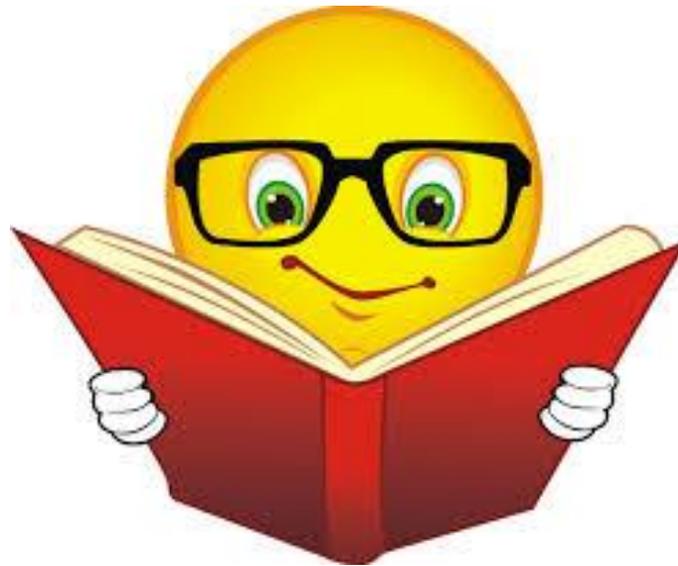


# Supplemental ESL I



**Reading Literature/Informational Text and  
Informative/Explanatory Writing  
Grades 4/5:**

**Unit 2 Level I (1.0-2.4)**

## *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	Refer to details and examples in a text when explaining what the text says explicitly. Refer to details and examples in a text when drawing inferences from the text.	RL.4.1; RI.4.1	Frontloading: 1 week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
2	Determine the theme of a story, drama, or poem from details in the text. Summarize the text of a story, drama, or poem using details from the text.	RL.4.2	
3	Determine the main idea of a text. Explain how the main idea is supported by key details in the text. Summarize a text, referring to the main idea and key details.	RI.4.2	
4	Determine meaning of general academic words or phrases in a text relevant to grade 4 topic or subject area. Determine meaning of domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.4.4	
5	When writing, introduce a topic clearly and group related information in paragraphs and sections. When writing, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W.4.2a	
6	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	W.4.2b	
7	Provide a concluding statement or section related to the information or explanation presented when writing a piece.	W.4.2e	

**Effective Pedagogical Routines/Instructional Strategies**

<p>Collaborative problem solving</p> <p>Writing to learn</p> <p>Note-taking</p> <p>Rereading &amp; rewriting</p> <p>Establishing text-based norms for discussions &amp; writing</p> <p>Establishing metacognitive reflection &amp; 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>
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# Educational Technology Standards

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1

## ➤ **Technology Operations and Concepts**

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- Use a graphic organizer to organize information about a problem or issue.

## ➤ **Creativity and Innovation**

- Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

## ➤ **Communication and Collaboration**

- Engage in online discussion with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

## ➤ **Digital Citizenship**

- Understand the need for and use of copyrights.
- Analyze the resources citations in online materials for proper use.
- Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

## ➤ **Research and Information Literacy**

- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

## ➤ **Critical Thinking, Problem Solving, Decision Making**

- Apply digital tools to collect, organize, and analyze data that support a scientific finding.

## Computer Skills

### ➤ Basic Computer Skills

- Turn the monitor off and on
- Turn the computer off and on
- Log onto the computer with user id
- Verbally identify computer parts
- Locate, save, and retrieve documents to and from student folders

### ➤ Keyboarding Skills

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

### ➤ Word Processing Skills

- Type, edit, and print documents
- Capital letter at the beginning of sentences
- Spacebar once between words and sentences
- Period/Question mark at the end of sentence
- Backspace/Delete to edit incorrect letters in a body of text
- Insert words into sentences and letters into words

### ➤ Internet Skills

- Use the web browser to access the Paterson Public Schools site
- Use the web browser to access curriculum links and other resources

### ➤ Publisher Skills

- Insert Word Art
- Insert Design Gallery object
- Insert, move, and resize text boxes and graphics

## 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:

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>• Specialized or technical language reflective of the content areas at grade level</li> <li>• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• Oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>• Specialized or technical language of the content areas</li> <li>• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>• Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>• Specific and some technical language of the content areas</li> <li>• A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>• 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</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>• General and some specific language of the content areas</li> <li>• Expanded sentences in oral interaction or written paragraphs</li> <li>• 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</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>• General language related to the content area</li> <li>• Phrases or short sentences</li> <li>• 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</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of the content areas</li> <li>• 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</li> </ul>

## 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"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## Interdisciplinary Connections

### *The Day GoGo Went to Vote*

- **Social Studies:** Voting has an impact not only on state and country, but also on global relationships. Students will gain an awareness of the importance of their individual ideas and how they affect the world. Students will understand their responsibility to vote and how their choices impact upon their futures. They will gain insight to the connection between voting and world events. In the below link, students will examine the right to vote by comparing suffrage in America to suffrage in South Africa.

[http://www.kidsvotingsoutheastpa.org/edguide/images/3-5-RTV\\_Literature.pdf](http://www.kidsvotingsoutheastpa.org/edguide/images/3-5-RTV_Literature.pdf)

- **Social Studies:** This Scholastic article gives a brief background on the life and death of Nelson Mandela.

<http://magazines.scholastic.com/news/2013/12/Nelson-Mandela-Dies>

### *Come On, Rain!*

- **Science:** Make a list of how the environment changes during the story with the class. Then introduce the water cycle components of evaporation, condensation, and precipitation via the below video. Students can then do simple experiments on these principles.

<http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/water-cycle.htm>

<http://thewaterproject.org/resources/lesson-plans/create-a-mini-water-cycle>

- **Math:** Discuss the water cycle on a much larger scale specifically precipitation in the form of rain. Show students how to consult almanacs to find annual rainfalls in different places around the country and around the world. For example, compare annual precipitation in New York, Hawaii, and Arizona or in Ireland and Afghanistan and record in a graph or spreadsheet.

## Interdisciplinary Connections

### *Charlotte's Web*

- **Math/Science/Social Studies:** The web quest is designed for the book, *Charlotte's Web* and provides interdisciplinary connections in math (word problems), science (the anatomy of a spider) and social studies (a comparison of farms and cities). Each activity is described in detail and websites link to the corresponding activities. The web quest is meant for the students to be able to complete the projects on their own. Teachers should be available for questions and input if needed.

<http://zunal.com/webquest.php?w=51441>

- **Math:** When reading stories we develop attachments to characters through analysis of their actions, thoughts and feelings. Students can display their feelings toward characters by surveying their peers and creating a bar graph illustrating favorite characters. This website provides graph paper that can be utilized to complete this lesson.

[http://www.abcteach.com/free/b/bargraph\\_charlottesweb.pdf](http://www.abcteach.com/free/b/bargraph_charlottesweb.pdf)

## 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  $\geq 3.5$ )
- NJDOE Model Curriculum Unit Assessment (Students with CPL  $\geq 3.5$ )
- ESL Unit Level 1-2 Assessment (Students with CPL  $\leq 3.4$ )
- 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

<b>Grade:</b> 4-5	<b>Unit: 2</b> Level I (1.0-2.4)	<b>Topic: Reading Literature/Informational Text and Informative/Explanatory Writing</b>
<b>Standards: CCSS:</b> <b>Reading Literature:</b> 4.1, 4.2 <b>Reading Foundational Skills:</b> 4.3a, 4.4a, 4.4b, 4.4c <b>Speaking and Listening:</b> 4.1c, 4.2 <b>Reading Informational Text:</b> 4.1, 4.2, 4.3, 4.4, 4.6 <b>Writing:</b> 4.2a, 4.2b, 4.2e, 4.10 <b>Language:</b> 4.2d, 4.4a		
<b>IFL Unit CCSS:</b> <b>Reading Literature:</b> RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.9, RL.4.10 <b>Reading Informational Text:</b> RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.8, RI.4.9, RI.4.10 <b>Language:</b> L.4.1, L.4.2, L.4.4, L.4.5, L.4.6 <b>Speaking and Listening:</b> SL.4.1 <b>Writing:</b> W.4.1, W.4.2, W.4.4, W.4.5, W.4.8, W.4.9, W.4.10 <b>***PLEASE NOTE - ALL HIGHLIGHTED STANDARDS WILL BE MEASURED DURING UNIT 2 ASSESSMENT, HOWEVER ALL STANDARDS MUST BE TAUGHT.***</b>		
<b>WIDA Standards: 1-5</b> <b>Listening, Speaking, Reading &amp; Writing</b>		

**IFL Reading Unit – 4<sup>th</sup> Grade**

**Analysis of Historical Fiction: Paper Son**  
 In this unit, students will read, write about, and discuss several texts and text types (literary/historical fiction and informational; primary and secondary sources; firsthand and secondhand accounts) about the Paper Son/ Angel Island immigration experience in order to deepen their understanding of the following overarching questions.

- What sources inform historical fiction?
- What can we learn from these texts about some of the cultural aspects of Chinese-Americans and their immigrant experiences during the historical time period of the early 20<sup>th</sup> century?

**Required Resources for IFL**

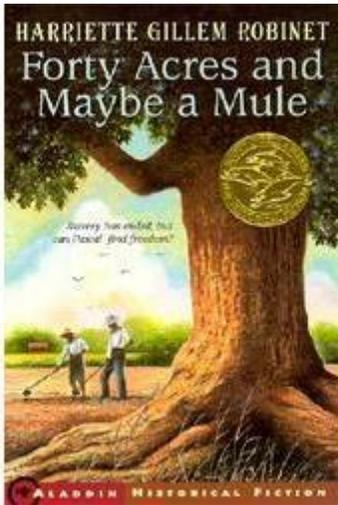
## IFL Reading Unit – 4<sup>th</sup> Grade

### **Mentor Texts:**

- *Paper Son: Lee's Journey to America* by Helen Foster James and Virginia Shin-Mui Loh
- "Hopeless" from *The Dragon's Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep
- "Angel Island: Li Keng Wong's Story" by Li Keng Wond
- "Immigration Inspector's Statement" by R. D. McKenzie
- "Angel Island, Landmark of U.S. Diversity" by Carl Nolte

## Novel – 5<sup>th</sup> Grade

Robinet, Harriette. *Forty Acres and Maybe a Mule*



Like other ex-slaves, Pascal and his brother, Gideon, have been promised forty acres and maybe a mule. With the family of friends they have built along the way, they claim a place of their own. Green Gloryland is the most wonderful place on earth; their own family farm with a healthy cotton crop and plenty to eat. But the notorious night riders have plans to take it away, threatening to tear the beautiful freedom that the two boys are enjoying for the first time in their young lives. This story of Reconstruction following the Civil War is one you will never forget.

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>RL.4.1; RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly. Refer to details and examples in a text when drawing inferences from the text.</p>	<p><u>Explain</u> literal information in texts using <i>pictures and working with a partner or small group</i>.</p>	<ul style="list-style-type: none"> <li>• Can I complete a graphic organizer with the facts of the story?</li> <li>• What is one thing I understand from the story?</li> <li>• Can I use a phrase or point to an illustration to show what I understand?</li> <li>• What is the author telling us?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss making inferences with graphic organizers, providing examples through think aloud.</li> <li>• Teacher models for students how to use prior knowledge to make inferences with the aid of a graphic organizer.</li> <li>• After reading a leveled text teacher define academic vocabulary and key terms</li> <li>• Teacher writes sentences on the board with a list of inferences. Have students select the appropriate ones.</li> <li>• Model and complete an inference graphic organizer to cite examples using pre-taught vocabulary and/or word bank</li> </ul>	<p><a href="#">Word/picture wall</a>  <a href="#">L1 support</a>  <a href="#">Pictures/Photographs</a>  <a href="#">Gestures</a>  <a href="#">Partner Work</a>  <a href="#">Manipulatives</a>  <a href="#">Choice questions</a></p>
<p>RL.4.2</p> <p>Determine the theme of a story, drama, or poem from details in the text. Summarize the text of a story,</p>	<p><u>Identify</u> theme via details from story using <i>graphic organizers and teacher modeling</i>.</p>	<ul style="list-style-type: none"> <li>▪ The theme is _____? Yes/No</li> <li>▪ Is it important? Yes/No</li> <li>▪ Does the message of the story always end the same? Yes/No</li> </ul>	<ul style="list-style-type: none"> <li>▪ After reading a story, students will orally answer WH questions to show understanding of a theme/message using single words/phrases or illustrations.</li> <li>▪ Students will circle/highlight</li> </ul>	<p>Teacher modeling  <a href="#">Graphic organizers</a>  <a href="#">Word/picture bank</a>  <a href="#">Illustrations/Drawings</a>  <a href="#">Gestures</a>  <a href="#">L1 support</a>  <a href="#">Choice questions</a></p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>drama, or poem using details from the text.</p>		<ul style="list-style-type: none"> <li>▪ Is this message different from (name another story/book)? Yes/No</li> <li>▪ How/What is different?</li> </ul>	<p>from a teacher modified passage one or more details that happen in the story that support the theme.</p> <ul style="list-style-type: none"> <li>▪ Teacher models and provides verbal cues to summarize the story using pre-taught words/phrases and illustrations.</li> <li>▪ Teacher will say to students: “Listen and then respond.” The theme/message of the story is _____? Yes/No</li> <li>▪ Teacher will say to student, “Can you point to a word or illustration to show how you identified the theme?”</li> </ul>	
<p>RI.4.2</p> <p>Determine the main idea of a text. Explain how the main idea is supported by key details in the text. Summarize a text,</p>	<p><u>Identify</u> main idea from story using <i>graphic organizers and teacher modeling</i>.</p>	<ul style="list-style-type: none"> <li>• How can I determine the main idea or the most important idea in the text or story?</li> <li>• Can I draw a picture with some details to show what happened in the story? Can you add words to your</li> </ul>	<ul style="list-style-type: none"> <li>• Given a text or after listening to a story, students will orally give one important detail that contributes to the main idea and/or complete a graphic organizer.</li> <li>• Students will identify main idea</li> </ul>	<p>Teacher modeling</p> <p><a href="#">Graphic organizers</a></p> <p><a href="#">Word/picture bank</a></p> <p><a href="#">Illustrations/Drawings</a></p> <p><a href="#">Gestures</a></p> <p><a href="#">L1 support</a></p> <p><a href="#">Choice questions</a></p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
referring to the main idea and key details.		<p>pictures?</p> <ul style="list-style-type: none"> <li>• Can you find one or two details in the story or illustration to support it?</li> <li>• What is the story about?</li> <li>• Can you point to the illustration that shows what the story is about?</li> </ul>	<p>by orally indicating yes/no to a teacher question or sentence frame such as “The main idea in this story is _____.”</p> <ul style="list-style-type: none"> <li>• Students, in pairs, will list important details on a graphic organizer using word wall or reference sheet</li> <li>• After reading or listening to a story, students summarize by matching pictures and words on a word sheet, or matching cards (prepared by teacher).</li> </ul>	
<p>RI.4.4</p> <p>Determine meaning of general academic words or phrases in a text relevant to grade 4 topic or subject area.</p> <p>Determine meaning of domain-specific words or phrases in</p>	<p><u>Define words and phrases</u> in informational texts through <i>use of pictures, synonyms, translation dictionaries and/or context clues.</i></p>	<ul style="list-style-type: none"> <li>• How do I know the meaning of academic words and domain specific words?</li> <li>• When I use the word_____does it mean the same when I use it this way_____?</li> <li>• Can I guess the meaning of the word by looking at the</li> </ul>	<ul style="list-style-type: none"> <li>• After listening to a story, students draw illustration to show what they think an unknown work means based on the context clues</li> <li>• Students match word to picture to show understanding of meaning.</li> <li>•</li> </ul>	<p><a href="#">Bilingual Dictionary</a></p> <p><a href="#">Glossary</a></p> <p><a href="#">Picture Dictionary</a></p> <p>Personal dictionary</p> <p><a href="#">L1 support</a></p> <p><a href="#">Pictures</a></p> <p><a href="#">Gestures</a></p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>a text relevant to a grade 4 topic or subject area.</p>		<p>illustration?</p> <ul style="list-style-type: none"> <li>• How do I use pictures and titles to guess the meaning of words?</li> </ul>	<p>Complete a worksheet with words/illustrations with multiple meanings and have student circle or match correct meaning.</p> <ul style="list-style-type: none"> <li>• Teacher models meanings of words with multiple meanings in academic setting and domain specific. For example, a flight of birds, taking a flight.</li> </ul>	
<p>W.4.2a</p> <p>When writing, introduce a topic clearly and group related information in paragraphs and sections. When writing, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p><u>Write</u> to produce a coherent written topic sentence to explain a topic clearly <i>using word bank, teacher modeling and L1 support.</i></p>	<ul style="list-style-type: none"> <li>• How can I include one or more information on a graphic organizer about what I just heard/read?</li> <li>• Can I use sentence frames/starters to introduce what I am writing about?</li> <li>• When can I use pictures? When can I use technology for readers to</li> </ul>	<ul style="list-style-type: none"> <li>• After listening to a story, students will complete a graphic organizer and write one or more information using one word or simple pre-taught phrases</li> <li>• Teacher will provide various sentence strips with related information for students to work in pairs and group by related topic.</li> <li>• Using the sentence strips from prior activity, allow</li> </ul>	<p><a href="#">L1 support</a>  <a href="#">Graphic Organizers</a>            Teacher modeling  <a href="#">Word/picture bank</a>  <a href="#">Pictures</a></p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
		<p>understand what I am writing about?</p>	<p>students time to explore with technology to come up with a multimedia illustration, etc.</p> <ul style="list-style-type: none"> <li>• Teacher will model how to format a writing piece with visual representations or multimedia.</li> <li>• After listening to a story, teacher will provide two sentences and students will circle correct topic sentence that relates to the story.</li> </ul>	
<p>W.4.2b</p> <p>Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.</p>	<p><u>Develop and organize</u> the topic for writing with relevant facts, definitions, concrete details, quotations, or examples by <i>using graphic organizers and shared writing</i>.</p>	<ul style="list-style-type: none"> <li>▪ How can I show evidence of facts, definitions, details, quotations and/or examples to write about?</li> <li>▪ How would you organize a topic statement? Can I use a highlighter to point out important details?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher models how to take notes, highlight and organize information that will be referenced later.</li> <li>▪ Student will develop topic with 1 or more facts completing a graphic organizer using single words, phrases and/or illustrations.</li> </ul>	<p><a href="#">Graphic organizer</a>  <a href="#">Shared writing</a>  <a href="#">Word wall</a>  <a href="#">L1 support</a>  <a href="#">Illustrations</a>  <a href="#">Drawings</a></p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
		<ul style="list-style-type: none"> <li>▪ How would you organize and develop a topic sentence that is clear?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student will write a topic sentence written in the form of a cloze activity using a word bank to complete sentence.</li> <li>▪ Student will use highlighter to point out important details, facts or quotations with teacher guidance</li> <li>▪ In whole group, teacher will demonstrate how to write a topic sentence with students prompting them for words and phrases for a clearly developed topic sentence using Accountable Talk and discussion.</li> </ul>	
<p>W.4.2e</p> <p>Provide a concluding statement or section related to the</p>	<p><u>Write</u> a conclusion statement that follows from the information or explanation presented <i>using a graphic organizer, shared writing and L1 support.</i></p>	<ul style="list-style-type: none"> <li>▪ How can I show that my ending sentence tells what happens or what I learned?</li> <li>▪ Why is it important to restate information at</li> </ul>	<ul style="list-style-type: none"> <li>▪ Given a modified writing piece students will listen to teacher and will choose one or more teacher provided summary sentences.</li> </ul>	<p><a href="#">Graphic organizer</a>  <a href="#">Shared writing</a>  <a href="#">L1 support</a>  <a href="#">Pictures</a>  <a href="#">Drawings</a></p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>information or explanation presented when writing a piece.</p>		<p>the end?</p> <ul style="list-style-type: none"> <li>▪ How would you summarize information to develop an ending sentence? Can a graphic organizer help me to write my ending?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student will complete a teacher provided concluding statement by filling in missing one word content based vocabulary</li> <li>▪ Using a graphic organizer students will summarize information to create concluding statement with teacher guidance.</li> <li>▪ Students will link ideas by matching illustrations to words/phrases</li> </ul>	

## Guided Reading Program

A student **on-grade level** should display the following reading behaviors by the end of the school year.

### Fourth Grade Level R

- Reads rapidly, both orally and silently, while focusing on meaning.
- Actively acquires new vocabulary through reading.
- Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered.
- Demonstrates interest in reading an extended text over a longer time period.
- Extends the text in various ways, including through research.
- Demonstrates interest and ability in interpreting shorter selections.
- Uses illustrations to help analyze text meaning.
- After reading silently, demonstrates understanding and sophistication in interpreting meaning.
- Uses comparison with other texts to assist interpretation.
- Goes beyond the text to interpret characters' thoughts and feelings and to speculate on alternative meanings.
- Demonstrates all interpretative and analytic skills in writing.

## Guided Reading Program

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.



### 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.

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

## Wordly Wise 3000

### Book 4 Lessons 5-8

One lesson every five days using the **passage** associated with each lesson. The passage used for every lesson is located in section “E”. When using this passage follow the reading practices notated below to teach:

- PART A: Finding Meanings
- PART B: Just the Right Word
- PART C: Applying Meanings
- PART D: Word Study

#### Reading Best Practices

- Read to get the gist
- Read to find significant moments
- Read again to interpret ideas in the text
- Read again differently to analyze the author’s methods

- Week 1: Lesson 5**  
Parts A-E pp. 45-55
- Week 2: Lesson 6**  
Parts A-E pp. 56-66
- Week 3: Lesson 7**  
Parts A-E pp. 67-77
- Week 4: Lesson 8**  
Parts A-E pp. 78-89

Harcourt Trophies	Toolkit Texts
<p>Please utilize Harcourt Trophies for the text only, not the additional resources and teaching suggestions unless they relate to the SLOs within this unit.</p> <p><i>Wagon Train Adventure</i> pp. 290-295</p> <p><i>A Very Important Day</i> pp. 524-539</p> <p><a href="http://opi.mt.gov/PDF/CCSSO/MCCS-ELA/STAGE2-3/PUBLISHERS/Harcourt-Trophies/Trophies_CC_Rev_4.pdf">http://opi.mt.gov/PDF/CCSSO/MCCS-ELA/STAGE2-3/PUBLISHERS/Harcourt-Trophies/Trophies_CC_Rev_4.pdf</a> (each story is listed by theme and title and provides the Common Core State Standards that can be taught using that text)</p>	<p><i>My Name is Now...</i> pp. 50-51</p> <p><i>Where in the World Did We Come From?</i> pp. 52-53</p>

## Writer's Workshop

### **Boxes and Bullets: Personal and Persuasive Essays**

#### **Bend I: Writing to Learn**

1. Essay Structure Boot Camp pp. 2-13
2. Collecting Ideas as Essayists pp. 14-24
3. Writing to Learn pp. 25-34
4. Using Elaboration Prompts to Grow Ideas pp. 35-45
5. Mining Our Writing pp. 46-57
6. Boxes and Bullets: Framing Essays pp. 58-67

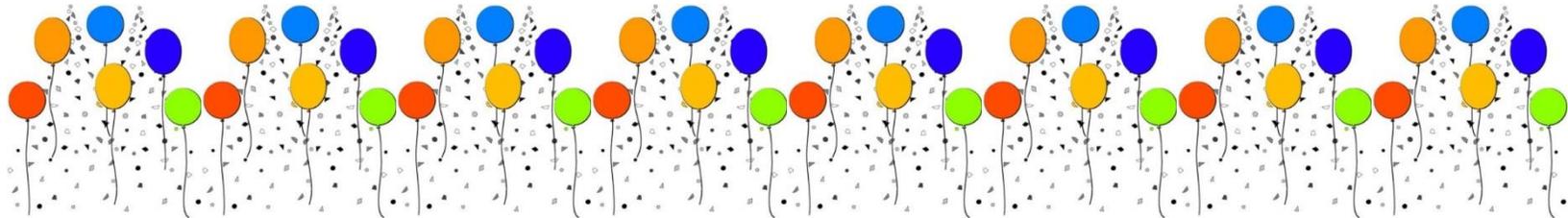
#### **Bend II: Raising the Level of Essay Writing**

8. Composing and Sorting Mini-Stories pp. 74-85
11. Building a Cohesive Draft pp. 104-111
13. Writing Introductions and Conclusions pp. 120-127
14. Revising Our Work with Goals in Mind pp. 128-134

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

## 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 Boxes and Bullets has been adjusted to support instruction and the inclusion of a culminating celebration.

## Suggested Websites for Unit 2

### ➤ **Reading Rockets**

Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. The reading resources will assist in helping struggling readers build fluency, vocabulary, and comprehension skills.

<http://www.readingrockets.org/>

### ➤ **Writing Fix**

The writing fix offers a wealth of resources aligned to the standards as well as the 6+1 traits of writing. It provides lessons using mentor texts, sample student writing, as well as many other resources to help increase the level of writing in your classroom.

<http://www.writingfix.com/>

### ➤ **Read Write Think**

Read Write Think offers a multitude of grade level lesson plans, articles, and resources to support English Language Arts and enhance your lessons.

<http://www.readwritethink.org/>

### ➤ **NetTrekker**

The District has a subscription to NetTrekker, an educational solution that helps you and your students find engaging and appropriate digital learning resources in all core content areas from a wide range of online content providers. To access NetTrekker follow the directions below.

**Directions to access folder:** Staff may login to Netrekker by visiting <http://school.nettrekker.com/ntw/PatersonNJ> and logging in with their network username and password

<https://school.nettrekker.com/ntw/PatersonNJ?np=/networklogin.ftl&pp=/networklogin.ftl&productId=1>

### ➤ **Brain Pop**

Brain Pop offers educational videos and quizzes to support skills in all subject areas. Videos can be shown to introduce material to students, used independently during learning stations, and to help students become more familiar with taking assessments on the computer.

<http://www.brainpop.com/>

## Suggested Websites for Unit 2

➤ **Tween Tribune**

Tween Tribune is a daily news sites for kids, where you will find the most compelling, relevant and interesting news that will interest your students while providing cross curricular connections to enhance students learning. Students have the opportunity to post comments and take a quiz to complete a quick comprehension check. Teachers have the ability to be creative with the questioning and can post assignments aligned to the unit SLO's for the students to complete through interaction with the text. The site is completely monitored by the teacher and completely safe.

<http://tweentribune.com/>

➤ **E Reading Worksheets**

Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards.

<http://www.ereadingworksheets.com/>

➤ **Achieve the Core**

Hundreds of literacy resources for teachers, resources for leaders who are putting college and career readiness standards into action in their own schools, and opportunities to become an advocate for the Common Core.

<http://achievethecore.org/>

➤ **Basal Alignment Project**

A tool to be used in teaching children to meet the Common Core State Standards using the Harcourt Trophies reading series. The lesson plans section for the stories on text dependent questions assists teachers in promoting Accountable Talk within their classroom.

<https://sites.google.com/site/gcsinstruction/4th-grade-resources/trophies-basal-alignment>

➤ **The Florida Center for Reading Research**

The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The link will take you to a wealth of CCSS resources to guide you in finding activities and ideas for teaching the standards. Click on the grade level link next to the domain to find activities aligned to specific standards.

<http://www.fcrr.org/for-educators/sca.asp>

## Suggested Websites for Unit 2

➤ **ReadWorks**

ReadWorks provides research-based units, lessons, and authentic leveled non-fiction and literary passages that you can search by lexile level, grade and skill. This site also offers novel study units that all can be aligned to the Common Core State Standards for free.

[www.readworks.org](http://www.readworks.org)

➤ **Learn Zillion**

This site will provide you with PowerPoint presentations aligned to the Common Core State Standards, and provide an alternate approach to teaching standards. The lessons are scaffolded to provide a clear understanding of the standard being addressed, and enhances the use of technology in your classroom. You must complete the free registration before using learnzillion.

[www.learnzillion.com](http://www.learnzillion.com)

➤ **News ELA**

News ELA provides a wealth of informational articles that can be geared to multiple lexile levels. They will give you an opportunity to embed Social Studies and Science into your lessons as well as give you an opportunity to increase text complexity within your instruction. In addition, News ELA offers a variety of topics and current events that will engage your students by providing material that is interesting and relevant. Students also have the ability to access that material at home.

<http://www.newsela.com/>

➤ **TCOE**

Tulare County Office of Education provides a bookmark version of the Common Core State Standard unpacked – a great resource to have when planning your lessons. Additional resources are available including the continuum of the standards, cross disciplinary learning progressions, and sample performance tasks.

<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

\*School based resources can be used in addition to the above required resources, but cannot replace the resources in Unit 2.

## 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](http://www.Duolingo.com)
- **Time on task for students-**<http://www.online-stopwatch.com/>
- **Differentiation activities for students based on their lexile-** [www.Mobymax.com](http://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>

## ELL Resources

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

- **New Jersey Department of Education- Bilingual Education information** <http://www.state.nj.us/education/bilingual/>
- **Learning Resource Centers (LRC Network)** <http://www.state.nj.us/education/lrc>  
supported through the NJDOE, Office of Special Education Programs.  
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.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