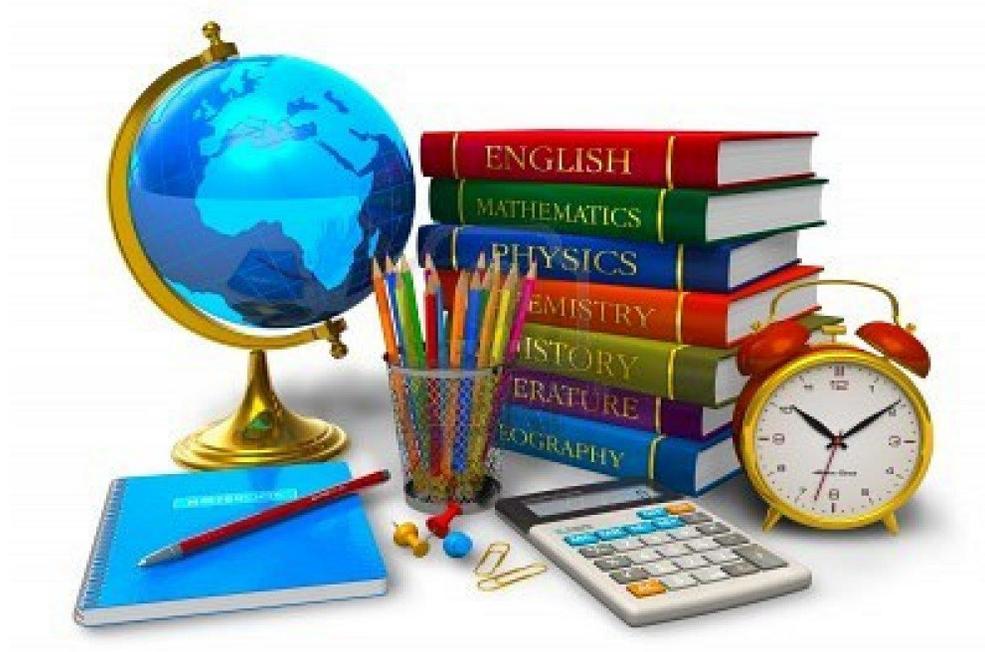


DEVELOPMENTAL ESL IV



Unit 4

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 as well as inferences drawn from the text.	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 a theme or central idea of a text.	RL.9.2, RL.10.2, RL.11.2, RL.12.2	
3	Determine a theme or central idea of a text and analyze in detail its development over the course of the text.	RL.9.2, RL.10.2, RL.11.2, RL.12.2	
4	Determine a theme or central idea of a text and analyze in detail its development over the course of the text.	RL.9.2, RL.10.2, RL.11.2, RL.12.2	
5	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.	RL.9.4, RL.10.4, RL.11.4, RL.12.4	
6	Analyze a particular point of view reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RL.9.6, RL.10.6, RL.11.6, RL.12.6	
7	When writing narratives, engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	W.9.3a-W.9.3e, W.10.3a-W.10.3e, W.11.3a-W.11.3e, W.12.3a-W.12.3e	

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:**

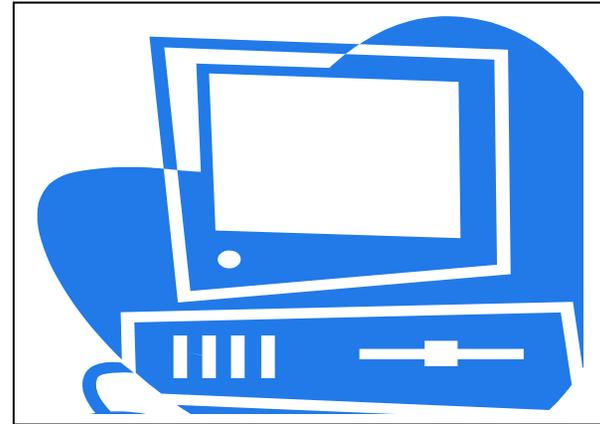
- Acceptable Use Policies
- Symbols of Technology
- Dramatic Digital Video
- Printer and Scanner
- Identifying Computer Devices
- Audience and Media

➤ **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: *People Who Built America: Morgan* <http://www.readworks.org/passages/people-who-built-america-morgan>

- Students can read and research how other influential people helped build America, such as J.D. Rockefeller, Andrew Carnegie and Cornelius Vanderbilt.

Science: Informational text: *Drug War* <http://www.readworks.org/passages/drug-war>

- Students can study the long lasting effects drug has on the body and life in general.

Health: Narrative Text: *Routine* <http://www.readworks.org/passages/routine>

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

Health: *Thank You, Ma'am*, by Langstone Hughes Link:

<http://staff.esuhd.org/danielle/english%20department%20lvillage/rt/Short%20Stories/Thank%20You,%20Ma'am.pdf>

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

Health: *The Model Millionaire*, by Oscar Wilde <http://www.wilde-online.info/the-model-millionaire.html>

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

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

Grade: 9-12	Unit: 4 Level 4-4.9	Topic: Reading Literature and Writing Narratives	
Common Core State Standards (CCSS): RL.9.1, RL.9.2, RL.9.3, RL.9.4, RL.9.6, W.9.3, W.9.3a, W.9.3b, W.9.3c, W.9.3d, W.9.3e, W.9.4, W.9.5, W.9.6, W.9.9, SL.9.1, L.9.1, L.9.1a, L.9.2, L.9.3, L.9.4	Common Core State Standards (CCSS): RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.6, W.10.3, W.10.3a, W.10.3b, W.10.3c, W.10.3d, W.10.3e, W.10.4, W.10.5, W.10.6, W.10.9, SL.10.1, L.10.1, L.10.1a, L.10.2, L.10.3, L.10.4	Common Core State Standards (CCSS): RL.11.1, RL.11.2, RL.11.3, RL.11.4, RL.11.6, W.11.3, W.11.3a, W.11.3b, W.11.3c, W.11.3d, W.11.3e, W.11.4, W.11.5, W.11.6, W.11.9, SL.11.1, L.11.1, L.11.1a, L.11.2, L.11.3, L.11.4	Common Core State Standards (CCSS): RL.12.1, RL.12.2, RL.12.3, RL.12.4, RL.12.6, W.12.3, W.12.3a, W.12.3b, W.12.3c, W.12.3d, W.12.3e, W.12.4, W.12.5, W.12.6, W.12.9, SL.12.1, L.12.1, L.12.1a, L.12.2, L.12.3, L.12.4
WIDA Standards: 1, 2, 4 & 5 Listening, Speaking, Reading & Writing			

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9.1, RL.10.1, RL.11.1, RL.12.1	1. Read to cite and express explicit and inferential evidence using <i>adapted text and graphic organizers (i.e. T-chart)</i> . RL.9.1, RL.10.1, RL.11.1, RL.12.1	<ul style="list-style-type: none"> ▪ What textual evidence did you identify to support your analysis of the text? ▪ What inferences can you draw from your analysis of the text? ▪ What evidence (textual or informational) most strongly supports your analysis? ▪ How can I support my identified main idea? 	(9-10) <ul style="list-style-type: none"> ▪ Analyze the text ▪ Identify explicit textual evidence ▪ Cite evidence ▪ Draw inferences (11-12) <ul style="list-style-type: none"> ▪ Analyze the text ▪ Identify explicit textual evidence ▪ Cite evidence ▪ Draw inferences 	* <i>People Who Built America: Morgan</i> http://www.readworks.org/passages/people-who-built-america-morgan Use appropriate reading-level material *Graphic Organizer

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
			<ul style="list-style-type: none"> ▪ Support inference using several pieces from the text 	
<p>2. Determine a theme or central idea of a text.</p> <p>RL.9.2, RL.10.2, RL.11.2, RL.12.2</p>	<p>2. Read to identify a theme of a literary text using <i>a cartoon representation of the text and a web.</i></p> <p>RL.9.2, RL.10.2, RL.11.2, RL.12.2</p>	<ul style="list-style-type: none"> ▪ What is the theme or central idea? ▪ Which detail, or event, first presented an indication of the theme? ▪ Identify additional details that shaped the theme or central passage. 	<ul style="list-style-type: none"> ▪ (9-10) ▪ Determine theme or central idea ▪ Analyze the theme ▪ Make inferences ▪ (11-12) ▪ Determine theme or central idea ▪ Analyze the theme ▪ Make inferences ▪ Determine how central idea is defined 	<p>* Informational text: <i>Drug War</i> http://www.readworks.org/passages/drug-war Use appropriate reading-level 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 analyze in detail its development over the course of the text.</p> <p>RL.9.2, RL.10.2, RL.11.2, RL.12.2</p>	<p>3. <u>Read to analyze</u> in detail how a theme is developed using <i>illustrations of the text and marking the text.</i></p> <p>RL.9.2, RL.10.2, RL.11.2, RL.12.2</p>	<ul style="list-style-type: none"> ▪ What is the theme or central idea? ▪ Which detail, or event, first presented an indication of the theme? ▪ How can you objectively summarize the text? ▪ Identify additional details that shaped the theme or central passage. 	<ul style="list-style-type: none"> ▪ (9-10) ▪ Determine theme or central idea ▪ Analyze the theme ▪ Make inferences ▪ Formulate an objective summary ▪ Determine how central idea is defined ▪ (11-12) ▪ Determine theme or central idea ▪ Analyze the theme ▪ Make inferences ▪ Formulate an objective summary ▪ Determine how central idea is defined 	<p>* Narrative Text: <i>Routine</i> http://www.readworks.org/passages/routine</p> <p>Use appropriate reading-level material</p> <p>*Graphic Organizer</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>4. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9.3, RL.10.3, RL.11.3, RL.12.3</p>	<p>4. Read to analyze how complex characters develop over the course of a text using <i>cartoons and marking the text</i>.</p> <p>RL.9.3, RL.10.3, RL.11.3, RL.12.3</p>	<ul style="list-style-type: none"> ▪ How can I determine the complexity of a character? ▪ What is complexity revealed through dialogue and action? ▪ What are a character’s motivations and how do they contribute to character complexity? ▪ How does a character contribute to theme? 	<ul style="list-style-type: none"> ▪ (9-10) ▪ Identify characters ▪ Analyze character traits ▪ Identify character motivation ▪ Identify and analyze conflicts ▪ (11-12) ▪ Identify characters ▪ Analyze character traits ▪ Identify character motivation ▪ Identify and analyze conflicts ▪ Draw inferences about the Plot ▪ How is dialogue used in the reading? 	<p><i>Thank You, Ma’am</i>, by Langstone Hughes Link: http://staff.esuhd.org/danielle/english%20department%20lvillage/rt/Short%20Stories/Thank%20You,%20Ma'am.pdf</p> <p>*Use appropriate reading-level material</p> <p>*Graphic Organizers</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>5. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>RL.9.4, RL.10.4, RL.11.4, RL.12.4</p>	<p>5. Read to determine word and phrase meaning using a figurative language word wall, online support and student-created visual representations of word meanings.</p> <p>RL.9.4, RL.10.4, RL.11.4, RL.12.4</p>	<ul style="list-style-type: none"> ▪ Which words or phrases specifically impact the tone of the text? ▪ Is the text formal or informal in tone? Why? ▪ How can I determine a phrase’s implied message? ▪ How does the author create tone through word choice? 	<ul style="list-style-type: none"> ▪ (9-10) ▪ Identify examples of Figurative Language ▪ Understand connotations ▪ Understand how word choice impacts meaning/tone ▪ Determine formal vs. informal tone ▪ (11-12) ▪ Identify examples of Figurative Language ▪ Understand connotations ▪ Understand how word choice impacts meaning/tone ▪ Determine formal vs. informal tone 	<p><i>*The Model Millionaire</i>, by Oscar Wilde http://www.wilde-online.info/the-model-millionaire.html</p> <p>Use appropriate reading-level material</p> <ul style="list-style-type: none"> ▪ Graphic Organizers

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>6. Analyze a particular point of view reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9.6, RL.10.6, RL.11.6, RL.12.6</p>	<p>6. Read to identify an author’s point of view in a world literature piece using <i>a core analysis frame</i>.</p> <p>RL.9.6, RL.10.6, RL.11.6, RL.12.6</p>	<p>What is satire? What is sarcasm? What is irony? What is an understatement? What details show me that satire or sarcasm is being used? How can I use context clues to interpret the intent behind a specific word choice? How does the author’s chosen point of view lend itself to the creation or sarcasm, irony, understatement, etc.?</p>	<p>(9-10)</p> <ul style="list-style-type: none"> ▪ Identify Literal meaning ▪ Identify Point of view ▪ Identify examples of Verbal irony ▪ Identify examples of Satire ▪ Identify examples of Sarcasm <p>(11-12)</p> <ul style="list-style-type: none"> ▪ Identify Literal meaning ▪ Identify Point of view ▪ Identify examples of Verbal irony ▪ Identify examples of Satire ▪ Identify examples of Sarcasm 	<p>Use appropriate reading-level material</p> <p>*Graphic Organizers</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>7. When writing narratives, engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.9.3a-W.9.3e, W.10.3a-W.10.3e, W.11.3a-W.11.3e, W.12.3a-W.12.3e</p>	<p>7. Write a narrative about a problem, solution, situation or observation including at least one character, details, and clearly sequenced events.</p> <p>W.9.3a-W.9.3e, W.10.3a-W.10.3e W.11.3a-W.11.3e W.12.3a-W.12.3e</p>	<ul style="list-style-type: none"> • From what point of view is your story view? • How will you organize the events in your story? Are they logical? • Is the relationship between the events evident? • What are the various plot lines in your story? What transitional expressions did you use to convey the sequence of events? • How and where can the use of descriptive language assist in conveying the experience? 	<p>(9-10)</p> <ul style="list-style-type: none"> ▪ Convey an experience or event ▪ Understand narrative techniques ▪ Establish context and narrator/characters ▪ Establish multiple plots ▪ Organize a logical/natural event sequence ▪ Craft dialogue ▪ Use descriptive/sensory language ▪ Utilize transitional expressions ▪ Provide a conclusion that reflects the resolution <p>(11-12)</p> <ul style="list-style-type: none"> ▪ Convey an experience or event ▪ Understand narrative techniques ▪ Establish context and narrator/characters ▪ Establish multiple plots ▪ Organize a logical/natural event sequence 	<ul style="list-style-type: none"> ▪ Use appropriate reading level material ▪ Graphic Organizer ▪ PARCC Writing Rubric ▪ WIDA Writing Rubric

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
			<ul style="list-style-type: none"> ▪ Craft dialogue ▪ Use descriptive/sensory language ▪ Utilize transitional expressions ▪ Provide a conclusion that reflects the resolution 	

Unit Vocabulary

<p>textual evidence explicit inferential content-based grade-level vocabulary Theme Text Strategies Analyze Development central idea Objective Subjective Summary Complex motivations interact Context clues Figurative Connotative Technical Point of view Story elements Task purpose audience Conventions Standard Semicolon Conjunctive Adverb</p>	<p>Coherent writing Style Sensory language Vivid Narrative techniques Pacing Setting Plot Orient Engage Revise Edit Evidence Analysis Reflection Research Collaborative Clearly Persuasively Grammar Usage Standard Conjunctive Adverb Capitalization Punctuation Spelling Syntax Contexts Functions Multiple-meaning words Phrases</p>
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Unit Project (Choose 1)	
Project 1 (Suggested)	Project 2 (Suggested)
<p>Article for your School Newspaper</p> <p><u>Instructions:</u> Select a topic for your article, based on your audience Conduct the necessary research for your article Take notes as you conduct your research Write your article At the end of your article, include the sources used Revise, edit, and proofread your article Have your teacher revise your article Finally, publish your article</p> <p><u>Materials or Resources Needed:</u> Pre-writing Graphic Organizer Research resources Pencil/pen Tablet Computer/Laptop Paper Printer USB/Email</p>	<p>Personal Narrative</p> <p><u>Instructions:</u> Write an original children’s story, and include illustrations for each page. Once you revise, edit, and proofread your work, have your teacher do the same. Request special permission from your parent, teacher, and school principal to visit a school in order to share your story. If that is not possible, ask to share the story with students belonging to an ESL I class. Make sure your story is typed in a large font and that the illustrations are clear for the students to see. Read the story to all of the students in a class, and be open to their reactions. Bring juice or water and a healthy snack for after the reading circle.</p> <p><u>Materials or Resources Needed:</u> Pre-writing Graphic Organizer Sample children’s literature Pencil/pen Tablet Computer/Laptop Paper Printer Magazines/Drawings/Color print outs Refreshments</p>

Newspaper Article Rubric

CATEGORY	4	3	2	1
Headline	Article has a headline that captures the reader's attention and accurately describes the content.	Article has a headline that accurately describes the content.	Article has a headline that does not describe the content.	Article is missing its headline.
Supporting Details	The details in the article are clear and supportive of the topic.	The details in the article are clear, but need to be developed more. Some details may not fit in with the topic.	Most details in the article are clear. Article does not focus on the topic well.	The details in the article are neither clear, nor related to the topic.
Who, What, When, Where & How	Article adequately addresses the 5 W's (who, what, when, where, why, and how).	The article is missing one of the 5 W's & How.	The article is missing 2 of the 5 W's & How.	The article is missing 3 or more of the 5 W's & How.
Lead Sentence	Lead sentence grabs the reader's attention and focuses the reader on the topic.	Lead sentence tells most important details.	Lead sentence is not clearly connected to the article.	There is no clear lead sentence in the article.
Spelling and Grammar	No spelling or grammar errors.	No more than a couple of spelling or grammar errors.	No more than 3 spelling or grammar errors.	Several spelling or grammar errors.

Creative Writing Rubric

Distinguished (4)	Proficient (3)	Minimal/Apprentice (2)	Novice/Incomplete (1)	Total
Used many creative details that make the reader want to hear 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.	
The story was presented and read to an audience of children who were interested and seemed engaged in the process.	The story was presented and read to the children. Most children showed interest and engagement during the process.	The story was presented and read to the children. Very few children showed interest and engagement during the process.	The story was not presented and read to the children.	
The audience enjoyed refreshments at the end of the presentation of the story.	The audience had some type of refreshment at the end of the presentation of the story.	Some of the audience enjoyed refreshments at the end of the presentation of the story.	The audience did not have any refreshments at the end of the presentation of the story.	

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