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Supplemental ESL I

Folklore & Literacy Traditions
Reading: Fiction & Nonfiction Writing: Opinion
Grades 2/3:

Unit 3

(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.

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	Pacing Chart – Unit 3		
	Student Learning Objective	**CCSS**	
1	Answer questions such as who, what, where, when and how about key detail in a text.	RL.2.1	
2	Write a description of characters, setting, or plot using information from illustrations and key words from the text (print and digital).	RL.2.7	
3	Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.	RL.2.9	Frontloading: 1week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
4	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	
5	Know and apply grade-level phonics and word analysis skills in decoding words. 2) Know spelling-sound correspondence for additional common vowel teams.	RF.2.3b	
6	Know and apply grade level-phonics and word analysis skills in decoding words. (D). Decode words with common prefixes and suffixes.	RF.2.3d	
7	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2) Capitalize holidays, product names, and geographic names.	L.2.2b	

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

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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/

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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

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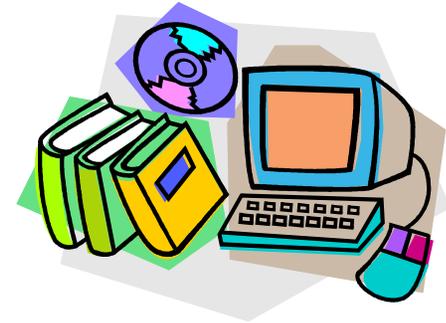
Career Ready Practices

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:

Level	Description
6- Reaching	• 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	• 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	• 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	• 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	• 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	• 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

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Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

Time/General	Processing	Comprehension	Recall
• 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	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Interdisciplinary Connections

Science

http://www.kidsplanet.org/factsheets/snakes.html-This folktale explains how the rattlesnake was given both its poison and its loud tail. Learn interesting facts about various species of snakes.

Math

Fountas and Pinnell, *Comprehension Clubs Implementation Guide*, p. 94. Take a class poll. Which stories in the unit did children like most and why. Create and post a chart to show the results.

Technology

Have students use Microsoft Word to type and edit one of this unit's writing activities. Assist students in utilizing the *cut* and *paste* commands to move whole highlighted sentences or blocks of text. If the *drag* and *drop* function is available, have students practice highlighting and using that function.

Music

Share music from different cultures with the class. Play simple folk tunes from around the world. Explore instruments from around the world.

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.

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Assessments

Required District/State Assessments	Suggested Formative/Summative Classroom 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	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: 3 Level 1-2.4	Topic: Folklore & Literacy Traditions Reading: Fiction & Nonfiction Writing: Opinion
Standards: CCSS: Reading Literature: 2.1, 2.2, 3.2, 2.3, 2.4, 3.4, 2.5, 3.5, 2.6, 2.7, 2.9 Reading Informational Text: 2.4, 3.4 Reading Foundational Skills: 2.3b, 2.3d, 3.3.d, 2.3e, 2.3f, 2.4a, 3.4.a, 2.4b,3.4.b, 2.4c, 3.4.c Writing: 2.1, 2.3, 2.5, 2.6, Language: 2.1a, 2.1b, 2.1c, 2.1d, 2.1c, 2.1f, 2.2a, 2.2c Speaking and Listening : 2.1a, 2.1b, 2.1c, 2.2, 3.2, 2.3, 2.6		
WIDA Standards: 1-5 **Listening, Speaking, Reading & Writing**		

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Answer questions such as who, what, where, when and how about key detail in a text. RL.2.1	Answer who and where questions to demonstrate understanding of details in a familiar text. RL.2.1	▪ Who is in the story, _____ or _____? ▪ Is the story taking place in _____? ▪ Where is the story taking place?	Students complete a graphic organizer to provide a visual representation of details from the text. Students draw a picture of the character and setting of the story.	L1 support Pictures Gestures Word/Picture Wall Template Story Map

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Write a description of characters, setting, or plot using information from illustrations and key words from the text (print and digital). RL.2.7	Identify illustrations or objects/tactual information in print or digital text that depicts characters. RL.2.7	▪ Look at this illustration in the book, how does the character feel/look? ▪ Look at this illustration in the book, what is one word that describes the setting? ▪ Where does the story take place? ▪ Which picture best shows what the story is about?	- After listening to a story and viewing the illustrations, students will select words from a word bank that describe the characters, setting, or plot and share with a peer their findings. The teacher can add these new words to a word wall and color code to provide a visual of different words in each category. - Given a text with illustrations, students will listen for key words that describe the characters, setting or plot.	Story Map Word/Picture Wall Teacher Modeling/Template L1 support Pictures and Photographs

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NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures. RL.2.9	Identify similarities between two episodes in a story. RL.2.9	▪ What is different about the characters in both stories? ▪ Is the setting the same/different in both stories? ▪ Is this character from _____ or _____?	- After teacher reads two versions of the same story the students will use illustrations and single words to show differences in the characters - Students will use illustrations to circle similarities or differences between the stories	Graphic Organizers (semi-completed) Word/Picture Wall Pictures L1 support Cloze sentences
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	Identify words related to a topic of a text. Identify details in informational text or its graphic representations. RI.2.4	▪ Where can you locate the meaning of a bold print word? ▪ Where would you find a glossary or index in your book? ▪ Where on this page is _____ (sub-heading, icon, and/or caption)?	- As a class students will be able to identify various text features by pointing to them in the book (after teacher models) - Students will use a glossary as a text feature to determine the meaning of three bold words and match that word to a definition/picture - Teacher will work with students to create an anchor chart to show various text features	Picture Dictionary Pictures Partner work L1 support Cloze sentences

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Know and apply grade-level phonics and word analysis skills in decoding words. 2) Know spelling-sound correspondence for additional common vowel teams. RF.2.3b	Demonstrate emerging use of letter-sound knowledge to read words. 2) Identify letter sound correspondence for single consonants. RF.2.3b	▪ How many parts do you hear in that word? ▪ Is this a consonant or a vowel? ▪ Which words have the _____ vowel pattern rule?	- Students will tap/pound out dictated words - Students will sort given word cards with pictures into vowel patterns using a chart - With a partner students will identify words with vowel teams in an appropriately leveled text.	Partner work Word/Picture Wall Vowel chart Visuals L1 support Manipulatives
Know and apply grade level-phonics and word analysis skills in decoding words. (D). Decode words with common prefixes and suffixes. RF.2.3d	Demonstrate emerging use of letter-sound knowledge to read words. (D) Not applicable RF.2.3d	▪ What suffix is in the word? ▪ What prefix is in the word? ▪ Does _____ and _____ have the same prefix/suffix? ▪ Does a prefix belong at the beginning of a word? ▪ Does a suffix belong at the end of word?	- Given twenty words, students will circle the prefix or suffix in each word from a list provided. - With teacher support, students will make an anchor chart of prefixes and suffixes. - Students will work with a partner to sort words with prefixes or suffixes	Partner work Word/Picture Wall Visuals L1 support Gestures Prefix chart Suffix chart

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2) Capitalize holidays, product names, and geographic names. L.2.2b	Demonstrate emerging understanding of conventions of standard English. 2. Not applicable L.2.2b	▪ Do use a capital letter when you write the name of the city you live in? ▪ What words in a sentence should be capitalized? ▪ How do I know when to capitalize a letter?	- Teacher and students will create an anchor chart listing names, places and products. Students may bring in product examples from home. - Using the anchor chart, students will revise a letter the letter to include capitalization of people, places and products as needed.	Capitalization poster Sentence Frame Word/Picture Wall Pictures L1 support

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

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

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SRA Imagine It!

Level 2 Unit 3 Lesson Cards	Level 2 Unit 4 Lesson Cards
55. /ū/ Spelled _ew and_ue	62. /ōō/ Spelled oo
56. /ū/ Spelled u_e and u	63. /ōō/ Spelled oo; Plurals, Synonyms, and Antonyms
57. /ū/ Spelled u_e and u; Reviewing /ū/ Spellings	64. Plurals, Synonyms, and Antonyms; Review
58. Open and Closed syllables	65. /ōō / Spelled u_e, _ew, _ue, and u
59. /ū/ Spelled _ew, _ue, u_e, and u	66. /ōō/ Spelled u_e, _ew, _ue, and u
60. /ū/ Spelled _ew, _ue, u_e, and u;Reviewing Sounds	67. Compound Words and Contractions
61. Unit Review	68. Compound Words and Contractions; Reviews
	69. /oo/ Spelled oo
	70. /oo/ Spelled oo; Prefixes dis- and un-
	71. Prefixes dis- and un-; Review
	72. /ow/ Spelled ow and ou_
	73. /ow/ Spelled ow and ou_; Prefixes mis- and mid-
	74. Prefixes mis- and mid-; Review
	75. Reviewing /ōō/, /oo/, and /ow/
	76. Reviewing /ōō/, /oo/, and /ow/; Inflectional Endings, Comparative Ending –er, and Irregular Plurals
	77. Inflectional Endings, Comparative Ending –er, and Irregular Plurals; Review
	78. Unit Review

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.

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

- 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

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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

Notes to Teacher:

➢ **Benchmark books, identified in the guided reading program, are to be utilized for assessme**

➢ **Running records will be administered to students as part of the ELA Unit assessments.**

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Comprehension Clubs	Toolkit Texts (Nonfiction)	CCSS: Text Exemplars (Appendix B)
Folklore & Literary Traditions- **Wishes & Promises** Burkert, Rand. *"Mouse & Lion"* San Souci, Robert D. *"The Talking Eggs"* Hong, Lily Toy. *"Two of Everything"* Isadora, Rachel. *"The Twelve Dancing Princesses"* Cohen, Caron Lee. *"The Mud Pony"* **Book Clubs** Littledale, Freya. *"The Magic Fish"* dePaola, Tomie. "Strega Nona" Compestine, Ying Chang. *"The Runaway Wok"* Tarcov, Edith H. *"The Frog Prince"*	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.	**Read-Aloud Poetry:** **Fleischman, Paul. "Fireflies***"*** **Read-Aloud Stories:** **Kipley, Rudyard. "How the Camel Got His Hump"** **Read-Aloud Informational Texts:** **Smith, David J. "If the World Were a Village: A Book about the World's People** **Informational Texts:** **Aliki. "A Medieval Feast"** **http://www.corestandards.org/assets/Appendix B.pdf**

Writer's Workshop

Writing about Reading

Bend I: Letter Writing: A Glorious Tradition

1. Writing Letters to Share Ideas about Characters p. 2
2. Getting Energy for Writing by Talking p. 10
3. Writers Generate More Letters: Developing New Opinion by Looking at Pictures p. 19
4. Writers Make Their Letters about Books Even Better by Retelling Important Parts p. 27
5. Keeping Audience in Mind p. 36
6. Using a Checklist to Set Goals for Ourselves as Writers p. 44

Bend III: Writing Nominations and Awarding Favorite Books

7. And the Nominees Are…p. 94
8. Prove It! Adding Quotes to Support Opinions p. 102
9. Good. Better. Best p. 110
10. Giving Readers Signposts and Rest Stops p.119
11. Writing Introductions and Conclusions to Captivate p. 128
12. Using a Checklist to Set Writerly Goals p. 138
13. Keeping the Elaboration

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

14. Awarding Our Favorites: A Book Fair Celebration p. 151

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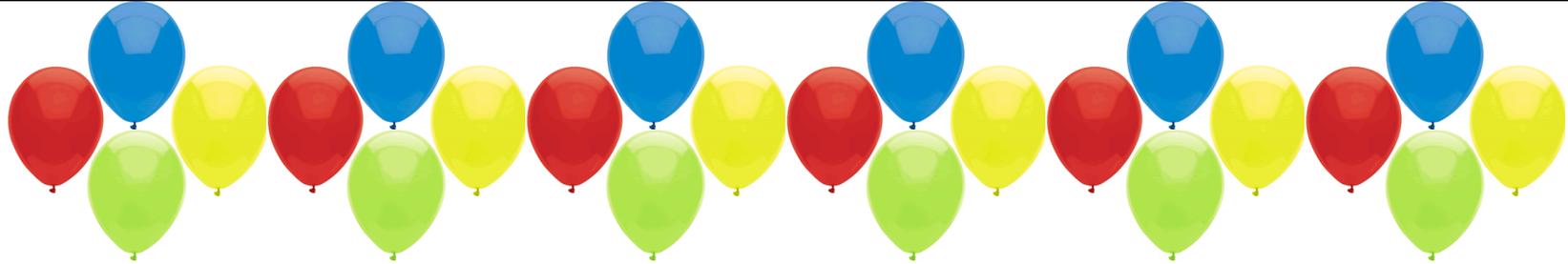
Students will have the opportunity to celebrate and share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators.

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

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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.

Suggested Websites for Unit 3

- **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.

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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

ELL Resources

- **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.aaamatematicas.com
  over 2500 interactive math lesson pages
- **NASA's Space Place -** http://spaceplace.nasa.gov
  NASA's education program; also available in Spanish

ELL Resources

- **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.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