

Supplemental ESL II



**Reading Literature/Informational Text and
Narrative/Opinion Writing
Grades 4/5:**

Unit 1 Level II (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.

Pacing Chart – Unit 1

| | Student Learning Objective | CCSS | |
|---|--|--------------------------|---|
| 1 | Explain what a text explicitly states and draw inferences from a text referring to details and examples. | RL.4.1 RL.5.1; RI.5.1 | Frontloading: 1 week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week |
| 2 | Identify the theme of the story, drama or poem using details from the text; summarize the text. | RL.4.2 RL.5.2 | |
| 3 | Describe in depth a character using direct quotations and evidence from literature. | RL.4.3 | |
| 4 | Create an opinion piece by introducing a topic or text clearly and writing an opening statement expressing personal opinion relating ideas to the author’s purpose (thesis). | W.4.1a | |
| 5 | State reasons that support the thesis statement (reference text when appropriate). | W.4.1b | |
| 6 | Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience. | W.4.4 W.5.4 | |

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> |
|---|---|

Educational Technology Standards

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

➤ **Technology Operations and Concepts**

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

➤ **Creativity and Innovation**

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

➤ **Communication and Collaboration**

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

➤ **Digital Citizenship**

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

➤ **Research and Information Literacy**

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

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

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

Computer Skills

➤ **Basic Computer Skills**

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

➤ **Keyboarding Skills**

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

➤ **Word Processing Skills**

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

➤ **Internet Skills**

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

➤ **Publisher Skills**

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

Career Ready Practices

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

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

WIDA Proficiency Levels

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

| | |
|----------------------|---|
| 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 Day GoGo Went to Vote

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

http://www.kidsvotingsoutheastpa.org/edguide/images/3-5-RTV_Literature.pdf

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

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

Come On, Rain!

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

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

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

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

Interdisciplinary Connections

Charlotte's Web

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

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

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

http://www.abcteach.com/free/b/bargraph_charlottesweb.pdf

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: 1 Level II (2.5-3.4) | Topic: Reading Literature/Informational Text and Narrative/Opinion Writing |
| Common Core State Standards (CCSS):): RL.4.1, RL.5.1, RL.4.2, RL.5.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.9, RL.4.10, RI.4.1, RI.5.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.8, RI.4.9, RI.4.10, L.4.1, L.4.2, L.4.4, L.4.5, L.4.6, SL.4.1, W.4.1, W.4.2, W.4.4, W.4.5, W.4.8, W.4.9, W.4.10 | | |
| WIDA Standards: 1-5 Listening, Speaking, Reading & Writing | | |

IFL Writing Unit - 4th Grade

Engaging Students in Rigorous, Coherent Reading and Writing Instruction: Personal Narrative

The unit engages students in text discussions of three complex narratives. In studying these texts as models of a writer’s craft, students will:

- Be introduced to understanding and using English Language Arts concepts and writing skills (e.g. voice, descriptive language, clarity, organization, etc.)
- Be introduced to habits of thinking and learning that are transferable to other reading, writing, and learning opportunities.
- Produce a criteria-meeting personal narrative by engaging in authentic, coherent, and rigorous reading and writing instruction.

Required Resources for IFL – 4th Grade

Mentor Texts:

- *Come on, Rain!* by K. Hesse
- *The Day Gogo Went to Vote* by E.B. Sisulu
- *I’m in Charge of Celebrations* by B. Baylor

IFL Reading Unit – 5th Grade

This unit, an author study of selected works by Pam Munoz Ryan encourages students to discuss in detail the author’s characters, themes, events, and writing techniques. Students also create their own narratives in a *Write Like Ryan* and do online research to learn how Ryan’s life connects to what she writes about.

Students will deepen their understanding of:

Literary elements such as characterization, setting, events, themes, and meanings in narratives.

Narrative techniques and their impact on readers.

Point of view in narratives.

Clues authors provide in stories of their lives.

How to compare and contrast ideas, literary elements, and narrative techniques across texts.

Their own aesthetic response to particular narratives.

Genre of historical fiction and contemporary narratives.

Required Resources for IFL – 5th Grade

“The Friend Who Changed My Life” by Pam Munoz Ryan

“The Party” by Pam Munoz Ryan

“Los Higos” From *Esperanza Rising* by Pam Munoz Ryan

Informational Text About Pam Munoz Ryan

| NJDOE Student Learning Objective | Language Objective | Essential Questions | Sample Activities | Resources |
|---|---|---|--|--|
| <p>RL.4.1; RI.4.1 RL.5.1; RI.5.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly. Refer to details and examples in a text when drawing inferences from the text.</p> | <p>Explain literal information in informational texts and poems using pictures and working with a partner or small group.</p> | <ul style="list-style-type: none"> • What can you infer from what you have read? • What can I interpret or understand from the story? • What is the author telling us? • Is my understanding of the story correct based on the story details? | <ul style="list-style-type: none"> • After reading a short read aloud, the teacher will model how to draw inferences and chart on an anchor chart. • Students will identify details and give examples by using pre-taught words or phrases on a graphic organizer. • Given sentence frames students will draw inferences. For example, from the story I can tell that _____ because on page ____ it states, _____.” | <p>Word Wall L1 support Pictures/Photographs Gestures Partner Work Manipulatives Choice questions</p> |
| <p>RL.4.2 RL.5.2</p> <p>Determine the theme of a story, drama, or poem from details in the text. Summarize the text of a story, drama, or poem</p> | <p><u>Identify</u> central message via details from poem using <i>graphic organizers</i>, <i>shared group activities</i>.</p> | <ul style="list-style-type: none"> • What is theme? • How can I determine/identify the key events or details in the story to summarize the text? | <ul style="list-style-type: none"> • After reading a leveled text, students will use sentence starters to identify a theme in the text. For example, Is the theme ____ or ____ in the story? • Students will refer to details and illustrations from the text or from a previously completed | <p>Graphic Organizers Word Bank Triads or Small Groups Illustrations/Diagrams/D rawings Gestures L1 support Choice questions</p> |

| NJDOE Student Learning Objective | Language Objective | Essential Questions | Sample Activities | Resources |
|--|---|---|---|--|
| using details from the text. | | <ul style="list-style-type: none"> Can you list information from the story that supports why you think this? | <ul style="list-style-type: none"> graphic organizer to support identification of a theme. Students will show understanding of a theme by using pre-taught phrases in a cloze activity. | |
| <p>RL.4.3</p> <p>Describe in depth a character using direct quotations and evidence from literature.</p> | <p><u>Describe</u> specific details of character(s) from literature using direct quotes with <i>the aid of a character web</i>.</p> | <ul style="list-style-type: none"> How can I describe the character using a simple sentence with key content vocabulary? How can I distinguish between key details and supporting details to describe character's thoughts, words or actions? Can you tell me why the character said _____ in the story? | <ul style="list-style-type: none"> After reading a leveled text, teacher will define academic vocabulary and key terms Using a reference sheet or word wall, students will describe the character using simple sentences with key content vocabulary. Students complete a story map to describe what happened in a story at the beginning, middle and end. Highlight a bank of phrases, | <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 |
|---|---|---|--|--|
| | | | short sentences and quotations in a story/drama to identify multiple details about a character, setting or event. | |
| <p>W.4.1a Create an opinion piece by introducing a topic or text clearly and writing an opening statement expressing personal opinion relating ideas to the author’s purpose (thesis).</p> | <p>Write an opening statement to express a personal opinion connected to the author’s purpose <i>through the use of graphic organizers (e.g. Venn diagrams and story webs).</i></p> | <ul style="list-style-type: none"> • Which statement is an opinion statement? • What is the author’s purpose in this story? • Can I demonstrate understanding of opinion by writing an introduction using simple sentences with key content based grade level vocabulary such as “I believe that.....”)? | <ul style="list-style-type: none"> • After reading a leveled text, teacher will define academic vocabulary and key terms • Teacher will provide a list of sentences for students to identify and circle opinion statements correctly. • Students will write an introduction using simple sentences with key content based grade level vocabulary and language associated with opinion. For example, “I believe that...”). | <p>Teacher model Shared writing Graphic Organizers Partner Work Word Wall L1 support Cloze sentences</p> |
| <p>W.4.1b State reasons that support the thesis statement (reference text when appropriate).</p> | <p><u>State</u> reasons that support the thesis statement <i>by creating lists and using outlines.</i></p> | <ul style="list-style-type: none"> • How will you show evidence from the text? • | <ul style="list-style-type: none"> • After reading a leveled text, teacher will define academic vocabulary and key terms • | <p>Teacher model Shared writing Outlines Triads or Small Groups Word Wall L1 support</p> |

| NJDOE Student Learning Objective | Language Objective | Essential Questions | Sample Activities | Resources |
|----------------------------------|---|---|--|--|
| | | <p>How is your writing organized?</p> <ul style="list-style-type: none"> • What do you do first to organize your writing...? • Does your conclusion restate your opinion? • Which phrase or phrases help you (the reader) understand your opinion and why. | <p>Teacher will model for students how to organize reasons and ideas from the text with the aid of a graphic organizer</p> <ul style="list-style-type: none"> • Given an opinion, students will state two facts or develop two details to support that opinion using simple sentences with key content based grade level vocabulary. • After reading a short modified excerpt, students will develop an opinion by organizing their writing using a graphic organizer with key content based grade level vocabulary that support their opinion | <p>Cloze sentences List of phrases</p> |
| <p>W.4.4 W.5.4</p> | <p><u>Write</u> to demonstrate clear and coherent writing that will convey ideas to audience with</p> | <ul style="list-style-type: none"> • Who will be reading your writing? • | <ul style="list-style-type: none"> • After reading a leveled text, teacher will define academic vocabulary and key terms | <p>Model writing Shared writing Word Wall Word Bank Completed Outlines</p> |

| NJDOE Student Learning Objective | Language Objective | Essential Questions | Sample Activities | Resources |
|---|--|---|---|---|
| <p>Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.</p> | <p>organization suitable to task, purpose and audience <i>using a model, an outline and a word bank.</i></p> | <p>Are you writing to tell a story or to teach something?</p> <ul style="list-style-type: none"> • How will you organize your writing? • Is there a graphic organizer you can use to help you organize your ideas? • Is there information you need to include? Where will you add that information? • Could you add more? | <ul style="list-style-type: none"> • Teacher will model how to develop and organize task, purpose and audience using a triple column graphic organizer. • Students in pairs will organize pre-taught, pre-identified words and phrases on a triple column graphic organizer to identify sections of a mentor text that addresses the task, purpose and audience | <p>Pictures/Photographs/L1 support</p> <p>Cloze sentences</p> |

Guided Reading Program

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

Fourth Grade Level R

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

Guided Reading Program

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.



Running Records

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

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

Wordly Wise 3000

Book 4

Lessons 1-4

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 1: Parts A-E pp. 1-10

Lesson 2: Parts A-E pp. 11-21

Lesson 3: Parts A-E pp. 22-32

Lesson 4: Parts A-E pp. 33-44

| Novel | CCSS: Exemplars (Appendix B) |
|---|--|
| <p>White, E.B. <i>Charlotte’s Web</i></p> <p>In his classic and beloved novel, E. B. White tells the memorable story of Wilbur, a little pig who becomes famous with the help of his clever friend Charlotte and their chatty animal neighbors. As the runt of the litter, Wilbur struggles to survive from the very beginning. Fern begs her father, Mr. Arable, to raise Wilbur and nurse him to health. Fern succeeds and Wilbur moves to the Zuckerman Farm, where he learns the true meaning of friendship from the wise gray spider Charlotte. When it becomes apparent that Wilbur is being well fed for a reason, Charlotte and Wilbur are determined to foil Mr. Zuckerman’s plans. With the help of Charlotte and her “terrific” webs, Templeton the rat, and other barnyard friends, Wilbur becomes the prize-winning pig of the County Fair and the most famous pig ever. Lessons of friendship, loyalty, and truth bind this story together and show readers that friends come in all shapes and sizes.</p> <p>http://www.scholastic.com/charlottesweb/perfectword.htm (game to reinforce language skills)</p> <p>http://static.squarespace.com/static/50b88908e4b012760ada1011/t/536a2306e4b053f584e9ca7e/1399464710544/Charlottes-Web-60th-TG.pdf (teacher’s guide)</p> <p>http://www.polk-fl.net/staff/grants/pefgrants/documents/S2SGrants0708/SpinningAWeb.pdf (reader’s theater script)</p> | <p>Stories:</p> <p>Burnett, Frances Hodgson. <i>The Secret Garden</i></p> <p>Curtis, Christopher Paul. <i>Bud, Not Buddy</i></p> <p>Poetry:</p> <p>Thayer, Ernest Lawrence. “<i>Casey at the Bat.</i>”</p> <p>Informational Text:</p> <p>Berger, Melvin. <i>Discovering Mars: The Amazing Story of the Red Planet</i></p> <p>Lauber, Patricia. <i>Hurricanes: Earth’s Mightiest Storms</i></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> |

Writer's Workshop

The IFL unit **Engaging Students in Rigorous, Coherent Reading and Writing Instruction: Personal Narrative** focuses on writing and will replace Writer's Workshop for Unit 1.

Suggested Websites for Unit 1

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:

- *Life Experiences*
- Norwalk-La Mirada: Balanced Literacy: Read Aloud with Adults Using: *Come On, Rain!*
- Scholastic.com: Karen Hesse's Biography
- Strong Nations Publishing: *I'm in Charge of Celebrations*
- TeacherLINK: South Africa: The Day the Apartheid Ended: Background Information
- TeacherLINK: South Africa: The Day the Apartheid Ended

Suggested Websites for Unit 1

Writing a Personal Narrative

- Austin Independent School District: Writing Lessons for Personal Narrative
- Houghton Mifflin: Benchmark Papers
- Houghton Mifflin: Meeting Individual Needs, Grade Four
- LearnZillion: Add dialogue in personal narrative
- LearnZillion: Editing a personal narrative for grammar and spelling mistakes
- North Carolina State: Writing a Personal Narrative
- Oswego C.S.D.: Using Personal Experience to Write a Story

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/>

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/>

Suggested Websites for Unit 1

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. Students also have the ability to access that material at home. <http://www.newsela.com/>

TCOE

Suggested Websites for Unit 1

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>

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