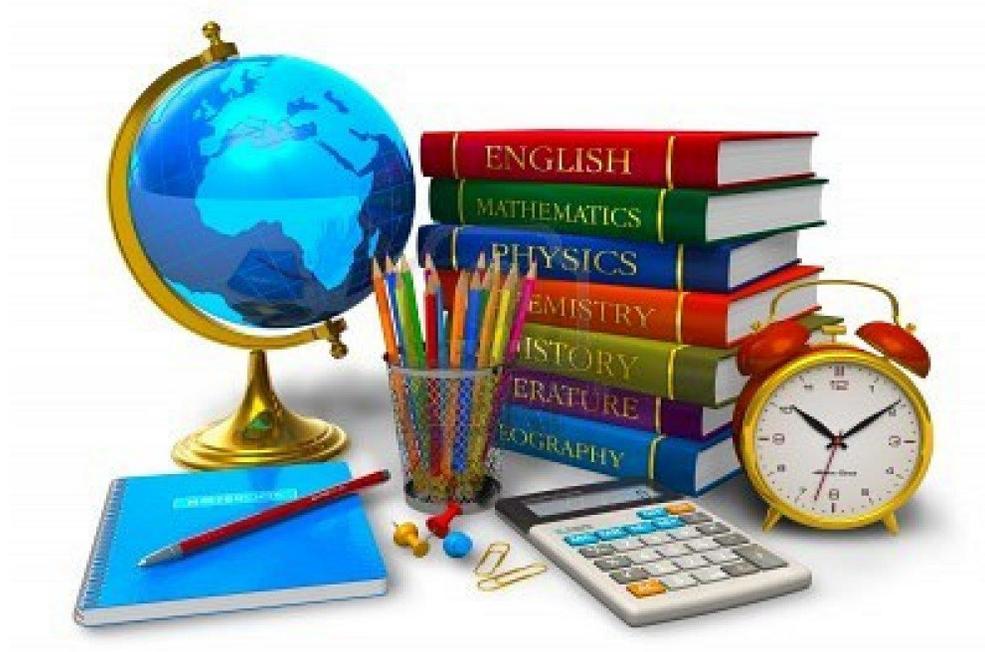


DEVELOPMENTAL ESL IV



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

	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.	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:**

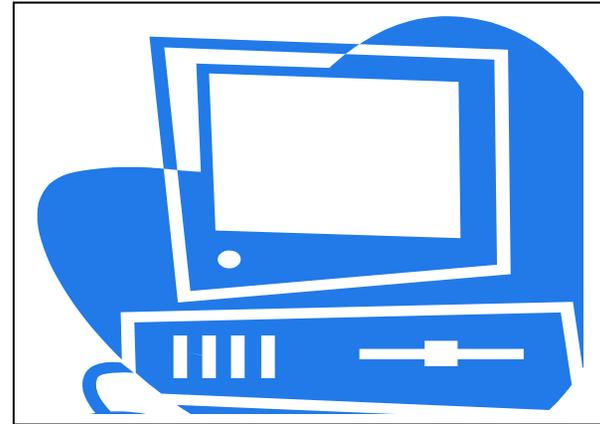
- Acceptable Use Policies
- Symbols of Technology
- Dramatic Digital Video
- Printer and Scanner
- Identifying Computer Devices
- Audience and Media

➤ **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

Health: *Abuela Invents the Zero*, Pages 156--163

Ortiz Cofer Judith, "*An Island Like You Stories of The Barrio*," Scholastic, Inc. 1995

- Students can discuss the role of the elderly in society and how they are viewed and treated.

Health: Story: *Arturo's Flight*, Pages 39-58

Ortiz Cofer Judith, "*An Island Like You Stories of The Barrio*," Scholastic, Inc. 1995 <http://anislandlikeyouaf.weebly.com/>

- Students can discuss bullying issues and its effect on society.

History: Banks, Cyndi. "Capital Punishment."

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

Social Studies: Smith, Pamela K. "Gangs: Overview."

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

Health: *Catch the Moon*, Pages 80-95

Ortiz Cofer Judith, "*An Island Like You Stories of The Barrio*," Scholastic, Inc. 1995

<https://prezi.com/exbamykg1jw2/catch-the-moon-by-judith-ortiz-cofer/>

- Students can discuss mistakes in life and how to overcome boundaries.

History *A Job for Valentin*, Pages 164-191

Ortiz Cofer Judith, "*An Island Like You Stories of The Barrio*," Scholastic, Inc. 1995 <https://www.tes.com/lessons/VmZAWBBuJuhzFA/a-job-for-valentin-by-judith-ortiz-cofer>

- Students can research the mental health care crisis in the country.

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

Grades: 9-12	Unit: 1 Level 4-4.9	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 this text? ▪ What supporting details did you use to support the main idea from the text? ▪ What inferences can you make from the text? ▪ What part of the text leaves things unclear? 	<ul style="list-style-type: none"> ▪ (9-10) <ul style="list-style-type: none"> ○ Read and analyze the text ○ Identify textual evidence ○ Cite evidence from the text ○ Make inferences ▪ (11-12) <ul style="list-style-type: none"> ○ Read and analyze the text ○ Identify textual evidence ○ Cite evidence from the text ○ Make inferences ○ Support inferences using textual evidence 	<ul style="list-style-type: none"> ▪ Story: <i>Abuela Invents the Zero</i> Pages 156--163 Book: <u>An Island Like You</u> <u>Stories of The Barrio</u> Author: Judith Ortiz Cofer, Scholastic, Inc. 1995 ▪ 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.</p> <p>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.</p> <p>RL.9.2., RL.10.2 RL.11.2, RL.12.2</p>	<ul style="list-style-type: none"> ▪ What are the themes revealed throughout the reading? ▪ How can you write an objective summary of this reading? ▪ How do themes interact and build on one another? 	<ul style="list-style-type: none"> ▪ (9-10) <ul style="list-style-type: none"> ○ Identify the main idea of the article ○ Analyze a theme from the text ○ Make inferences ○ Write an objective summary ▪ (11-12) <ul style="list-style-type: none"> ○ Identify the main idea of the text ○ Identify two themes from the reading ○ Analyze the two themes identified ○ Make inferences ○ Write objective summary 	<ul style="list-style-type: none"> ▪ Story: <i>Arturo's Flight</i> Pages 39-58 <p>Book: <u>An Island Like You</u> <u>Stories of The Barrio</u></p> <p>Author: Judith Ortiz Cofer</p> <p>Scholastic, Inc. 1995</p> <p>or, use selected appropriate reading material</p>

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.</p> <p>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>.</p> <p>RL.9.2., RL.10.2 RL.11.2, RL.12.2</p>	<ul style="list-style-type: none"> ▪ How can you determine the central idea of a text? ▪ What is the central idea of the text? ▪ What is the theme of the reading? ▪ How can you develop a strong objective summary? 	<ul style="list-style-type: none"> • (9-10) <ul style="list-style-type: none"> ○ Identify the main idea of the text ○ Identify a theme from the reading ○ Write an objective summary of the text ▪ (11-12) <ul style="list-style-type: none"> ○ Identify the main idea of the text ○ Identify a theme from the reading ○ Write an objective summary of the text ○ Provide support from the reading to clearly identify the central idea of the text 	<p>http://issues.abc-clio.com/Search/Display/1097924?terms=capital+punishment Banks, Cyndi. "capital punishment." <i>Issues: Understanding Controversy and Society</i>. ABC-CLIO, 2016. Web. 24 Jan. 2016.</p> <p>http://issues.abc-clio.com/Topics/Display/913382 Smith, Pamela K. "Gangs: 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>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 type of impact could words have in a reading? ▪ What words and phrases impact this reading? ▪ How can you improve your understanding of figurative language? ▪ What technique can you use in order to understand the text better? 	<ul style="list-style-type: none"> ▪ (9-10) <ul style="list-style-type: none"> ○ Identify examples of word choice ○ Identify smart words and their meaning ○ Explain the meaning of words and phrases used in the text ○ Identify figures of speech ▪ (11-12) <ul style="list-style-type: none"> ○ Identify examples of word choice ○ Identify smart words and use them in sentences ○ Explain the meaning of words and phrases used in the text ○ Identify figures of speech 	<ul style="list-style-type: none"> ▪ Story: <i>Catch the Moon</i> Pages 80-95 Book: <u>An Island Like You Stories of The Barrio</u> Author: Judith Ortiz Cofer, Scholastic, Inc. 1995 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.</p> <p>W.9.3.E W.10.3.E W.11.3.E W.12.3.E</p>	<p>5. <u>Write to synthesize</u> events to create a cohesive and well-developed resolution using a <i>graphic organizer</i> (e.g.; <i>artist's story map</i>).</p> <p>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 from a reading? ▪ What elements do you need to keep in mind, when writing your conclusion, in order to continue the flow of the narrative? ▪ What conclusion will you develop? ▪ How can your writing be cohesive? 	<ul style="list-style-type: none"> ▪ (9-10) <ul style="list-style-type: none"> ○ Understand narrative techniques ○ Identify characters and their motives ○ Create different possible plots ○ Organize events in chronological order ▪ (11-12) <ul style="list-style-type: none"> ○ Understand narrative techniques such as plot, style, point of view ○ Identify characters and their motives ○ Create different possible plots ○ Organize events in chronological order ○ Create possible dialogue to use ○ Use sensory details to make your writing more vivid 	<ul style="list-style-type: none"> ▪ Story: <i>A Job for Valentin</i> Pages 164-191 Book: <u>An Island Like You Stories of The Barrio</u> Author: Judith Ortiz Cofer, Scholastic, Inc. 1995 ▪ Graphic organizers ▪ Student samples ▪ WIDA writing Rubrics ▪ PARCC Writing Rubrics <p>or, use selected appropriate reading material</p>

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"> ▪ Who will be reading my writing? ▪ What is the purpose of my writing? ▪ How can I develop my ideas in a clear manner? ▪ What is the writing task? ▪ Do I understand this writing task? 	<ul style="list-style-type: none"> ▪ (9-10) <ul style="list-style-type: none"> ○ Determine the audience ○ Establish a purpose for your writing ○ Learn about organizational structures ○ Understand how style impacts writing ▪ (11-12) <ul style="list-style-type: none"> ○ Determine the audience ○ Establish a purpose for writing ○ Learn about organizational structures ○ Understand how style impacts writing ○ Experiment by using two different approaches of style 	<ul style="list-style-type: none"> ▪ Graphic organizers ▪ Student samples ▪ WIDA writing Rubrics ▪ PARCC Writing Rubrics

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)

Project 1 (Suggested)	Project 2 (Suggested)
<p>Title: Critiquing Informational Text</p> <p>The students select two pieces of informational text of similar topics (e.g., Death Penalty). After carefully reading both texts, the learners complete a graphic organizer in order to identify similarities and differences among both texts. Next, they summarize each informational text. Then, the teacher shows students a sample critique of two informational texts and provides a rubric for such project. That way the student knows what is expected in terms of grading. The students should work on this project while in class. That way, the teacher monitors student progress.</p> <p>Materials Needed: Paper Pencil Informational texts on similar topics Sample Critique Similarities and Differences graphic organizer Dictionary</p>	<p>Memoir</p> <p>The students write a memoir based on an unforgettable personal experience. In this memoir, the students keep in mind implementing the following key elements: purpose (what they want to share), actions and obstacles (the events that occurred along the way), shifts in emotion as events develop, the beginning incident (what happens on a normal day that changes everything), and the ending incident (what happens at the end of this experience without writing until the present time). In addition, students must use scene description, sensory details, and dialogue in order to make their memoir vivid and interesting to the readers. The teacher must provide a sample critique that shows these elements in order for the students to imitate such style and organizational structure along with a project rubric. Memoir should be written in the classroom.</p> <p>Materials Needed: Sample memoir, project rubric, paper, pencil, dictionary, and graphic organizer</p>

Rubric for Critique

Objective	1 - Exemplary	2 - Proficient	3 - Apprentice	4 - Novice
Recollection of facts	Touches on <u>every</u> important fact related to the topic	Covers the <u>critical</u> facts related to the topic	Covers a <u>majority</u> of facts related to the topic	Contains <u>only some</u> of the obvious facts
Demonstrated understanding	<u>Original</u> wording, analogies, or examples. <u>Applies</u> taught concepts to answer the question.	Steps beyond simple recall and attempts to <u>interpret</u> ideas to better answer the question	<u>Recalls</u> appropriate concepts or examples to address question	Apparent <u>misconception(s)</u> or knowledge gap(s)
Linking of topics	Carefully <u>evaluates</u> multiple topics that apply to the question, and <u>synthesizes</u> them into a coherent answer	Incorporates <u>multiple</u> concepts to answer the question and demonstrates <u>judgment</u> in applying concepts	Answers the question using <u>several</u> concepts or topics	Answers the question using a <u>single</u> concept or topic
Persuasive writing	<u>Every</u> idea or conclusion is logically supported by relevant facts. Includes judgment of data <u>reliability</u> .	<u>Every</u> idea or conclusion is logically supported by relevant facts	<u>Relates ideas</u> and conclusions to <u>facts</u> or concepts taught as fact	Opinion and fact not clearly separated. <u>Basis</u> for opinions is <u>unclear at times</u> .
Typical Grade (average):	92-95 (93)	87-91 (90)	83-86 (84)	76-82 (78)

Name _____

Teacher: _____

Date _____

Rubric for Memoir

Outcome	Distinguished 4	Proficient 3	Minimal/Apprentice 2	Novice/Incomplete 1	Total
Students will write in a creative and original manner.	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.	
Students will write well-organized, developed and cohesive (unified) paper.	Work functions well as a whole. Piece has a clear flow and a sense of purpose.	Response has either a strong lead, developed body, or satisfying conclusion, but not all three.	Wanders. Repetitive. Inconclusive. Missing transitions. Weakly unified.	Incoherent (not unified) and fragmentary. Student didn't write enough to judge.	
Students will use appropriate voice and tone (attitude of the writer) in writing.	Voice (writer's attitude) is confident and appropriate. Consistently engaging. A strong sense of both authorship and audience.	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.	The attitude of the writer is, "I just want to get this over with."	Mechanical and cognitive problems so basic that tone doesn't even figure in. Student didn't write enough to judge.	
Students will use descriptive and colorful language.	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.	
Students will use correct grammar, mechanics, and spelling.	There are only a few mistakes, if any.	There is evidence of only a few mistakes.	The writing has grammatical mistakes, which interfere with meaning.	Too many mistakes are evident and they interfere with the meaning.	

Total Score: _____

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.
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ELL Resources

Click on "Services" and scroll down to the library in your region.

- **1-Language.com** - <http://www.1-language.com>
Activities, exercises, worksheets, forums, chats, articles, and more
- **Repeat After Us** - <http://repeatafterus.com/>
The best collection of copyright-free English texts and scripted recordings
- **Learning Vocabulary Can Be Fun** - <http://www.vocabulary.co.il>
Games and quizzes for practicing vocabulary

Students K-12

- **Teaching Reading and Language Arts** - <http://teachingreadingandla.pbworks.com>
Sites and resources for classroom instruction compiled by Keith Schoch
- **Mrs. Hurley's ESL Page** <http://www.mrshurleysesl.com>
Tips, activities, information & links for students and teachers
- **Children's Literature Web Guide** - <http://www.ucalgary.ca/~dkbrown/index.html>
Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
- **21st Century Centers** <http://www.21stcenturycenters.com/21cc/Home.html>
Implement "Centers" in a high school classroom using the i-pod touch
- **Windows to the Universe** - English: <http://www.windows.ucar.edu> Spanish: <http://www.windows.ucar.edu/spanish>
A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities
- **ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18**
<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>
Search by college or location. Updated annually