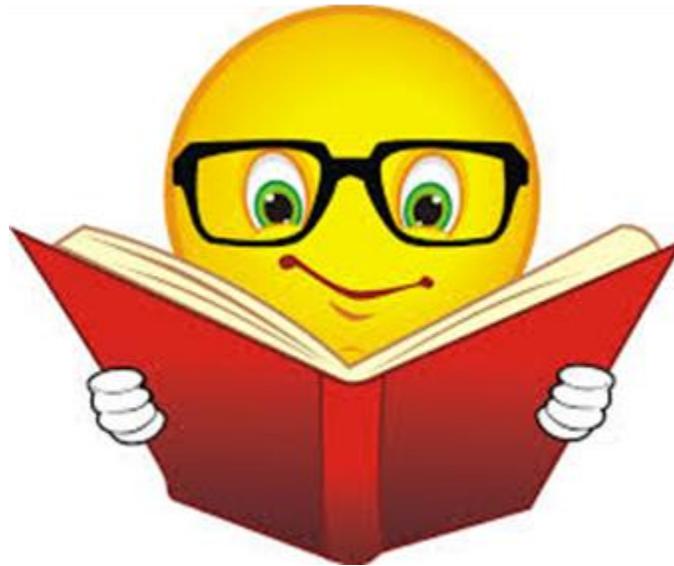


Supplemental ESL I



Reading Literature/Informational Text and Informative/Explanatory Writing

Grades 4/5: Unit 4

(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 4

	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 main idea of a text and explain how it is supported by key details. Summarize the text.	RL.4.2, 5.2	
3	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.4.4, 5.4	
4	Determine the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RL.4.5, 5.5	
5	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animation, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears).	RI.4.7, 5.7	
6	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations, and multimedia) when useful in aiding comprehension.	W.4.2.a, 5.2a	
7	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	W.4.2.b, 5.2b	

Effective Pedagogical Routines/Instructional Strategies

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

Charlie and the Chocolate Factory

- **Science:** Part of this novel takes place in Wonka's chocolate factory when the lucky recipients of the golden ticket have the opportunity to visit. Have students see how chocolate is made using these video clips. You can then have them complete a flow chart illustrating the steps in the process of making chocolate. A comparison of information learned from each link can also be done.

<https://www.youtube.com/watch?v=fiMjr3Rwdjs>

<http://www.thestoryofchocolate.com/where/index.cfm?ItemNumber=3246&navItemNumber=3240>

- **Math:** Create some word problems, convert measurements, or simply have students double or triple this recipe to practice their mathematical skills. You can even try making the recipe for Ziploc bag fudge in class for a tasty treat by following this recipe.

http://parentingteens.about.com/od/recipesforkids/r/kids_recipes21.htm

Math: Students can participate in a taste test of different brands of chocolate (e.g., Hershey's, Dove, Nestle etc.) to determine the class favorite. After the taste test students can vote for which type of chocolate they like best, survey and graph these results.

- **Social Studies:** After reading the novel students can create a map of Wonka's chocolate factory. They might include a legend that tells which characters were fortunate enough to visit each room reflected on their map. This will help to reinforce the fate of each character in Dahl's story.

Social Studies: Students can research the different countries in which cacao beans grow and create a visual representation showing these areas.

<http://www.thestoryofchocolate.com/Where/tropics.cfm?ItemNumber=3300>

Social Studies: Students can research the evolution of history in the United States beginning during the time of colonization through present day. They can use the information learned to create a timeline.

<http://www.thestoryofchocolate.com/Who/content.cfm?ItemNumber=3447&navItemNumber=3374>

Interdisciplinary Connections

How to Babysit an Orangutan

- **Science:** Read about the endangered orangutan and what the global community is doing to try and combat the orangutan from extinction. Use this information to create a brochure encouraging others to help with this issue. Not only will students be raising awareness about a world issue, but they will be able to practice their computer skills at the same time.

http://www.eduplace.com/kids/socsci/nj/books/bkf2/wklyrdr/u1_article4.shtml

http://wwf.panda.org/what_we_do/endangered_species/great_apes/orangutans/borneo_orangutan/

Blue Willow

- **Social Studies:** Look at pictures taken of the lives of migrant workers during the time of the Great Depression. Have an Accountable Talk discussion about what the photographer, Dorothy Lange, wants us to know through this pictorial history and how that information is related to what we learn about Janey in *Blue Willow* by Doris Gates.

<http://www.historyplace.com/unitedstates/lange/>

Fire!

- **Math:** Get a look at key dates in the history of fire organized by month. Students can analyze the chart and use it to create many different graphs reflecting this information (showing the number of fires in each month, the number of fires each year, the different types of fires that occurred, etc.). These graphs can then be shared in a gallery walk.

<http://www.nfpa.org/research/reports-and-statistics/key-dates-in-fire-history>

- **Social Studies:** Students can use the link above to locate on maps the different places that significant fires occurred.
- **Science:** Fires don't only occur in homes, but also take place in nature. Weather can affect fires in the form of heat waves, droughts and climate changes. Here students can look at how wildfires start.

<http://www.weatherwizkids.com/weather-wildfire.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: 4 Level 1: 1-2.4	Topic: Topic: Reading Literature and Informational/ Informative/Explanatory Writing
Standards: CCSS: Reading Literature: 4.1, 4.2, 4.6, 4.9 Reading Foundational Skills: 4.4.a, 5.4.a , 4.4.b, 4.4.c, 5.4c Speaking and Listening: 4.1.a, 5.1.a, 4.1.b, 4.1.c, 4.1.d, 4.3,5.3, 4.4 Writing: 4.2.a, 4.2.b, 5.2.b, 4.2.c, 5.2.c, 4.2.d, 5.2.d, 4.2.e,5.2.e, 4.6, 4.8, 5.8, 4.10 ***PLEASE NOTE - ALL HIGHLIGHTED STANDARDS WILL BE MEASURED DURING UNIT 4 ASSESSMENT, HOWEVER ALL STANDARDS MUST BE TAUGHT.***		
WIDA Standards: 1-5 Listening, Speaking, Reading & Writing		

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. RI.4.1, 5.1	Use details from the text to recount what the text says. Identify explicit details in an informational text. RI.4.1, 5.1	<ul style="list-style-type: none"> ▪ What is the author telling us? ▪ Is it important to know details from the story? Yes/No ▪ Do the details lead up to the conclusion? Yes or No? ▪ How do you think the story will end? Where can you find that in the 	Teacher models how to inference providing examples through think aloud In whole group setting, teacher reads an inference, and students will underline or highlight the details teacher specifies within a paragraph that support the inference and orally students will give at least one reason why Discuss making inferences with graphic organizers, providing	Word/Picture Wall L1 support Pictures and Photographs/Photographs Gestures Partner work Manipulatives Choice questions

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
		<p>text?</p> <ul style="list-style-type: none"> ▪ Why do we have to use what we read to support our answer? ▪ What is an inference/ guess? ▪ Are my inferences/guesses true to the details in the story? 	<p>examples through think aloud.</p> <p>Model for students how to use prior knowledge to make inferences with the aid of a graphic organizer.</p> <p>After whole group setting, with a partner students copy a teacher created T-Chart with inferences from a modified text</p> <p>After teacher reads, a selected text, students orally answer 5W questions.</p> <p>Students explain what the text says with drawings and simple answers to WH questions in written form.</p>	

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Determine the main idea of a text and explain how it is supported by key details. Summarize the text.</p> <p>RI.4:2, 5.2</p>	<p>Identify the main idea of a text when it is explicitly stated.</p> <p>RI.4.2, 5.2</p>	<ul style="list-style-type: none"> ▪ How do I know what the story is about? ▪ Is it about “ _____ ”? Yes/No ▪ What is the author trying to tell me? ▪ Is the author saying _____ or _____? ▪ Can you point to the illustration or word/phrase that best states the main idea? ▪ What is the passage/story about? ▪ What makes you think...? 	<p>After listening to a text, student orally says what the theme/message is about using pre-taught vocabulary and simple phrases.</p> <p>Student completes a graphic organizer to summarize using word bank, simple phrases or illustrations to identify the main idea.</p> <p>Teacher will pose questions about the main idea and students will orally answer WH questions.</p> <p>After listening to a passage, students will point to illustrations and key words that support the main idea.</p>	<p>Graphic organizer Word/Picture Wall Partner work L1 support</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.4, 5.4</p>	<p>Determine the meaning of words in text.</p> <p>RI.4.4, 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. ▪ If I do not know what a word means, Should I read the sentences around it? Yes or No? ▪ Will it help me with the meaning? ▪ What strategies can I use to help me find out the meaning of a word? ▪ Did the author help you understand the meaning of that word with a word that means the same? Yes/No OR a word that means the opposite? OR a symbol? OR ▪ How did the author help you understand the meaning? 	<p>Teacher models how to underline/highlight clues.</p> <p>Given 1-3 sentences, students underline/highlight clues in the form of words or illustrations within the context that were used to help determine the meaning</p> <p>Teacher models how to record unknown words and their meanings on a graphic organizer from the context provided. Students can draw illustrations to show meaning.</p> <p>After listening to a story provide students with the definitions and have them orally give the word or match the word it defines and/or draw an illustration</p>	<p>Bilingual dictionary</p> <p>Glossary</p> <p>Picture Dictionary</p> <p>Personal Dictionary</p> <p>L1 support</p> <p>Gestures</p> <p>Think Alouds</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
		<ul style="list-style-type: none"> Is there anything in the text like pictures or charts to help me understand the meaning? 		
<p>Determine the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.5, RI.5.5</p>	<p>Identify elements that are characteristic of informational texts.</p> <p>RI.4.5, RI.5.5</p>	<ul style="list-style-type: none"> Can I tell the text structure in the story? Is it compare/contrast? Yes/No Is it Problem/Solution? Etc. How did the writer/author organize or presented the information? It is important to know that the author is comparing ideas? Why is it important to know if the author is comparing ideas? Can you find the problem or what is wrong in this part of the story? 	<p>Teacher reads a paragraph or two to students and orally students identify the text structure (compare/contrast, etc.)</p> <p>After listening to a story, students will identify one or more structures of the story with a partner.</p> <p>Teacher creates a three column graphic organizer with text structure headings (compare/contrast; cause/effect, etc.) and will provide students with three sentences for each text structure. Working in pairs, students will put/paste correct paragraph under correct structure column.</p>	<p>Outline (completed) Web (completed) L1 support Pictures and Photographs Word/Picture Wall</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animation, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears).</p> <p>RI.4.7, RI. 5.7</p>	<p>Answer questions about information presented visually, orally, or quantitatively.</p> <p>RI.4.7, RI. 5.7</p>	<ul style="list-style-type: none"> ▪ How do the visuals such as pictures, charts, graphs help me understand the text/story more? ▪ What did I do to help me understand the information in the text? ▪ Why is it important to understand information that I can see, hear or that shows numbers in a text? 	<p>With teacher model and guidance, students will understand information on a chart, graph, and orally answer questions using simple phrases.</p> <p>After reading a modified text or listening to a read aloud that shows visual and quantitative or number information, students will make sense of the information by answering yes/no questions; or using simple phrases and gestures.</p> <p>With a partner, students will create their own picture timeline and have others in the class try to understand it.</p>	<p>Venn Diagram Word/Picture Wall L1 support Pictures and Photographs/Photographs Video Clips/Films Word Sort Cards</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations, and multimedia) when useful in aiding comprehension.</p> <p>W.4.2.a, W.5.2.a</p>	<p>Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.</p> <p>W.4.2.a, W.5.2.a</p>	<ul style="list-style-type: none"> ▪ Am I writing to inform or to explain something? ▪ Why is it important to know what I am going to write before I begin? ▪ Can I use a writing web? Does using a writing web help organize my writing? Yes or No? ▪ Why are visuals and pictures in my writing important? Do they help my readers understand what I am writing about? 	<p>With teacher guidance and working with a partner complete a graphic organizer to put together information for a writing piece with pre-taught vocabulary</p> <p>After listening to a read aloud, teacher guide students in a discussion and model on an anchor chart how to put information together that is the same and/or related.</p> <p>Teacher models how to write an introduction to a topic and group related information.</p>	<p>Technological resources</p> <p>L1 support</p> <p>Visualizations</p> <p>Word/Picture Wall</p> <p>Pictures and Photographs</p> <p>Cartoons</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.</p> <p>W.4.2.b, W.5.2.b</p>	<p>List words, facts, or details related to the topic.</p> <p>W.4.2.b, W.5.2.b</p>	<ul style="list-style-type: none"> ▪ How do I add information to my piece that is about my writing? ▪ Why does my topic need facts and details when I write? 	<p>After listening to a story/text, students will identify or find and say one or more important details from the text to support oral discussion or writing</p> <p>With teacher model and guidance, students complete a graphic organizer to organize one or more ideas about what student will be writing about using pre-taught vocabulary and simple sentences.</p>	<p>Graphic organizer Shared Writing Word/Picture Wall L1 support Illustrations/diagrams/drawings Drawings</p>
<p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.c, W.5.2.c</p>	<p>Use transitions to link ideas.</p> <p>W.4.2.c, W.5.2.c</p>	<ul style="list-style-type: none"> ▪ How can I add transitional or order words to link my ideas? ▪ Why is it important to show order with my ideas? 	<p>Given a modified text or students listen to a text, students will fill in or say which transitional word is missing by referring to word wall, anchor charts, etc.</p> <p>Through a read aloud, and with teacher guidance, students will discuss the transitions the author utilized by answering teacher posed questions.</p>	<p>Chart Word/Picture Wall Think Alouds L1 support Cloze sentences</p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.d, W.5.2.d</p>	<p>Use vocabulary specific to the topic.</p> <p>W.4.2.d, W.5.2.d</p>	<ul style="list-style-type: none"> ▪ How can I determine if I am using the right word in my writing? Is the word precise to the meaning I want to give? ▪ Why is it important to understand and explain a topic using precise words? 	<p>Given a Science topic, students will write three phrases or simple sentences utilizing domain-specific vocabulary to explain their knowledge on the topic with the aid of a graphic organizer and teacher guidance.</p>	<p>Visuals Word/Picture Wall L1 support Cognates</p>
<p>Provide a concluding statement or section related to the information or explanation presented when writing a piece.</p> <p>W.4.2.e, W5.2.e</p>	<p>Write a conclusion related to the topic.</p> <p>W.4.2.e, W5.2.e</p>	<ul style="list-style-type: none"> ▪ Why is it important to have a good ending sentence when I am writing? ▪ Is my ending sentence about the information I wrote about? How do I know? 	<p>Given an incomplete writing piece, students will write a concluding statement with the aid of pre-identified content based vocabulary, word wall with teacher guidance or complete a graphic organizer.</p> <p>Given a modified explanatory modified piece, students will write a conclusion statement using word wall, pre-taught vocabulary and teacher guidance on a graphic organizer</p> <p>Gave students relate findings to the opinion through a matching activity of statements or illustrations.</p>	<p>Graphic organizer Shared Writing L1 support Pictures and Photographs Drawings</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 13-16

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 13
Parts A-E pp. 136-145
Lesson 14
Parts A-E pp. 146-156
Lesson 15
Parts A-E pp. 157-167
Lesson 16
Parts A-E pp. 168-178

Writer's Workshop

The Literary Essay

Bend I: Writing about Reading: Literary Essays

1. Close Reading to Generate Ideas about a Text pp. 2-13
2. Gathering Writing by Studying Characters pp. 14-24
3. Elaborating on Written Ideas Using Prompts pp. 25-35
4. Finding and Testing a Thesis pp. 36-47
6. Citing Textual Evidence pp. 60-68
8. Putting It All Together: Constructing Literary Essays pp. 77-86

Bend II: Raising the Quality of Literary Essays

9. Writing to Discover What a Story Is Really About pp. 88-98
11. Flash-Drafting Literary Essays pp. 108-116
12. Beginnings and Endings pp. 117-126
13. Using Descriptions of an Author's Craft as Evidence pp. 127-134
14. Letter to Teachers: Editing pp. 135-140

Writer's Workshop

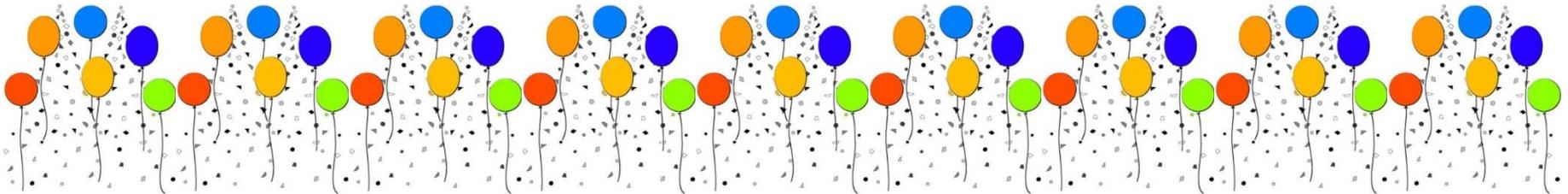
Bend III: Writing Compare-and-Contrast Essays

15. Building the Muscles to Compare and Contrast pp. 142-152
16. Comparing and Contrasting Familiar Texts pp. 152-162
19. Letters to Teachers: Exploring Commas pp. 177-181

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

20. Letter to Teachers: A Celebration pp. 182-190

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 Literary Essay has been adjusted to support instruction and the inclusion of a culminating celebration.

Harcourt Trophies	CCSS: Exemplars (Appendix B)	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>Night of the Pufflings</i> pp. 206-217</p> <p><i>How to Babysit an Orangutan</i> pp. 252-265</p> <p><i>Blue Willow</i> pp. 570-583</p> <p><i>Fire!</i> pp. 504-517</p> <p>http://opi.mt.gov/PDF/CCSSO/MCCS-ELA/STAGE2-3/PUBLISHERS/Harcourt-Trophies/Trophies_CC_Rev_4.pdf (each story is listed by theme and title and provides the Common Core State Standards that can be taught using that text)</p>	<p>Stories: Singer, Isaac Bashevis. “Zlateh the Goat”</p> <p>Poetry: Lazarus, Emma. “The New Colossus”</p> <p>Informational Text: Hall, Leslie. “Seeing Eye to Eye”</p> <p>Otfinoski, Steve. “The Kids Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It.”</p> <p>http://www.edweek.org/media/25common_2b.pdf (excerpts from the texts in Appendix B, including an excerpt from “The Kids Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It,” not found in the appendices – pp. 71-72.)</p> <p>http://www.corestandards.org/assets/Appendix_B.pdf</p> <p>http://www.tcoe.org/ERS/CCSS/ELA/Templates_04.pdf (performance task examples for appendix B)</p>	<p><i>The Three Shades of Chocolate</i> pp. 27</p> <p><i>The Chocolate Belt</i> pp. 28-29</p> <p><i>Chocolate: The Happy Food (or, Take Your Medicine)</i> pp. 30</p> <p><i>A Strange Tree</i> pp. 31</p> <p><i>Firefighting Fire from Head to Toe</i> pp. 36-37</p> <p><i>Firefighting Through the Ages</i> pp. 38-39</p> <p><i>The Great Chicago Fire</i> pp. 40-41</p> <p><i>For Men Only? Not!</i> pp. 42</p> <p><i>An Interview with a Fire Investigator</i> pp. 43</p>

Novel

Dahl, Roald. *Charlie and the Chocolate Factory*

In his classic novel, Dahl tells of Willy Wonka, a crazy chocolatier, who opens his chocolate factory doors for the first time to five lucky children who have randomly purchased the coveted chocolate bars containing the golden ticket. Besides a lifetime supply of chocolate, the children get a chance to tour the mysterious factory with their guide, Willy Wonka. Throughout their journey in Wonka's factory the children encounter all sorts of silliness, as well as ethical dilemmas.

Dahl presents readers with four devious, self-serving children, Augustus Gloop, Veruca Salt, Violet Beauregarde, and Mike Teavee, while Charlie Bucket represents the contrast in character. The four other children's selfish ways get them into hilariously odd situations, which have the result of determining their own doom, while Charlie's characteristic integrity, honesty, and general sweetness afford him an opportunity to fulfill his dreams.

<http://www.teachingideas.co.uk/library/books/charlieandthechocolatefactory.htm> (a multitude of interdisciplinary ideas for use with the novel including two different video trailers for different movie versions of the novel).

http://www.exploratorium.edu/exploring/exploring_chocolate/index.html (this site provides information on chocolate inclusive of the history of chocolate, the ability to follow the process of making chocolate, taking an online tour through a chocolate factory, research on the possible health effects of chocolate consumption, and how to temper chocolate).

<http://www.edgalaxy.com/journal/2011/8/11/blooms-taxonomy-grid-for-charlie-and-the-chocolate-factory-4.html> (a grid containing 42 activities incorporating Bloom's Taxonomy and Gardner's Multiple Intelligences that can be used to support student learning).

Suggested Websites for Unit 4

➤ **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 4

➤ **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>

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