

Supplemental ESL I



Reading Literature/Informational Text and Writing an Opinion Piece: The Issue of Child Labor

Grades 4/5: Unit 3

(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 3

	Student Learning Objective	CCSS	
1	Refer to details and examples in a text when explaining what the text says explicitly.	RL.4.1, 5.1	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.	RL.4.2, 5.2	
3	Describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words or actions).	RI.4.3, 5.3	
4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	RL.4.4, 5.4	
5	Write a narrative creating an introduction that introduces a narrator and/or character.	W.4.3.a, 5.3.a	
6	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using dialogue and descriptions to develop experiences and events or show responses of characters to situations.	W.4.3.b, 5.3.b	
7	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using a variety of transitional words and phrases to manage the sequence of events in a narrative.	W.4.3.c, 5.3.c	
8	Refer to details and examples in a text when explaining what the text says explicitly.	RL.4.1, 5.1	

Effective Pedagogical Routines/Instructional Strategies

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

➤ **Keyboarding Skills**

- Demonstrate awareness of home row key
- Demonstrate proper fingering of all keys
- Demonstrate appropriate keyboarding skills

➤ **Publisher Skills**

- Insert, move and resize text box and graphics
- Delete text boxes and graphics
- Create a bi-fold or tri fold document

➤ **Internet Skills**

- Use the web browser to access the Paterson Public Schools site
- Use the web browser to access curriculum links and other resources
- Use online search techniques to solve problems

➤ **Word Processing Skills**

- Locate and use function keys
- 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
- Highlight text to edit
- Align text
- Insert words into sentences and letters into words
- Copy, cut and paste
- Change size, style, color and font
- Use bulleted and numbered lists
- Use graphics in a document

➤ **Power Point Skills**

- Insert slide
- Insert text and graphics
- Use a background

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence

WIDA Proficiency Levels

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> • Specialized or technical language reflective of the content areas at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> • Specialized or technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> • Specific and some technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • General and some specific language of the content areas • Expanded sentences in oral interaction or written paragraphs • Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • General language related to the content area • Phrases or short sentences • Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

Interdisciplinary Connections

The Issue of Child Labor

Math/Social Studies: Child labor is an issue that has plagued the world and continues to exist today. Students will use the information in the link to create a visual representation of the work the International Labor Organization (ILO) has done to end child labor.

http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms_126685.pdf

Math: Students will be able to interpret information provided on the bar graph found on the site below about the issue of child labor.

http://www.unicef.org/sowc06/pdfs/figure3_6.pdf

Social Studies: The Industrial Revolution marks a major turning point in history; almost every aspect of daily life was influenced in some way. Have students look at how the Industrial Revolution affected child labor and the role that Paterson played in shaping labor laws.

<http://www.labormuseum.net/?p=resources>

<http://www.patersonhistory.com/industry/index.html>

Lyddie

Social Studies: Lyddie's discovery of the runaway slave Ezekial Abernathy, in her abandoned house, is her first contact with a black person. Have students research the slave laws at the time and why he had to hide even in Massachusetts.

<http://www.ushistory.org/us/27b.asp>

<http://www.pbs.org/wgbh/aia/part3/3narr6.html>

Social Studies/Math: Reference is made to the fact that the railroads are bringing cheaper wool to the mills from the West, eliminating most of the sheep-raising in New England at the time. Have students research other effects of the railroads on industry and pricing.

Social Studies: Paterson lets us see the details of the company owned boarding house, hear the clatter of the looms and smell the lint-filled air of

Interdisciplinary Connections

the mill. The beginnings of the labor movement are represented in Diana whose radical ideas include petitioning for better working conditions. Lyddie sings some lines from a union song. Have students look at the labor movement and unions.

<http://www.u-s-history.com/pages/h1678.html>

<http://www.history.com/topics/child-labor>

Social Studies: In 1911, New York's Triangle Shirtwaist Factory caught fire and 146 people died, mostly sweatshop seamstresses unable to escape. Students can research whether the conditions in the mills changed much in the seventy five years between the time of Lyddie's mill and this one?

<http://library.uml.edu/clh/All/as1.htm>

http://womenshistory.about.com/od/triangle/a/shirtwaist_fact_4.htm

Enrichment

Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments

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

Suggested Formative/Summative Classroom Assessments

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

Grade: 4-5	Unit: 3 Level 1: 1-2.4	Topic: Topic: Reading Literature/Informational Text and Writing an Opinion Piece: The Issue of Child Labor
Standards: CCSS: Reading Literature: 4.1, 4.2, 4.3, 5.3, 4.4, 5.4, 4.7, 5.7, 4.9, 5.9 Reading Informational Text: 4.1, 4.2, 4.3, 4.4, 4.5, 5.5 Reading Foundational Skills: 4.3.a, 5.3.a, 4.4.a, 5.4.a, 4.4.b, 5.4.b, 4.4.c, 5.4.c Writing: 4.3.a, 5.3.a, 4.3.b, 5.3.b, 4.3.c, 5.3.c, 4.3.d, 5.3.d, 4.3.e, 5.3.e, 4.9.a, 4.10, 5.10 Speaking and Listening: 4.1.a, 4.1.b, 4.1.c, 5.1.c, 4.1.d, 4.4 Language: 4.1.a, 4.1.b, 5.1.b, 4.1.c, 4.1.d, 5.1.d, 4.2.d, 4.3.b, 5.3.b, 4.4.b, 4.5.a, 4.5.b, 4.6 ***PLEASE NOTE - ALL HIGHLIGHTED STANDARDS WILL BE MEASURED DURING UNIT 3 ASSESSMENT, HOWEVER ALL STANDARDS MUST BE TAUGHT.***		
WIDA Standards: 1-5 Listening, Speaking, Reading & Writing		
IFL Unit CCSS: Reading Informational Text: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10 Writing: 4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.4, 4.5, 4.8, 4.9.b, 4.10 Speaking and Listening: 4.1.a, 4.1.b, 4.1.c, 4.1.d Language: 4.1, 4.2.a, 4.2.b, 4.2.c, 4.2.d, 4.3.a, 4.4.c, 4.6		

IFL Reading Unit

Reading Informational Text and Writing an Opinion Piece: The Issue of Child Labor

This unit asks students to consider the implications of child labor as a current issue. Students will:

- Read eight complex informational and argumentative texts and view video clips;
- Learn and understand more about the topic of child labor;
- Learn and understand more about informational and argumentative texts; and
- Develop a criteria-meeting opinion piece.

Required Resources for IFL

Texts:

- “What is Child Labour?” from International Labour Organization
- “Kids at Work” by Cristina Kessler
- “Children and the Global Sweatshop” from the Albion Monitor
- “Sweet Treats for Some” by Cynthia Jenson-Elliot
- “Fingers to the Bone” by Human Rights Watch Group

IFL Reading Unit

"Who's Picking Your Berries?" from ABC News
 "Benefits of Child Labor" by Terry Russell
 "Gasp! The Benefits of Child Labor in the Developing World" by Lindsay Melnick

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Refer to details and examples in a text when explaining what the text says explicitly RL.4.1, 5.1	Use details from the text to recount what the text says. RL.4.1, 5.1	<ul style="list-style-type: none"> ▪ Do I know how to analyze the facts from the story? What can I interpret or understand from the story? ▪ What was the author's purpose or the why for writing this text? What is the author telling us? ▪ Can I demonstrate understanding of the text? 	Teacher will discuss making inferences with graphic organizers, providing examples through think-aloud. Student will orally identify details and examples with pre-taught words , phrases and illustrations Student will orally explain what the text says by using pre-taught phrases and drawing or pointing to visual representations. Student will orally demonstrate understanding of text with simple yes/no answers or WH questions provided by teacher. For example, "Is the author saying ____ or ____? Y/N Student orally cites one or more	Word Wall L1 support Pictures/Photographs Gestures Partner Work Manipulatives Choice questions

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
			<p>examples using pre-taught vocabulary or by pointing to illustration/pictures</p> <p>Teacher models for students how to use prior knowledge to make inferences with the aid of a graphic organizer.</p> <p>After reading leveled text, teacher defines academic vocabulary and key terms.</p> <p>Write sentences on the board with pictures, illustrations and have students create one or two inferences as they share with a higher CPL partner.</p>	

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Determine the theme of a story, drama, or poem from details in the text. Summarize the text.</p> <p>RL.4.2, RL.5.2</p>	<p>Identify the theme or central idea of a familiar story, drama, or poem.</p> <p>RL.4.2, RL.5.2</p>	<ul style="list-style-type: none"> ▪ Why is theme important? ▪ Does the message of the story change, or does it always stay the same? ▪ How does the reader identify the theme? ▪ What steps can a reader take to help him identify the message? ▪ How is this theme/message different from other stories read? 	<p>After listening to a story, students will orally say what the theme/message is by responding to yes/no questions posed by teacher. For example, “The theme is ____?: Yes/No. Is it important? Yes/No</p> <p>Teacher will say, “Listen and then respond.” “The theme/message of the story is _____. Can you point to a word or illustration to show how you identified it?</p> <p>Teacher will say, “Is this theme/message different from (name a title/author, book, etc.)? Yes/No.</p> <p>Students can answer WH questions to determine the difference</p> <p>With teacher guidance, students will complete a graphic organizer supporting identification of a theme with one or more details</p> <p>Teacher will model with a Venn Diagram to show how the theme/message differs from other pieces read.</p>	<p>Graphic Organizers</p> <p>Word Bank</p> <p>Triads or Small Groups</p> <p>Illustrations/Diagrams/Drawings</p> <p>Gestures</p> <p>L1 support</p> <p>Choice questions</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words or actions).</p> <p>RL.4.3, RL.5.3</p>	<p>Use details from the text to describe characters in the story.</p> <p>RL.4.3, RL.5.3</p>	<ul style="list-style-type: none"> ▪ How can I describe the character using specific details from the text? ▪ How can I distinguish between key details and supporting details to describe character’s thoughts, words or actions? ▪ How does the setting of the story or drama support the text? ▪ Why do you think that happened in the story? ▪ Did the environment affect the outcome of the story? 	<p>After reading a leveled text, teacher define academic vocabulary and key terms</p> <p>Student will distinguish using visual representations one (or more) key detail(s) to describe a character, setting or event.</p> <p>Student will describe what happened in the story or a character by matching simple phrases to illustrations.</p> <p>Student will orally say how the location or setting was important to the story by answering yes/no questions posed by teacher. For example, “Was the forest important to the message of Little Red Riding Hood? Yes/No</p> <p>Student will respond to questions posed by teacher such as “Would the story be the same if it happened in a different place?”</p> <p>Student will complete a story map with pre-taught one word or phrase to show what happened first, next and last with teacher guidance in a whole group setting.</p>	<p>Web (completed)</p> <p>Word Bank</p> <p>Dialog starters</p> <p>Illustrations/Diagrams/Drawings</p> <p>Pictures/Photographs/Photographs</p> <p>Gestures</p> <p>L1 support</p> <p>Partner Work</p> <p>Pictures/Photographs that illustrate character traits.</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.</p> <p>RL.4.4, RL.5.4</p>	<p>Determine the meaning of words in a text.</p> <p>RL.4.4, RL.5.4</p>	<ul style="list-style-type: none"> ▪ How can I use pictures/visuals and other words to help me understand the meaning of unknown words. ▪ How did the author help you understand the meaning? ▪ What strategies can I use to find out the meaning of a word? 	<p>Model and guide students to underline/highlight one or more clues within the context that were used to help determine the meaning</p> <p>Student will use pictures and visuals to help figure out the meaning of an unknown word or phrase in a text.</p> <p>Teacher will model how to use strategies such as: glossary and introduce other features one by one (not all at once) to help figure out meaning of unknown words.</p> <p>Teacher will model how to identify one or more mythological character and traits using leveled text and visuals</p> <p>Provide students with definitions and words then have them match the word they think it defines and/or draw an illustration.</p>	<p>Native Language Discussion</p> <p>Partner Work</p> <p>Word Wall</p> <p>L1 support</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Write a narrative creating an introduction that introduces a narrator and/or character.</p> <p>W.4.3.a, W.5.3.a</p>	<p>Write an introduction to a personal experience.</p> <p>W.4.3.a, W.5.3.a</p>	<ul style="list-style-type: none"> ▪ How can I determine the kind of story that I am reading? Is this story fiction or non-fiction, adventurous, mysterious, etc.? ▪ What words do I use to show the reader that I am beginning my story? ▪ How can I determine who is telling the story? 	<p>Given an adapted narrative, students can highlight those words that the author used to show this was the beginning of the story with teacher guidance and modeling.</p> <p>In whole group setting hold up various books and orally have students identify genre and/or introduce the genre.</p> <p>In whole group setting, teacher models writing the introduction of a narrative using student oral input and directing students to classroom word wall as reference and/or pre-taught vocabulary.</p> <p>Give students a sentence frame and allow them to complete writing an introduction to a personal narrative using simple sentences and phrases.</p>	<p>Model introductions</p> <p>Shared writing</p> <p>Story Elements Worksheet</p> <p>Triads or Small Groups</p> <p>Partner Work</p> <p>Word Bank</p> <p>L1 support</p> <p>Cloze sentences</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using dialogue and descriptions to develop experiences and events or show responses of characters to situations.</p> <p>W.4.3.b, 5.3.b</p>	<p>List words that describe an event or personal experience to use when writing about it.</p> <p>W.4.3.b, 5.3.b</p>	<ul style="list-style-type: none"> ▪ What actions will the characters take in response to the events in a story? ▪ Do we use quotation marks round words to show that someone is speaking? ▪ Can I show a character’s thoughts and feelings using descriptive words? Can you show me, not tell me? 	<p>Given two or more sentences with dialogue, students can highlight quotations marks and/or commas working in pairs.</p> <p>Teacher models for students how to write by “showing not telling”.</p> <p>Students will orally respond to teacher posed questions about the characters and events. For example, “What will the character do to respond to what happened in a story? (be specific)</p>	<p>Model narrative Shared writing Story Map (completed) Timelines Word Banks L1 support Labeled drawings Student generated Pictures/Photographs</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using a variety of transitional words and phrases to manage the sequence of events in a narrative.</p> <p>W.4.3.c, 5.3.c</p>	<p>Write a personal experience including two events in sequence.</p> <p>W.4.3.c, 5.3.c</p>	<ul style="list-style-type: none"> ▪ What words can I use to make the story move? ▪ How do I know that another event is happening? 	<p>Model for students how to highlight newly learned transitional words.</p> <p>Give students an adapted narrative for students to highlight pre-taught transitional words while working in pairs.</p> <p>Teacher writes an adapted narrative on sentence strips with transitional words and working with a partner, students put the narrative into sequential order.</p> <p>Teacher models the use of transitional words to introduce paragraphs to demonstrate how to sustain a story over multiple paragraphs.</p> <p>Use time related words to recognize the beginning and end of a story by using visual aids.</p> <p>Model the use of transitional words to introduce paragraphs within the body of a text with the aid of organizers, timeline and word wall.</p>	<p>Model narrative Shared writing Story Map (completed) Timelines Word Banks L1 support Labeled drawings Student generated Pictures/Photographs</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using concrete words and phrases, and sensory details to convey experiences and events precisely.</p> <p>W.4.3.d, 5.3.d</p>	<p>List sensory details that describe an event or personal experience to use when writing about it.</p> <p>W.4.3.c, 5.3.c</p>	<ul style="list-style-type: none"> ▪ Can I add more details to help my reader see the character? ▪ Can I add more details to help my reader see the setting? 	<p>After teacher modeling, student with a partner will write one or more details used to describe the setting of a story with pre-taught vocabulary and/or visual representations.</p> <p>Student uses a character graphic organizer to add more details to help his reader visualize the character with the aid of a word bank or reference sheet.</p>	<p>Model narrative Shared writing Story Map (completed) Timelines Word Banks L1 support Labeled drawings Student generated Pictures/Photographs</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences providing a conclusion that follows naturally from the sequence of events to produce a written narrative.</p> <p>W.4.3.e, 5.3.e</p>	<p>Write a conclusion to a personal experience.</p> <p>W.4.3.e, 5.3.e</p>	<ul style="list-style-type: none"> ▪ Did I write a beginning and middle to my story so that I can end it? ▪ What words can I use to help the reader know they have reached the end of my story? 	<p>Teacher models writing a conclusion</p> <p>After listening to a portion of a story, students complete a cloze activity using pre-taught words such as finally, in conclusion, etc. to indicate to the reader that they have reached the end of the story.</p> <p>Students listen to two adapted narratives and evaluate which ending works best by orally using pre-taught vocabulary and phrases</p>	<p>Model narrative Shared writing Story Map (completed) Timelines Word Banks L1 support Labeled drawings</p> <p>Student generated Pictures/Photographs</p>

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 ESL unit assessments. Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.

Guided Reading Program

Student should work towards displaying the following reading behaviors by the end of the school year.

- 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.

Wordly Wise 3000

Book 4 Lessons 9-12

One lesson every six day cycle, 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:

- 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

Lesson 9

Parts A-E pp. 90-100

Lesson 10

Parts A-E pp. 101-111

Lesson 11

Parts A-E pp. 112-121

Lesson 12

Parts A-E pp. 122-135

Novel

Paterson, Katherine. *Lyddie*

Her parents are gone, and her brother and sisters are sent to live with other people. Vermont farm girl, Lyddie Worthen, is on her own. When Lyddie hears about the mill jobs in Lowell, Massachusetts, she heads there with the goal of earning enough money to reunite her family. Six days a week from dawn to dusk Lyddie and the other girls run weaving looms in the murky dust and lint filled factory. Lyddie learns to read and to handle the menacing overseer. But when the working conditions begin to affect her friends' health, she has to make a choice. Will she speak up for better working conditions and risk her job and her dream? Or will she stay quiet until it is perhaps too late?

<http://images.pcmac.org/SiSFiles/Schools/AL/MobileCounty/WilliamsonHigh/Uploads/DocumentsCategories/Documents/Lyddie.pdf>

(accelerated reader literary skills with Lyddie)

<http://eolit.hrw.com/hlla/novelguides/ms/Mini-Guide.Paterson.pdf> (synopsis of the novel by chapter)

<http://www.bing.com/videos/search?q=you+tube+video+lyddie&FORM=VIRE1#view=detail&mid=2EEB9080C658CFB795032EEB9080C658CFB79503> (3 minute video -book trailer- to give an idea what Lyddie will encounter within the text)

http://www.teachingbooks.net/book_reading.cgi?id=4436&a=1 (4 minute audio version of the first two pages of the novel)

Writer's Workshop

The Arc of Story: Writing Realistic Fiction

Bend I: Creating and Developing Stories and Characters that Feel Real

1. Imagining Stories from Ordinary Moments pp. 2-11
2. Imagining Stories We Wish Existed in the World pp. 12-18
3. Developing Believable Characters pp. 19-30
4. Giving Characters Struggles and Motivations pp. 31-40
5. Plotting with a Story Arc pp. 41-51

Bend II: Drafting and Revising with an Eye toward Believability

6. Show, Don't Tell: Planning and Writing Scenes pp. 54-64
7. Feeling and Drafting the Heart of Your Story pp. 65-73
8. Studying Published Texts to Write Leads pp. 74-85
9. Orienting Readers with Setting pp. 86-99
10. Writing Powerful Endings pp. 100-108

Writer's Workshop

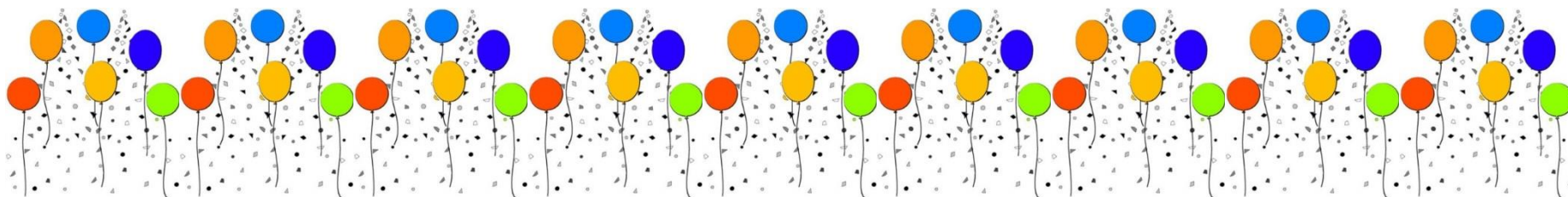
Bend III: Preparing for Publication with an Audience in Mind

11. Revision: Reading with a Lens pp. 110-116
12. Making a Space for Writing pp. 117-124
13. Using Mentor Texts to Flesh Our Characters pp. 125-133
14. Editing with Various Lenses pp. 134-142

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

15. Letter to Teachers: Publishing Anthologies: A Celebration pp. 143-148

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 The Arc of Story has been adjusted to support instruction and the inclusion of a culminating celebration.

Suggested Websites for Unit 3

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>

After logging in go to: My menu (top right)> My portfolio> Paterson Public School District Portfolio> Paterson English Language Arts> Grade 4> Engaging Students in Rigorous, Coherent Reading and Writing Instruction Genre: Personal Narrative

Folders:

Child Labor

- Child Labor in America: 1908-1912: Investigative Photos of Lewis Hine
- International Labor Office: Child Labor (Video)
- Library of Congress: Teachers: Child Labor in America
- NYC Dept. of Ed.: Literacy in Social Studies: Child Labor and Human Rights

Suggested Websites for Unit 3

- United Nations CyberSchoolBus: 3PLUS-U
- Youngzine: Child Labor: A Global Problem

Writing an Opinion Piece

- Houghton Mifflin: Benchmark Papers
- LearnZillion: Generate reasons to support your opinion
- LearnZillion: Introduce an opinion in a persuasive letter
- LearnZillion: Revise opinion writing by rereading a draft
- LearnZillion: Write a thesis statement for an opinion letter
- LearnZillion: Write body paragraphs for an opinion essay
- ReadWriteThink: Can You Convince Me?: Developing Persuasive Writing

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/>

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/>

Suggested Websites for Unit 3

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>

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

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

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.

Suggested Websites for Unit 3

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 3.

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.

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.aaamaticas.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