

Supplemental ESL I



A Sense of Self

Grades 2/3:

Unit 2 **Level 1 (1-2.4)**

Course Description *(Workshop Model)*

Supplemental English as a Second Language consists of developing reading, writing, speaking, and listening skills. During Supplemental 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 2

#	Student Learning Objective	CCSS	
1	Describe how characters in story respond to major events and challenges.	RL.2.3, RL 3.3	Instruction: 5 weeks Assessment: 1 week Remediation/Enrichment: 1 week
2	Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot.	RL.2.7	
3	Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text.	RI.2.1	
4	Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text.	RI.2.2	
5	Identify and use various text features (e.g., captions), to locate key facts or information and to words and phrases relevant to a grade two topic.	RI.2.4; RI.2.5	
6	Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text.	RI.2.7	
7	Compose friendly letters in which commas are used correctly in a greeting and closing.	L.2.2b	

Effective Pedagogical Routines/Instructional Strategies

<p>Collaborative problem solving</p> <p>Writing to learn</p> <p>Note-taking</p> <p>Rereading & rewriting</p> <p>Establishing text-based norms for discussions & writing</p> <p>Establishing metacognitive reflection & articulation as a regular pattern in learning</p> <p>Quick Writes</p> <p>Think Pair Share</p> <p>Turn and Talk</p> <p>Charting</p> <p>Gallery Walks</p> <p>Whole class discussions</p> <p>Modeling</p>	<p>Word Study Drills</p> <p>Flash cards</p> <p>Interviews</p> <p>Role playing/Dramatization</p> <p>Diagrams, charts and graphs</p> <p>Storytelling</p> <p>Coaching</p> <p>Reading partners</p> <p>Visuals</p> <p>Reading Aloud</p> <p>Model (I Do), Prompt (We Do), Check (You Do)</p> <p>Multiple Response Strategies</p> <p>Choral reading</p> <p>Reader's/Writer's Notebooks</p>
---	---

Educational Technology

Standards

8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

- **Technology Operations and Concepts**
 - Identify the basic features of a computer and explain how to use them effectively.
 - Use technology terms in daily practice.
 - Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
 - Create a document with text using a word processing program.
- **Creativity and Innovation**
 - Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- **Communication and Collaboration**
 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
- **Digital Citizenship**
 - Model legal and ethical behaviors when using both print and non-print information by citing resources.
- **Research and Information Literacy**
 - Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- **Critical Thinking, Problem Solving, and Decision-Making**
 - Use mapping tools to plan and choose alternate routes to and from various locations.

<http://www.state.nj.us/education/cccs/standards/8/>

Computer Skills

Basic Computer Skills

- Turn the monitor and computer on and off
- Log on and off of the computer
- Log on to the computer with user ID
- Verbally identify and use all computer parts

Word Processing Skills

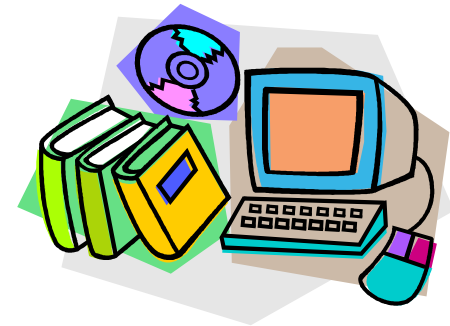
- Locate and use Function Keys
- Type, edit and print simple sentences
- Capital letter at beginning of sentence
- Spacebar once between words and sentences
- Period/Question Mark at the end of sentence

Keyboarding Skills

- Demonstrate awareness of home row keys
- Demonstrate proper fingering of home row keys

Programs

- Microsoft Word



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

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<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 	<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 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

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

- Star Early Literacy or STAR Reading
(Students with CPL ≥ 3.5)
- NJDOE Model Curriculum Unit Assessment (Students with CPL ≥ 3.5)
- ESL Unit Level 1-2 Assessment (Students with CPL ≤ 3.4)
- W-APT oral language proficiency test / ACCESS

Suggested Formative/Summative Classroom Assessments

- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Quizzes Summative chapter tests
- Journals
- Essays
- Quick writes
- Accountable Talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Role Playing/Dramatization
- Student Conferencing

Grade: 2-3	Unit: 2 Level 1-2.4	Topic: A Sense of Self READING: Fiction & Non Fiction WRITING: Informative
CCSS: Reading Literature: 2.3, 2.7, 3.3 Reading Informational Text: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 Reading Foundational Skills: 2.3a, 2.3b, 2.3c, 2.3f, 2.4a, 2.4b, 2.4c, Writing: 2.2, 2.5, 2.6, 2.7, 2.8 Language: 2.1a, 2.1c, 2.1e, 2.2b, 2.2e, 2.4e, Speaking and Listening: 2.1a, 2.1b, 2.1c, 2.2, 2.3, 2.4, 2.5, 2.6		
WIDA Standards: 1-5 Listening, Speaking, Reading & Writing		

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
1. Describe how characters in a story respond to major events and challenges. RL 2.3, RL 3.3	Describe actions of characters <i>using a story map and/or a character web.</i>	<ul style="list-style-type: none"> ▪ Can I draw the story in sequential order? ▪ How do the characters respond to important challenges in the story? ▪ What effect do the events in the story have on the characters? ▪ How does the character change throughout the story? ▪ Who are the major 	<ul style="list-style-type: none"> - Given an event and three characters, students will match each character to an illustration that demonstrates that characters response. - Incorporate a character trait reading response graphic organizer during reading with a list and visuals of different character traits. - After reading a selection, students can act out character 	Story map Word wall Pictures L1 support Webs Prompts from a Partner Sentence frames Gestures Choice questions

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
		characters?	<p>traits based on the character’s reaction(s) to an event(s) in the story.</p> <ul style="list-style-type: none"> - Select a character in a story that you have read to the students (or that all the students have read), and then create a character map with visuals for that character. This map will serve as the demonstration model you show the class during the introduction. 	
<p>2. Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot.</p> <p>RL.2.7</p>	<p><u>Describe</u> character traits, setting or plot <i>using illustrations, word choices and a word wall.</i></p>	<ul style="list-style-type: none"> ▪ What clues in the illustrations or word choices in the story help you understand the setting? ▪ What did you learn about the characters, setting, or plot from the words and illustrations the author used? 	<ul style="list-style-type: none"> - Have students use graphic organizers, charts and word wall to analyze illustrations and single words to describe a character. Then complete a character map. - Develop anchor charts/word walls that will grow over time with words; describe setting, character and plot. - Given a simple sentences 	<p>Illustrations Word wall L1 support Cloze sentences Choice questions Sentence frames</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
			<p>from a story, students will highlight words that help them have a better understanding of the character, setting and plot using a word bank.</p>	
<p>3. Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text. RI 2.1</p>	<p><u>Ask and answer</u> questions related to “wh” questions (i.e. who, what, when, and where) using information from text <i>using a graphic organizer and/or word wall.</i></p>	<ul style="list-style-type: none"> • Demonstrate understanding of character • Ask and answer who, what, where, when, why questions • Understand key details • Identify the main ideas and key details within the text. 	<ul style="list-style-type: none"> ▪ Who is the story about? ▪ Where did it take place? ▪ What is happening in the story? ▪ Why do you think the author included that detail? ▪ How do you know that is a key detail? ▪ How do you the key details make a difference in the story? 	<p>Graphic organizer L1 text and/or support Leveled text Word wall</p>
<p>4. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p><u>Identify</u> orally the main idea of a multi-paragraph text <i>using a graphic organizer.</i></p>	<ul style="list-style-type: none"> ▪ Which one is the main idea of the text? ▪ Can I identify the topic sentence in each paragraph? ▪ Can I incorporate a map 	<p>- Teacher chunks text into separate paragraphs then models using a graphic organizer to identify main idea and supporting details of an appropriately leveled text</p>	<p>Graphic organizer Word wall Pictures L1 text and/or support Gestures Yes/no or either/or</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
RI.2.2		<p>or graphic organizer to use to keep track of the main ideas in each paragraph?</p> <ul style="list-style-type: none"> ▪ What is the focus of this paragraph? 	<p>with illustrations.</p> <ul style="list-style-type: none"> - After reading an appropriately leveled text with illustrations, and seeing the teacher model finding the main idea, with a partner students will highlight the main idea of each paragraph. 	<p>questions Sentence frames</p>
<p>5. Identify and use various text features (e.g., captions), to locate key facts or information and to determine the meaning of words and phrases relevant to a grade two topic.</p> <p>RI.2.4, RI 2.5</p>	<p><u>Answer comprehension questions</u> by applying information gained from text features and the text <i>using pictures and graphs.</i></p>	<ul style="list-style-type: none"> ▪ What strategy would you use to find what this word means? ▪ Where would you find a glossary or index in your book? 	<ul style="list-style-type: none"> - Teacher refers and point to the different text features to find information. - Teacher creates an anchor chart with the students of the different text features they find in a leveled text and chart them. - Students will be given an opportunity to review different informational text to find text features. 	<p>L1 text and/or support</p>
<p>6. Describe an image (e.g., picture, graphic)</p>	<p><u>Describe and explain</u> how an image contributes</p>	<ul style="list-style-type: none"> ▪ How does reading the chart, diagram help you 	<ul style="list-style-type: none"> - Teacher reads a section (chunk) and points to 	<p>Partner Pictures</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>from a text and explain how the image contributes and clarifies the text.</p> <p>RI 2.7</p>	<p>to the understanding of the text <i>using visuals</i>.</p>	<p>understand what the author is trying to say?</p> <ul style="list-style-type: none"> ▪ What information from the diagram helps you understand? 	<p>illustrations to help the students better understand the text. The teacher can then reread the text and have the student point to the illustration out of three given illustrations that best demonstrates what was read.</p>	
<p>7. Compose friendly letters in which commas are used correctly in a greeting and closing.</p> <p>L.2.2.b</p>	<p><u>Incorporate</u> commas when writing a friendly letter <i>using a model</i>.</p>	<ul style="list-style-type: none"> ▪ Where do I use a comma in a friendly letter? ▪ Is the comma placed HERE or HERE in this friendly letter? 	<ul style="list-style-type: none"> - Teacher models writing a friendly letter and using commas in the greeting and closing correctly. - Student can highlight the commas in the greeting and closing of two friendly letters. 	<p>Template Word Wall Sentence Frames L1 support Pictures/Photographs</p>

the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	called
is	one	do	into	who
you	had	how	time	am
that	by	their	has	its
it	words	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part

SRA Imagine It!

Routine Cards

*Please be mindful to include Routine Cards during the Imagine It! Instruction. The Lesson Cards in the kits will indicate when to implement the routine cards. The Routine Cards have explicit instructions on how to incorporate the skills listed below:

1. Sound-by-Sound Blending
2. Sounds-in-Sequence Dictation
3. Whole-Word Blending
4. Blending Sentences
 - Sound-by-Sound
 - Whole-Word Blending
5. Closed Syllables
 - Introduction-Single-Syllable Words
 - Multisyllabic Words
6. Open Syllables
 - Introduction-Single-Syllable Words
 - Multisyllabic Words
7. Whole-Word Dictation
8. Sentence Dictation
9. Reading a Decodable Story
10. Words with Prefixes and Suffixes

Level 2 Unit 2 Lesson Cards

Level 2 Unit 3 Lesson Cards

SRA Imagine It!

- 28. /ē/ Spelled ee and ea
- 29. /ē/ Spelled e and e_e
- 30. /ē/ Spelled e and e_e; Reviewing /ē/ Spellings
- 31. /ā/ Spelled ai_ and _ay
- 32. /ā/ Spelled a_e and a
- 33. /ā/ Spelled a_e and a; Reviewing /ā/ Spellings
- 34. /ē/ Spelled ee, ea, e, and a
- 35. /ā/ Spelled ai_, _ay, a_e, and a
- 37. /ē/ Spelled _ie_, _y, and _ey
- 38. /ē/ Spelled _ie_, _y, _ey, ee, ea, e ad e_e
- 39. /ē/ Spelled ee, ea, e and e_e; Reviewing /e/ Spellings
- 40. /s/ Spelled ce, ci_, and cy
- 41. /s/ Spelled ce, ci_, and cy
- 42. /j/ Spelled ge and gi_
- 43. /j/ Spelled ge and gi_; Reviewing Sounds
- 44. Unit Review

- 45. /ī/ Spelled _igh, i_e, and i
- 46. /ī/ Spelled _igh, i_e, and i
- 47. /ī/ Spelled _y and _ie
- 48. /ī/ Spelled _y and _ie; Reviewing /i/ Spellings
- 49. /ō/ Spelled _ow and oa
- 50. /ō/ Spelled o_e and o
- 51. /ō/ Spelled o_e and O; Reviewing /ō/ Spellings
- 52. /ī/ Spelled _igh, I, i_e, _y, and _ie
- 53. /ō/ Spelled _ow, oa_, o_e, and o
- 54. /ō/ Spelled _ow, oa_, o_e, and o; Reveiwng /ī/ / and /ō/ Spellings

Guided Reading Program

GUIDED READING: Nonfiction

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. In the first months of kindergarten, guided reading is about teaching students the routines and reading behaviors they need to become successful independent readers.

Student in Grades 2 and 3 should work towards displaying the following reading behaviors by the end of the school year:

- Uses multiple sources of information to figure out words rapidly while focusing on meaning
- Flexibly applies word-solving strategies to more-complex, multisyllabic word
- Demonstrates facility in interpreting text while reading orally, with fluency and phrasing
- Reads orally with high accuracy in most instances, not stopping to self-correct errors in the interest of fluency and phrasing
- Reads silently, except during assessment or to demonstrate text interpretation
- After reading longer sections of text, predicts outcomes, problem resolutions, and character changes
- Remembers details and sustains attention to meaning through a longer text
- Demonstrates understanding and facility at interpretation after silent reading
- Makes connections between the text read and other books
- Goes beyond the text to make more sophisticated interpretations

Guided Reading Program

Running Records

A running record is a tool used to assess students' reading behaviors and comprehension. A benchmark book and a running record form, with text from the book, are used for assessment. Analyzing students' performance will help teachers identify students' reading levels, check their fluency, find weaknesses in comprehension and plan effective guided reading instruction.



Notes to Teacher:

- **Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.**
- **Running records will be administered to students as part of the ESL Unit assessments.**

***School based resources can be used in addition to the above required resources, but cannot replace the resources in the unit**

Comprehension Clubs	Toolkit Texts (Nonfiction)	CCSS: Text Exemplars (Appendix B)
<p><u>A Sense of Self- Like No One Else</u> <u>Read Aloud</u></p> <p>Intrater, Grobel, Roberta. <i>“Two Eyes, a Nose, and a Mouth”</i></p> <p>Lionni, Leo. <i>“Alexander and the Wind-Up Mouse”</i></p> <p>Lovell, Patty. <i>“Stand Tall, Molly Lou Melon”</i></p> <p>Winter, Jeanette & Jonah. <i>“Diego”</i></p> <p>Myers, Walter Dean. <i>“Looking Like Me”</i></p> <p><u>Book Clubs</u></p> <p>McDonald, Megan. <i>“Stink: The Incredible Shrinking Kid”</i></p> <p>Messner, Kate. <i>“Marty McQuire”</i></p> <p>Andreae, Giles. <i>“Giraffes Can’t Dance”</i></p> <p>Miles, Ellen. <i>“Goldie”</i></p>	<p>Toolkit Texts are short articles that can be used to support literacy, content area instruction, and as models for nonfiction writing across the curriculum. English and Spanish versions of the articles are on the accompanying CD-ROM.</p> <p>Recommended Articles:</p> <p><i>Shadows</i></p>	<p><u>Stories:</u></p> <p>LaMarche, Jim. <i>“The Raft”</i></p> <p><u>Read-Aloud Stories:</u></p> <p>Thurber, James. <i>“The Thirteen Clocks”</i></p> <p><u>Poetry:</u></p> <p>Giovanni, Nikki <i>“Knoxville, Tennessee”</i></p> <p><u>Informational Texts:</u></p> <p>Gibbons, Gail. <i>“From Seed to Plant”</i></p> <p>http://www.corestandards.org/assets/Appendix B.pdf</p>

Writer's Workshop

Lab Reports and Science Books

Bend I: Writing as Scientists Do

1. Learning to Write about Science p. 2
2. Studying a Mentor Text: Procedural Writing p. 12
3. New Wonderings, New Experiments p. 20
4. Authors Share Scientific Ideas/Conclusions p. 29

Bend II: Writing to Teach Others about Our Discoveries

5. Studying a Mentor Text: The “Results” Page p. 62
6. Comparing Results and Reading More Expert Materials to Consider New Questions p. 66
7. Designing and Writing a New Experiment p. 73
8. Editing: Domain-Specific Language p. 79

Bend III: Writing about Forces and Motion in Information Books

9. Drawing an All We Know to Rehearse and Plan Information Books p. 88
10. Tapping Informational Know-How for Drafting p. 94
11. Studying Mentor Texts: Integrating Scientific Information p. 102
12. Using Comparisons to Teach Readers p. 108
13. Showing Hidden Worlds with Science Writing p. 115
14. Introductions and Conclusions: Addressing and Audience p. 121
15. Editing: Aligning Expectations to the Common Core p. 125

Culminating Activity: Class, Grade, or School-Wide Celebration

16. A Celebration p. 159

Writer's Workshop



Students will have the opportunity to celebrate *and* share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators.

Note to Teacher: The number of lessons in Lessons from the Masters have been adjusted to support instruction and the inclusion of a culminating celebration

Writing Exemplars by CCSS: Appendix C

Suggested Websites for Unit 2

➤ **Reading Games**

PBS kids.org offers a variety of reading games that support learning of early literacy skills such as phonemic awareness, phonic, and vocabulary development. <http://www.pbskids.org/games/reading.html>

➤ **Starfall**

Phonics and learning to read activities for grades K-3 www.starfall.com

➤ **Florida Center for Reading Research**

Research of reading and research-based activities related to literacy instruction. www.fcrr.org

➤ **Reading Rockets**

Strategies, lessons, activities and ideas designed to help students learn to read. www.readingrockets.org/

➤ **Read Write Think**

International Reading Association (IRA) website with grade level lesson plans, articles, and resources to support English Language Arts. <http://www.readwritethink.org>

➤ **NetTrekker**

High quality, Common Core standards-aligned digital resources to create engaging lessons. <http://schoolnettrekker.com/ntw/PatersonNJ>

*School based resources can be used in addition to the above required resources, but cannot replace the resources in the unit

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

ELL Resources

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.
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-8

- **Kindersite** - <http://www.kindersite.org>
1,000s of links to graded English content suitable for 2 to 6 year olds
- **Learning Games for Kids** - <http://www.learninggamesforkids.com>
Learning games and songs for preschool and elementary children
- **SpellingCity.com** - <http://www.SpellingCity.com>
Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words
- **Starfall.com** - <http://www.starfall.com>
Phonics lessons, interactive books, and word games
- **AAA Math** - <http://www.aaamaticas.com>
over 2500 interactive math lesson pages
- **NASA's Space Place** - <http://spaceplace.nasa.gov>

ELL Resources

NASA's education program; also available in Spanish

- **Achieve 3000**-<http://www.achieve3000.com/>

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.mrshurleyesl.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