Supplemental ESL I

Living Things
Reading: Fiction & Non Fiction Writing: Poetry

Grades 2/3:
Unit 4

(1-2.4)

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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 4		
	Student Learning Objective	**CCSS**	
1	Describe the structure of a story, including a description of the introduction and closing action.	RL.2.5	Frontloading: 1week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
2	Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot.	RL.2.7	
3	Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors.	RL.2.9	
4	Show comprehension of an event found in an informational text by asking and answering questions about key details such as who, what, where, when, why and how.	RI.2.1	
5	Using informational texts, describe connections between scientific ideas or concepts.	RI.2.3	
6	Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject.	RI.2.4; RI.2.5	
7	Describe how reasons support specific points the author makes in a text.	RI.2.8	
8	Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9	
9	Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and suffixes (e.g., -ful, -less, -er)	RF.2.3d	
10	Apply the writing process to develop an informative/explanatory composition that introduces the topic; provides researched facts and definitions to develop specific points, and includes a closing sentence.	W.2.2, W3.3	

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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/

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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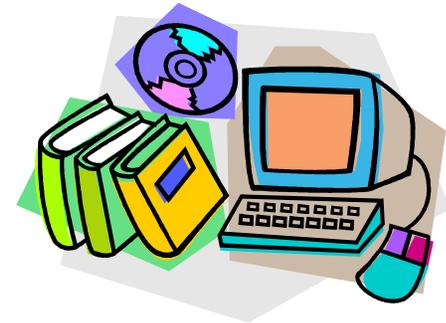
Career Ready Practices

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	Descriptors
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: Grow a Plant

At www.bbc.co.uk/schools/science clips/ages/5_6/growing_plants_fs.shtml.students can grow a plant, labeling the parts of the plant, and take a quiz on their knowledge of plant growth. Comprehension Clubs- *"Living Things"*

Science/Literacy: Who Eats What?

Fountas & Pinnell, *"Comprehension Clubs Implementation Guide"* p. 95. Invite children to work in pairs to make a game that matches predators and prey from the reading. Have them use 12 index cards to draw and label six different predators and their prey. When the card are ready, children can place them facedown and invite other children to turn cards over and make matches. Comprehension Clubs- *"Living Things"*

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.

Art

Have students make a wall spider. Students draw or paint individual spiders to place on the classroom bulletin board.

Comprehension Clubs- *"A House Spider's Life"*

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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: 4 Level 1-2.4	Topic: Living Things Reading: Fiction & Non Fiction Writing: Poetry
Standards: CCSS: Reading Literature: 2.4, 2.5, 2.7, 2.9, 3.9 Reading Informational Text: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 2.7, 2.8, 2.9, 3.9 Reading Foundational Skills: 2.3b, 2.3d, 2.3e, 2.3f, 4.4a, 2.4b, 2.4c Writing: 2.2, 2.5, 2.6, 2.8 Language: 2.1f, 2.2e, 2.4b, 2.4e, 2.6,3.6 Speaking and Listening: 2.1a, 2.1b, 2.1c, 2.3, 2.6, 3.6		
WIDA Standards: 1-5 **Listening, Speaking, Reading & Writing**		

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Describe the structure of a story, including a description of the introduction and closing action. RL.2.5	Determine the beginning and ending of a familiar story with a logical order. RL.2.5	▪ Which illustration shows the sequence of events in the story? ▪ Which pictures show the character's problems? ▪ Does the character resolve the problem by _____ or _____?	- Given a variety of illustrations from the story, students will correctly identify the correct sequence and place on a story map. - Given illustrations and three characters, students will match each character to their illustration. - After reading a story, have students complete a story element graphic organizer as a group. -	Story Map Pictures and Photographs Word/Picture Wall L1 support Choice questions

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot. RL.2.7	Identify illustrations or objects/tactual information in print or digital text that depicts characters.	▪ 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 illustrations the author used?	- Have students use graphic organizers, charts and word wall to analyze illustrations and single words to describe a setting. Complete a setting diorama with a peer. - Develop anchor charts/word walls that will grow over time with words; describe setting, character and plot. - Given a simple sentences from a story, students will highlight words that help them have a better understanding of the character, setting and plot using a word bank.	Story Map Word/Picture Wall Teacher Modeling L1 support Pictures and Photographs
Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors. RL.2.9	Identify similarities between two episodes in a story. RL.2.9	▪ How are these stories similar? ▪ How are these stories different?	- Given two versions of the same story with illustrations, students will circle two similarities and two differences from provided visual choices. - After reading an appropriately leveled text students will draw similarities and differences.	Venn Diagram Pictures and Photographs Word/Picture Wall L1 support Choice questions

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NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Show comprehension of an event found in an informational text by asking and answering questions about key details such as who, what, where, when, why and how. RI.2.1	Answer who and what questions to demonstrate understanding of details in a familiar text. RI.2.1	▪ Is this text about _____ or about _____? ▪ Where is this occurring? ▪ When is this occurring?	- After reading an appropriately leveled informational text, students will complete a graphic organizer to note who, what, where and when the story took place. - Given an excerpt, students will demonstrate understanding of key details by answering "wh" questions about the text	Story Map L1 text and/or support Word/Picture Wall Pictures Gestures
Using informational texts, describe connections between scientific ideas or concepts. RI.2.3	Identify individuals, events, or details in an informational text. RI.2.3	▪ Did this invention change history? ▪ Would you do step ____ or _____ first? ▪ Do you think you need to follow the steps in order?	- After reading an appropriately leveled text with illustrations about scientific inventions students match the invention to a picture that shows how that invention changed history - Given illustrations that demonstrate technical procedure steps, students will place the steps in correct order.	Web Word/Picture Wall L1 text and/or support Partner work Pictures
Know and use text features (e.g., glossary) to locate	Identify words related to a topic of a text. Identify details in	▪ What will you do if you come to a word	- Teacher demonstrates using a glossary to determine the	Reference materials L1 support Pictures and Photographs

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject. RI.2.4; RI2.5	informational text or its graphic representations. RI.2.4; RI2.5	you do not know? ▪ Where would you find a glossary or index in your book? ▪ Which of the following is a key fact from the text?	meaning of words. - After reading an appropriately leveled text with illustrations, teacher will demonstrate how to locate information in those illustrations.	Gestures Teacher guided group
Describe how reasons support specific points the author makes in a text. RI.2.8	Identify points the author makes in an informational text. RI.2.8	▪ Was the author's point of view _____ or _____? ▪ Does _____ support the author's point of view? ▪ Which image in the text shows the author's purpose? ▪ Why did the author write this passage?	- After reading an appropriately leveled informational text with illustrations, Students will draw a picture to support one of the reasons located in the text. - Given four short sentences with illustrations, students will match the illustrations/sentences that support author's point of view. - Teacher will provide students with a graphic organizer that states the author's point of view. Students will complete the graphic organizer drawing reasons from the text that supports the provided point of view.	L1 text and/or support Partner work Visuals Graphic organizer Word/Picture Wall

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Compare and contrast the most important points presented by two texts on the same topic. RI.2.9	Identify a common element between two texts on the same topic. RI.2.9	▪ Is the text about _____ or _____? ▪ Is _____ a key detail? ▪ Read both texts. What is different between these two texts? ▪ What is the same between these two texts?	- Given an appropriately leveled text with illustrations, students will find illustrations, single words and phrases that indicate the important points. - After reading two informational texts with illustrations, use a Venn Diagram to draw illustrations that compare and contrast similarities and differences in both texts. - Provide students with two similarly themed and appropriately leveled texts with illustrations to compare and contrast with a partner. Then engage in a whole group discussion.	L1 text and/or support Venn diagram Small group Pictures and Photographs Gestures Think -aloud Word/Picture Wall
Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and suffixes (e.g., -ful, -less, -er) RF.2.3.d	Demonstrate emerging use of letter-sound knowledge to read words. RF.2.3.d	▪ What suffix is in the word? ▪ What prefix is in the word? ▪ Does _____ and _____ have the same	- 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 Affix Charts

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
		prefix/suffix? ▪ Does a prefix belong at the beginning of a word? ▪ Does a suffix belong at the end of word?		
Apply the writing process to develop an informative/explanatory composition that introduces the topic; provides researched facts and definitions to develop specific points, and includes a closing sentence. W.2.2	Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic. W.2.2	▪ Can I outline a plan for an informative writing piece? ▪ What is your topic? ▪ What details will you use to explain your topic?	- Teacher will model how to choose a topic and will create an informative writing piece with visuals. - Students will use a graphic organizer to organize (using pictures, words and phrases) the details of their writing with a peer. - Students will brainstorm topics for their informative writing and may use a provided list of visual options.	L1 text and/or support Graphic organizer Word/picture wall Template Pictures and Photographs

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	Level 2 Unit 5 Lesson Cards
:	79. /aw/ Spelled aw and au_
1. Sound-by-Sound Blending	80. /aw/ Spelled aw and au_; Suffixes –er and –ness
2. Sounds-in-Sequence Dictation	81. Suffixes –er and –ness; Review
3. Whole-Word Blending	82. /aw/ Spelled augh, ough, all and al
4. Blending Sentences ➢ Sound-by-Sound ➢ Whole-Word Blending	83. /aw/ Spelled augh, ough, all and al; Suffixes –ly, -y, and –ed
5. Closed Syllables ➢ Introduction-Single-Syllable Words ➢ Multisyllabic Words	84. Suffixes –ly, -y, and –ed; Review oy 85. The ough Spelling pattern
6. Open Syllables ➢ Introduction-Single-Syllable Words ➢ Multisyllabic Words 7. Whole-Word Dictation 8. Sentence Dictation	86. The ough Spelling patterns; Suffixes –less and –ful; Affixes as Syllables
	87. Suffixes –less and –ful; Affixes as Syllables; Review
	88. /oi/ Spelled _oy and oi
9. Reading a Decodable Story	89. /oi/ Spelled _oy and oi; Multiple Meaning Words and Homophones
10. Words with Prefixes and Suffixes	90. Multiple-Meaning Words and Homophones; Review
	91. Reviewing /aw/ and /oi/
	92. Reviewing /aw/ and /oi/; Words with the Same Base
	93. Words with the Same Base; Review
	94. Unit Review

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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.

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

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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

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Comprehension Clubs	Toolkit Texts (Nonfiction)	CCSS: Text Exemplars (Appendix B)
Living Things- **Search & Survive** **Read-Alouds** Cowley, Joy. *"Chameleon"* Lewin, Betsy. *"Animal Snackers"* Himmelman, John. *"A House Spider's Life"* Facklam, Margery. *"Bugs for Lunch"* Lauber, Patricia. *"Who Eats What"?* **Book Clubs** Fowler. Allan. *"Plants That Eat Animals"* Himmelman, John. *"A Salamander's Life"* Jenkins. Martin. *"The Emperor's Egg"* Berger, Melvin & Gilda. *"Dangerous Animals"*	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. **Recommended Articles:** *Seeing with Sound* *Slithering Snakes*	**Stories:** **Stevens, Janet.** *"Tops and Bottoms"* **Poetry:** **Soto, Gary.** *"Eating While Reading"* **Read-Aloud Stories:** **Say, Allen.** *"The Sign Painter"* **Read-Aloud Informational Texts:** **Marl, Jan.** *"The Museum Book: A Guide to Strange and Wonderful Collections"* **Informational Texts:** **Milton, Joyce.** *"Bats: Creature of the Night"* **http://www.corestandards.org/assets/Appendix B.pdf**

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Writer's Workshop

Writing about Reading

Poetry: Big Thoughts in Small Packages

Bend I Seeing with Poets' Eyes

1. Seeing with Poets' Eyes p. 2
2. Listening for Line Breaks p. 14
3. Putting Powerful Thoughts in Tiny Packages p. 22
4. Poets Find Poems in the Strong Feelings and Concrete Details of Life p. 31
5. Editing Poetry p. 39

Bend II Delving Deeper: Experimenting with Language and Sound to Create Meaning

6. Searching for Honest, Precise Words: Language Matters p. 50
7. Patterning through Repetition p. 60
8. Poems Are Moody p. 68
9. Using Comparisons to Clarify Feelings and Ideas P. 76
10. Stretching Out a Comparison p. 85

Writer's Workshop

Bend III Trying Structures on for Size

1. Studying Structure p. 96
2. Studying a Mentor Text with Poet' Eyes p. 104
3. Matching Structures to Feelings p. 113
4. Playing with Point of View p. 121
5. Revising Poems: Replacing Feeling Words with Word Pictures p. 130
6. Editing Poems: Reading Aloud to Find Trouble Spots p. 138
7. Presenting Poems to the World: An Author's Celebration p. 144

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

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.

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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 4

➢ **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 Students

PATERSON PUBLIC SCHOOLS

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