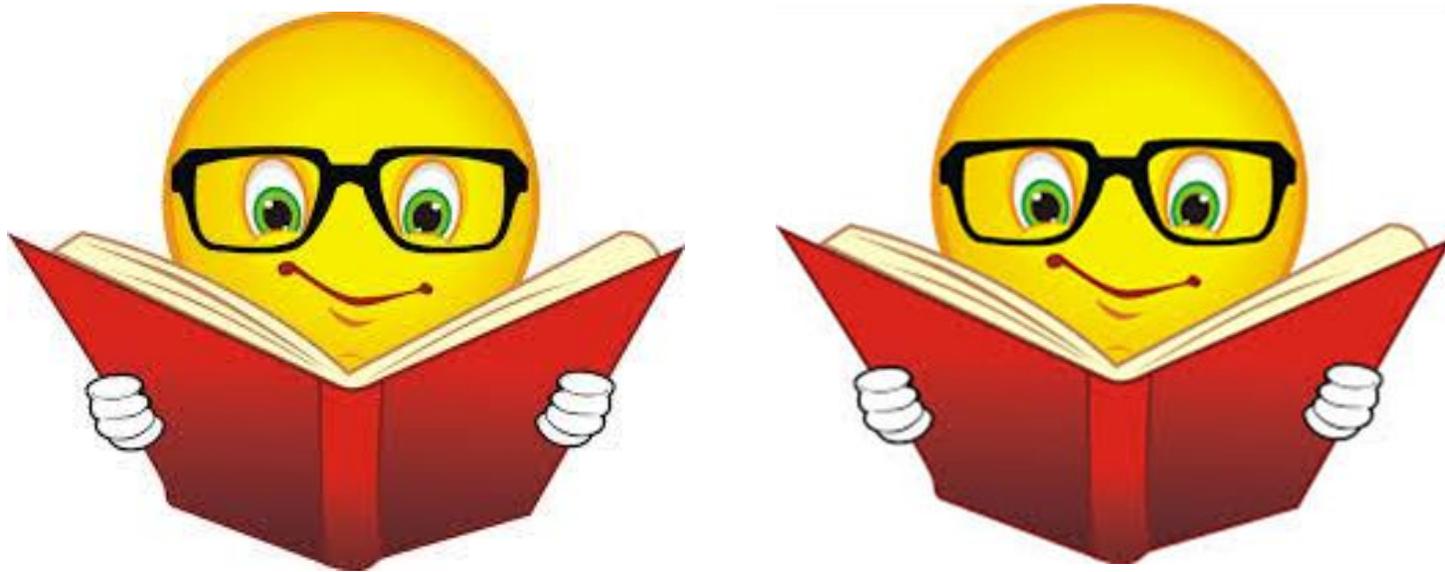# PATERSON PUBLIC SCHOOLS

Supplemental ESL II

A Sense of Self

Grades 2/3:

Unit 2 Level 2 (2.5-3.4)

Course Description
(Workshop Model)

Supplemental English as a Second Language consists of developing reading, writing, speaking, and listening skills. During Supplemental ESL instruction, students will learn to use reading and writing strategies to help them become effective English language readers and writers. ESL teachers will use the appropriate leveled language objectives to build lessons for ELLs, which reflects what is covered in the general education program. In this way, all teachers work on the same Student Learning Objectives connected to the Common Core standards. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the Common Core State Standards (CCSS). WIDA's ELD standards advance academic language development across content areas, ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this course will assist all teachers working with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening, and speaking are infused in the exploration of effective reading and writing. The Common Core State Standards are designed to provide a clear understanding of what students are expected to learn, providing teachers and parents the knowledge of what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the information and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support, our students will be fully prepared for the future to compete successfully in the global economy.

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Pacing Chart – Unit 2			
#	**Student Learning Objective**	**CCSS**	
1	Describe how characters in story respond to major events and challenges.	RL.2.3, RL 3.3	Instruction: 5 weeks Assessment: 1 week Remediation/Enrichment: 1 week
2	Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot.	RL.2.7	
3	Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text.	RI.2.1	
4	Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text.	RI.2.2	
5	Identify and use various text features (e.g., captions), to locate key facts or information and to words and phrases relevant to a grade two topic.	RI.2.4; RI.2.5	
6	Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text.	RI.2.7	
7	Compose friendly letters in which commas are used correctly in a greeting and closing.	L.2.2b	

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

Educational Technology

Standards
8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

➢ **Technology Operations and Concepts**
  □ Identify the basic features of a computer and explain how to use them effectively.
  □ Use technology terms in daily practice.
  □ Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
  □ Create a document with text using a word processing program.

➢ **Creativity and Innovation**
  □ Illustrate and communicate original ideas and stories using digital tools and <u>media-rich resources</u>.

➢ **Communication and Collaboration**
  □ Engage in a variety of <u>developmentally appropriate</u> learning activities with students in other classes, schools, or
    countries using electronic tools.

➢ **Digital Citizenship**
  □ Model legal and ethical behaviors when using both print and non-print information by citing resources.

➢ **Research and Information Literacy**
  □ Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible
    solutions.

➢ **Critical Thinking, Problem Solving, and Decision-Making**
  □ Use <u>mapping tools</u> to plan and choose alternate routes to and from various locations.

http://www.state.nj.us/education/cccs/standards/8/

Paterson Public Schools

Computer Skills

Basic Computer Skills

➢ Turn the monitor and computer on and off

➢ Log on and off of the computer

➢ Log on to the computer with user ID

➢ Verbally identify and use all computer parts

Word Processing Skills

➢ Locate and use Function Keys

➢ Type, edit and print simple sentences

➢ Capital letter at beginning of sentence

➢ Spacebar once between words and sentences

➢ Period/Question Mark at the end of sentence

Keyboarding Skills

➢ Demonstrate awareness of home row keys

➢ Demonstrate proper fingering of home row keys

Programs

➢ Microsoft Word
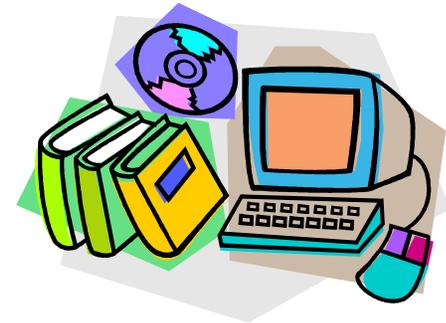
Career Ready Practices

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

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WIDA Proficiency Levels

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

Level	Descriptors
6- Reaching	• Specialized or technical language reflective of the content areas at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • Oral or written communication in English comparable to proficient English peers
5- Bridging	• Specialized or technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	• Specific and some technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	• General and some specific language of the content areas • Expanded sentences in oral interaction or written paragraphs • Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• General language related to the content area • Phrases or short sentences • Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	• Pictorial or graphic representation of the language of the content areas • Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

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

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Enrichment

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

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

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

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Assessments

Required District/State Assessments	Suggested Formative/Summative Classroom Assessments
• Star Early Literacy or STAR Reading (Students with CPL ≥3.5) • NJDOE Model Curriculum Unit Assessment (Students with CPL ≥3.5) • ESL Unit Level 1-2 Assessment (Students with CPL ≤3.4) • W-APT oral language proficiency test / ACCESS	Short constructed response questions Multiple Choice questions Academic/Domain specific vocabulary Quizzes Summative chapter tests Journals Essays Quick writes Accountable Talk Projects Portfolio Observation Exit Slips Graphic Organizers Presentations (incorporating Web 2.0 tools) Homework Role Playing/Dramatization Student Conferencing

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Grade: 2-3	Unit: 2 Level 2.5-3.4	Topic: A Sense of Self READING: Fiction & Non Fiction WRITING: Informative
CCSS: Reading Literature: 2.3, 2.7, 3.3 Reading Informational Text: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 Reading Foundational Skills: 2.3a, 2.3b, 2.3c, 2.3f, 2.4a, 2.4b, 2.4c, Writing: 2.2, 2.5, 2.6, 2.7, 2.8 Language: 2.1a, 2.1c, 2.1e, 2.2b, 2.2e, 2.4e, Speaking and Listening: 2.1a, 2.1b, 2.1c, 2.2, 2.3, 2.4, 2.5, 2.6		
WIDA Standards: 1-5 **Listening, Speaking, Reading & Writing**		

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
1. Describe how characters in a story respond to major events and challenges. RL 2.3, RL 3.3	<u>Describe</u> actions of characters *using a story map and/or a character web.* RL 2.3, RL 3.3	• Can I retell the story in sequential order? • How do the characters respond to important challenges in the story? • What effect do the events in the story have on the characters? • How does the character change throughout the story?	• Given an event and three characters, students will match each character to their listed responses. • Incorporate a character trait reading response graphic organizer during reading. • After reading a selection, students are given an opportunity to discuss and describe the actions of characters through the support	[Story map](#) [Pictures](#) [Word wall](#)

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
		• Who are the major characters?	of sentence frames and word lists/word walls. • Select a character in a story that you have read to the students (or that all the students have read), and then create a character map for that character. This map will serve as the demonstration model you show the class during the introduction.	
2. Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot. RL.2.7	Describe character traits, setting or plot *using illustrations, word choices and a word wall.* RL.2.7	▪ What clues in the illustrations or word choices in the story help you understand the setting? ▪ What did you learn about the characters, setting, or plot from the illustrations the author used?	▪ Have students use graphic organizers, charts and word wall to analyze illustrations and individual word choices to describe a character. Then create a character map. ▪ Develop anchor charts that will grow over time with words; describe setting, character and plot. ▪ Given an excerpt from a story, students will highlight words or phrases that help them have	Illustrations Word wall

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
			a better understanding of the character, setting and plot.	
3. Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text. Rl 2.1	Ask and answer questions related to "wh" questions (i.e. who, what, when, and where) using information from text *using a graphic organizer and/or word wall.* Rl 2.1	• Who is the story about? • Where did it take place? • What is happening in the story? • Why do you think the author included that detail? • How do you know that is a key detail? • How do you the key details make a difference in the story?	• After reading an informational text, students will determine and highlight the key details from the text. • Given and excerpt, students will demonstrate understanding of the character by writing a descriptive paragraph citing specific textual evidence from the text. • After reading an informational text, engage students in an accountable talk discussion asking questions pertaining to who, what, when, where and how.	Graphic organizer Leveled text Word wall Template (Teacher made) Partner
4. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Identify orally the main idea of a multi-paragraph text *using a graphic organizer.* RI.2.2	• What is the main idea of the text? • Can I identify the topic sentence in each paragraph? • How can I incorporate a	• Teacher models using a graphic organizer during instruction to keep track of the main ideas and supporting details in each paragraph. • Given the main topic of an excerpt, students will	Graphic organizer Word wall

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
RI.2.2		map or graphic organizer to use to keep track of the main ideas in each paragraph? • What is the focus of this paragraph?	highlight the subtopic of each paragraph. • After reading an appropriately leveled informational text, students will highlight the subtopic of each paragraph.	
5. Identify and use various text features (e.g., captions), to locate key facts or information and to determine the meaning of words and phrases relevant to a grade two topic. RI.2.4, RI 2.5	<u>Answer comprehension questions</u> by applying information gained from text features and the text *using pictures and graphs*. RI.2.4, RI 2.5	▪ What strategies can you use to help you find what a word means? ▪ Where would you find a glossary or index in your book? ▪ Why are icons important, and how do they help us locate key facts? ▪ Why do you think the author wrote that word in bold print?	▪ Given an informational excerpt, students will identify unknown words and use context clues within the sentences to determine the meaning of a word or phrase. ▪ Given five topics/subtopics, students will utilize the index of a text to determine the pages they should refer to when looking for an answer. ▪ Given a screenshot of icons and a list of topics/data/information, students will match the image of the appropriate icon with the topic/data/information that can be found there.	Graphs Adapted text

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NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
6. Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text. RI 2.7	Describe and explain how an image contributes to the understanding of the text *using visuals.* RI 2.7	• How does reading the chart, diagram help you understand what the author is trying to say? • What information from the diagram helps you understand? • What does the illustration show you?	• Teacher reads a section (chunk) and points to illustrations to help the students better understand the text. Students will draw an illustration to represent their interpretation of what the text says. • Students record words/phrases on post it notes based on images from the text.	Partner Visuals
7. Compose friendly letters in which commas are used correctly in a greeting and closing. L.2.2.b	Incorporate commas when writing a friendly letter *using a model.* L.2.2.b	▪ How can I determine when to incorporate a comma in my letter?	- Teacher models writing a friendly letter and using commas in the greeting and closing correctly. - Given two letters, students will correctly punctuate both greetings and both closings.	Template Word Wall

over	name	boy	such	change
new	good	following	because	off
sound	sentence	came	turn	play
take	man	here	spell	only
think	show	why	air	little
say	also	asked	away	work
great	around	went	animals	want
know	where	farm	men	house
place	help	three	read	point
years	through	small	need	page
live	much	set	land	letters
me	before	put	different	mother
back	line	end	home	answer
give	right	does	us	found
most	too	another	move	study
very	means	well	try	still
after	old	large	kind	learn
things	any	must	hand	should
our	same	big	picture	America
just	tell	even	again	world

SRA Imagine It!

Routine Cards

1. Sound-by-Sound Blending
2. Sounds-in-Sequence Dictation
3. Whole-Word Blending
4. Blending Sentences
   - Sound-by-Sound
   - Whole-Word Blending
5. Closed Syllables
   - Introduction-Single-Syllable Words
   - Multisyllabic Words
6. Open Syllables
   - Introduction-Single-Syllable Words
   - Multisyllabic Words
7. Whole-Word Dictation
8. Sentence Dictation
9. Reading a Decodable Story
10. Words with Prefixes and Suffixes

SRA Imagine It!

Level 2 Unit 2 Lesson Cards	**Level 2 Unit 3 Lesson Cards**
28. /ē/ Spelled ee and ea	45. /ī/ Spelled _igh, i_e, and i
29. /ē/ Spelled e and e_e	46. /ī/ Spelled _igh, i_e, and i
30. /ē/ Spelled e and e_e; Reviewing /ē/ Spellings	47. /ī/ Spelled _y and _ie
31. /ā/ Spelled ai_ and _ay	48. /ī/ Spelled _y and _ie; Reviewing /i/ Spellings
32. /ā/ Spelled a_e and a	49. /ō/ Spelled_ow and oa
33. /ā/ Spelled a_e and a; Reviewing /ā/ Spellings	50. /ō/ Spelled o_e and o
34. /ē/ Spelled ee, ea, e, and a	51. /ō/ Spelled o_e and O; Reviewing /ō/ Spellings
35. /ā/ Spelled ai_, _ay, a_e, and a	52. /ī/ Spelled _igh, I, i_e, _y, and _ie
37. /ē/ Spelled _ie_, _y, and _ey	53. /ō/ Spelled _ow, oa_, o_e, and o
38. /ē/ Spelled _ie_, _y, _ey, ee, ea, e ad e_e	54. /ō/ Spelled _ow, oa_, o_e, and o; Reveiewing / ī/ /
39 /ē/ Spelled ee, ea, e and e_e; Reviewing /e/ Spellings	and /ō/ Spellings
40. /s/ Spelled ce, ci_, and cy	
41. /s/ Spelled ce, ci_, and cy	
42. /j/ Spelled ge and gi_	
43. /j/ Spelled ge and gi_; Reviewing Sounds	
44. Unit Review	

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Guided Reading Program

GUIDED READING: Nonfiction

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. In the first months of kindergarten, guided reading is about teaching students the routines and reading behaviors they need to become successful independent readers.

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

- Uses multiple sources of information to figure out words rapidly while focusing on meaning
- Flexibly applies word-solving strategies to more-complex, multisyllabic word
- Demonstrates facility in interpreting text while reading orally, with fluency and phrasing
- Reads orally with high accuracy in most instances, not stopping to self-correct errors in the interest of fluency and phrasing
- Reads silently, except during assessment or to demonstrate text interpretation
- After reading longer sections of text, predicts outcomes, problem resolutions, and character changes
- Remembers details and sustains attention to meaning through a longer text
- Demonstrates understanding and facility at interpretation after silent reading
- Makes connections between the text read and other books
- Goes beyond the text to make more sophisticated interpretations

Guided Reading Program

Running Records

A running record is a tool used to assess students' reading behaviors and comprehension. A benchmark book and a running record form, with text from the book, are used for assessment. Analyzing students' performance will help teachers identify students' reading levels, check their fluency, find weaknesses in comprehension and plan effective guided reading instruction.

Notes to Teacher:

- ➢ **Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.**

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

*School based resources can be used in addition to the above required resources, but cannot replace the resources in the unit

PATERSON PUBLIC SCHOOLS

Comprehension Clubs	Toolkit Texts (Nonfiction)	CCSS: Text Exemplars (Appendix B)
A Sense of Self- Like No One Else **Read Aloud** Intrater, Grobel, Roberta. *"Two Eyes, a Nose, and a Mouth"* Lionni, Leo. *"Alexander and the Wind-Up Mouse"* Lovell, Patty. *"Stand Tall, Molly Lou Melon"* Winter, Jeanette & Jonah. *"Diego"* Myers, Walter Dean. *"Looking Like Me"* **Book Clubs** McDonald, Megan. *"Stink: The Incredible Shrinking Kid"* Messner, Kate. *"Marty McQuire"* Andreae, Giles. *"Giraffes Can't Dance"* Miles, Ellen. *"Goldie"*	Toolkit Texts are short articles that can be used to support literacy, content area instruction, and as models for nonfiction writing across the curriculum. English and Spanish versions of the articles are on the accompanying CD-ROM. **Recommended Articles:** *Shadows*	**Stories:** LaMarche, Jim. *"The Raft"* **Read-Aloud Stories:** Thurber, James. *"The Thirteen Clocks"* **Poetry:** Giovanni, Nikki *"Knoxville,Tennessee"* **Informational Texts:** Gibbons, Gail. *"From Seed to Plant"* **http://www.corestandards.org/assets/Appendix B.pdf**

Writer's Workshop

Lab Reports and Science Books
Bend I: Writing as Scientists Do

1. Learning to Write about Science p. 2
2. Studying a Mentor Text: Procedural Writing p. 12
3. New Wonderings, New Experiments p. 20
4. Authors Share Scientific Ideas/Conclusions p. 29

Bend II: Writing to Teach Others about Our Discoveries

5. Studying a Mentor Text: The "Results" Page p. 62
6. Comparing Results and Reading More Expert Materials to Consider New Questions p. 66
7. Designing and Writing a New Experiment p. 73
8. Editing: Domain-Specific Language p. 79

Bend III: Writing about Forces and Motion in Information Books

9. Drawing an All We Know to Rehearse and Plan Information Books p. 88
10. Tapping Informational Know-How for Drafting p. 94
11. Studying Mentor Texts: Integrating Scientific Information p. 102
12. Using Comparisons to Teach Readers p. 108
13. Showing Hidden Worlds with Science Writing p. 115
14. Introductions and Conclusions: Addressing and Audience p. 121
15. Editing: Aligning Expectations to the Common Core p. 125

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

16. A Celebration p. 159

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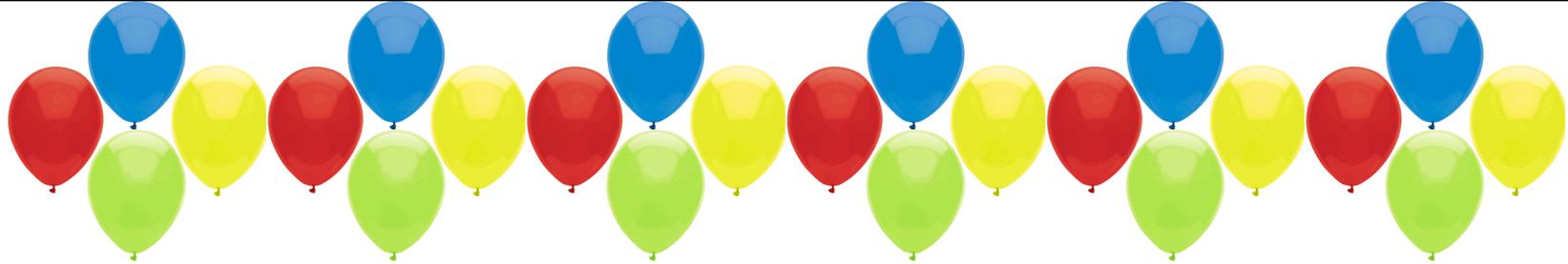
Students will have the opportunity to celebrate *and* share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators.

Note to Teacher: The number of lessons in Lessons from the Masters have been adjusted to support instruction and the inclusion of a culminating celebration

Writing Exemplars by CCSS: Appendix C

Suggested Websites for Unit 2

- ➤ **Reading Games**

  PBS kids.org offers a variety of reading games that support learning of early literacy skills such as phonemic awareness, phonic, and vocabulary development. **http://www.pbskids.org/games/reading.html**

- ➤ **Starfall**

  Phonics and learning to read activities for grades K-3 **www.starfall.com**

- ➤ **Florida Center for Reading Research**

  Research of reading and research-based activities related to literacy instruction. **www.fcrr.org**

- ➤ **Reading Rockets**

  Strategies, lessons, activities and ideas designed to help students learn to read. www.readingrockets.org/

- ➤ **Read Write Think**

  International Reading Association (IRA) website with grade level lesson plans, articles, and resources to support English Language Arts.

  http://www.readwritethink.org

- ➤ **NetTrekker**

  High quality, Common Core standards-aligned digital resources to create engaging lessons. http://schoolnettrekker.com/ntw/PatersonNJ

*School based resources can be used in addition to the above required resources, but cannot replace the resources in the unit

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ELL Resources

- **Learning style quiz for students-** http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml

- **"Word clouds" from text that you provide**-http://www.wordle.net/

- **Bilingual website for students, parents and educators**: http://www.colorincolorado.org/

- **Learn a language for FREE**-www.Duolingo.com

- **Time on task for students**-http://www.online-stopwatch.com/

- **Differentiation activities for students based on their lexile-** www.Mobymax.com

- **WIDA-** http://www.wida.us/

- **Everything ESL -** http://www.everythingESL.net
  Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers
- **ELL Tool Box Suggestion Site** http://www.wallwisher.com/wall/elltoolbox
  best practices for various aspects of an English language classroom
- **Hope4Education -** http://www.hope4education.com
  Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass
- **Learning the Language** http://blogs.edweek.org/edweek/learning-the-language/
  Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners
- **FLENJ** (Foreign Language Educators of NJ) **'E-Verse' wiki**: http://www.flenj.org/Publications/?page=135
- **OELA -** http://www.ed.gov/offices/OBEMLA
  The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient

ELL Resources

Students
- **New Jersey Department of Education- Bilingual Education information** http://www.state.nj.us/education/bilingual/
- **Learning Resource Centers** (LRC Network) http://www.state.nj.us/education/lrc
  supported through the NJDOE, Office of Special Education Programs.
  Click on "Services" and scroll down to the library in your region.

- **1-Language.com -** http://www.1-language.com
  Activities, exercises, worksheets, forums, chats, articles, and more
- **Repeat After Us -** http://repeatafterus.com/
  The best collection of copyright-free English texts and scripted recordings
- **Learning Vocabulary Can Be Fun -** http://www.vocabulary.co.il
  Games and quizzes for practicing vocabulary

Students K-8

- **Kindersite -** http://www.kindersite.org
  1,000s of links to graded English content suitable for 2 to 6 year olds
- **Learning Games for Kids -** http://www.learninggamesforkids.com
  Learning games and songs for preschool and elementary children
- **SpellingCity.com -** http://www.SpellingCity.com
  Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words
- **Starfall.com -** http://www.starfall.com
  Phonics lessons, interactive books, and word games
- **AAA Math -** http://www.aaamatematicas.com
  over 2500 interactive math lesson pages
- **NASA's Space Place -** http://spaceplace.nasa.gov

ELL Resources

NASA's education program; also available in Spanish
- **Achieve 3000-http://www.achieve3000.com/**

Students K-12

- **Teaching Reading and Language Arts -** http://teachingreadingandla.pbworks.com
  Sites and resources for classroom instruction compiled by Keith Schoch
- **Mrs. Hurley's ESL Page**http://www.mrshurleysesl.com
  Tips, activities, information & links for students and teachers
- **Children's Literature Web Guide -** http://www.ucalgary.ca/~dkbrown/index.html
  Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
- **21st Century Centers** http://www.21stcenturycenters.com/21cc/Home.html
  Implement "Centers" in a high school classroom using the i-pod touch
- **Windows to the Universe -** English: http://www.windows.ucar.edu Spanish: http://www.windows.ucar.edu/spanish
  A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities
- **ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18**
  http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25
  Search by college or location. Updated annually