Overall</b>	Very well written, interesting to read, high degree of interest is generated for the book by this report.	Well written, interesting to read, moderate degree of interest is generated for the book by this report.	Well written but doesn't make the reader interested in the book.	Writing is fair, but the problems make the paper either difficult to read or uninteresting.	The problems with the report lead to an overall poor impression.

### Creative Writing Rubric

Distinguished (4)	Proficient (3)	Minimal/Apprentice (2)	Novice/Incomplete (1)	Total
Used many creative details that make the reader want to read more. Very original.	Used imagination to add creative, original details.	Writing had one or two creative details. Showed some imagination.	Writing was not creative or original. Did not use imagination.	
Work functions well as a whole. Piece has a clear flow and a sense of purpose. Voice (writer’s attitude) is confident and appropriate. Consistently engaging. A strong sense of both authorship and audience.	Response has either a strong lead, developed body, or satisfying conclusion, but not all three. Tone is okay. But the paper could have been written by anyone. It is indifferent or artificial. Overly formal or informal, or the voice disappears in and out.	Wanders. Repetitive. Inconclusive. Missing transitions. Weakly unified. The attitude of the writer is, “I just want to get this over with.”	Incoherent (not unified) and fragmentary. Student didn’t write enough to judge. Mechanical and cognitive problems so basic that tone doesn’t even figure in. Student didn’t write enough to judge.	
Grammar and mechanics are perfect.	Only one or two errors are present, but they do not interfere with the content.	Some grammatical mistakes are present and interfere with the meaning.	Many mistakes in grammar and mechanic are present interfering with the content.	
Writing used colorful and precise, strong words to create a picture in the mind of the reader.	Writing used many descriptive words. Word choice sometimes took away from the meaning.	Writing had a few adjectives and descriptive words. Writing lacked style and variety.	Writing did not have adjectives or descriptive words.	
The book is very appealing in visuals and color. The presentation resembles a real book.	The book is somewhat appealing in visuals and color.	The book has some visuals.	The book has merely visuals and color.	

### 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