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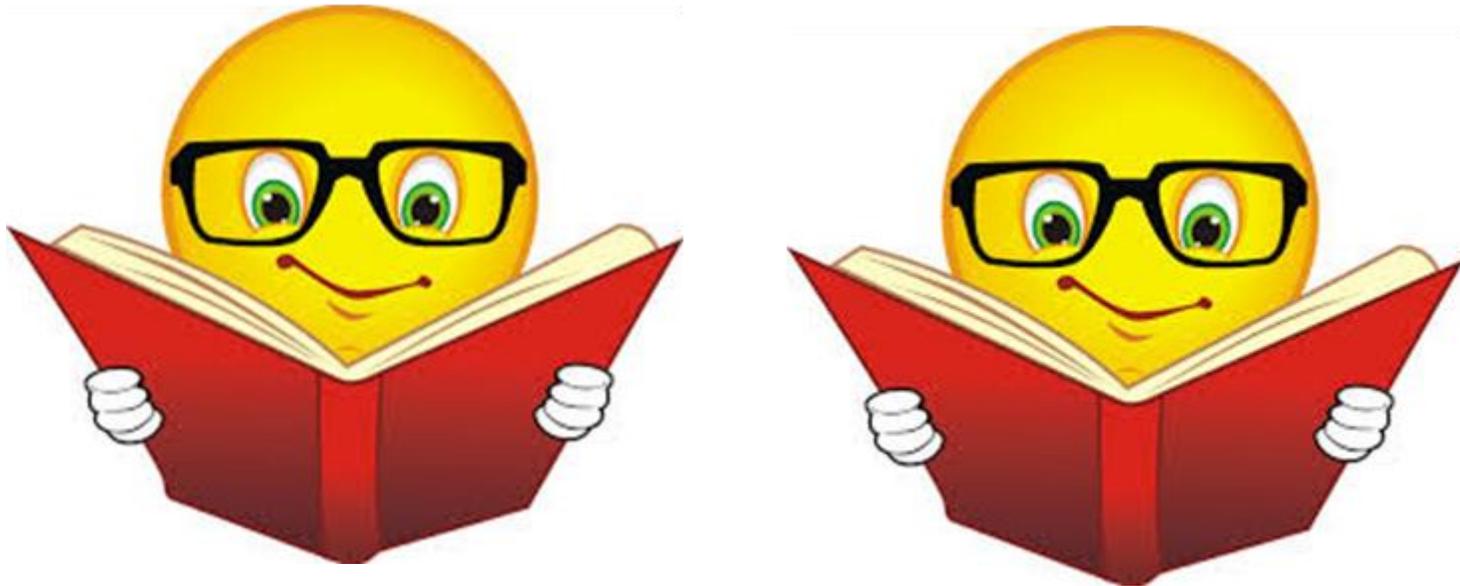# Supplemental ESL II

Reading Literature/Informational Text and Informative/Explanatory Writing

Grades 4/5: Unit 4

(2.5-3.4)

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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 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	
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	Frontloading: 1week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
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	

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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

8.1.5.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.

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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

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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

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

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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

Grade: 4-5	Unit: 4 Level 2: 2.5-3.4	Topic: Topic: Reading Literature and Informational/ Informative/Explanatory Writing

Standards: CCSS:
Reading Literature: 4.1, 4.2, 4.6, 4.9   **Reading Informational Text:** 4.1, 4.2, 4.4, 4.5, 4.6, 4.7
Reading Foundational Skills: 4.4.a, 5.4.a , 4.4.b, 4.4.c, 5.4c   **Language:** 4.1.e, 4.1.g, 4.2.d, 4.3.a, 5.3.a, 4.3.c, 4.5.a, 4.5.b, 4.5.c, 4.6
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	▪ What is the author's purpose? ▪ Are there details in the text to tell me the ending? ▪ Why is it important to guess the ending from what I have just read? ▪ Why is it important to give examples from the text to support your	Teacher models how to inference providing examples through think aloud Given an inference, students will underline or highlight details within a paragraph that support the inference and give at least one reason why. Students will draw inferences based on textual evidence and illustrations and will create an inference/text evidence chart using simple sentences	Teacher Modeling Think Alouds Marking the Text Word/picture bank Sentence Frame L1 support Partner work

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NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
		response? ■ What is an inference? ■ Are my inferences or guesses right based on what the story is telling me?	Students will explain orally and in writing what a text says using content based vocabulary, drawings or with the aid of sentence starters. After teacher reads, a selected text, students answer some of the 5W's questions.	
Determine the main idea of a text and explain how it is supported by key details. Summarize the text. RI.4:2, 5.2	Identify the main idea of a text when it is explicitly stated. RI.4.2, 5.2	■ How can I determine the main idea? ■ What is the author trying to tell me? ■ Which of the following best states the main idea? ■ What is the passage about? ■ What makes you think…? Can you give some details from the text that supports your thinking?	After reading a text, complete a graphic organizer to identify the main idea and key details. After reading a text, students will write a summary of the text. Given a passage, students will underline all key details that support the main idea. After reading a text students report the gist of the story to a peer.	Graphic organizer Word/Picture Wall Partner work L1 support Sentence Frame Pictures and Photographs

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NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
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	Determine the meaning of words in text. RI.4.4, 5.4	▪ How can I use context clues and/or visuals to help me understand the meaning of unknown words? ▪ Why is it important to read the sentence around the word to help understand the meaning? ▪ What strategies or actions can I use to help me find the meaning of a word? ▪ What does the author provide with words or visuals to help determine what a word or phrase means? ▪ Is there anything in the text like pictures or charts to help me understand the meaning?	Teacher models how to underline/highlight clues. Given 2-4 sentences, students underline/highlight clues within the context that were used to help determine the meaning While listening to a story, students will be guided to use context to determine the meaning of a word and then record on a graphic organizer the words and their meanings from the context provided. After listening to a story, teacher provide students with the definitions and they match the word based on the context surrounding text read and with the use of visuals, pictures and/or objects. Using leveled text, teacher points out antonyms and synonyms to help determine the meaning of a word.	Bilingual dictionary Glossary Picture Dictionary Personal Dictionary L1 support Pictures and Photographs Think Alouds

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NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
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. RI.4.5, RI.5.5	Identify elements that are characteristic of informational texts. RI.4.5, RI.5.5	• Can I determine the different structures within the text? • How did the author organize the information? • Why is it important to know if the author is comparing ideas? • What is the problem/solution in this section of the text?	Given two paragraphs, students will correctly identify the structure of each. After reading a story, students will describe the different structures of the text. In groups students will review given passages and sort them based on the text structures.	Outline (semi-completed by teacher) Web (semi-completed) L1 support Sentence Frame Word/Picture Wall
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	Answer questions about information presented visually, orally, or quantitatively. RI.4.7, RI. 5.7	• How do the diagrams, charts and graphs in the text help me to understand what the topic is about? • What strategies did I use to help understand the information? • Why is it important to know how to interpret information presented visually, orally, or	Given a graph, students will interpret information and answer questions using the graph. After reading a text with visual and quantitative information, students will analyze the information to make sense of the text. Students will create their own graph, chart, or diagram and have others in the class try to interpret it. Given two different charts, graphs, or	Venn Diagram Word/Picture Wall L1 support Pictures and Photographs/Photographs Video Clips/Films Sentence strips

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
text in which it appears). RI.4.7, RI. 5.7		quantitatively?	diagrams students will analyze both to explain what information is being shown.	
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, W.5.2.a	Select a topic and write about it including related visual, tactual, or multimedia information as appropriate. W.4.2.a, W.5.2.a	▪ How can I determine if I am writing to inform or to explain? ▪ Why is it important to know the topic before writing? ▪ Can I organize my ideas or group the information in a cluster web to assist with my writing? ▪ Why is it important to include graphics as a source to make the text easier to understand?	Outline a plan for an informative writing piece. After reading a text, students will group the related information to use in an informative writing piece. Model how to write an introduction to a topic and group related information.	Technological resources L1 support Word/Picture Wall Sentence Frame Pictures and Photographs/diagrams Cartoons
Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to	List words, facts, or details related to the topic. W.4.2.b, W.5.2.b	▪ How can I include information and examples that relate to the topic I am writing? ▪ Why is it important to develop a topic with	After reading a modified story, students will identify or find some important details and examples from the text to use when writing to support their topic with teacher guidance. Use a graphic organizer to help	Graphic organizer Shared Writing Word/Picture Wall L1 support Sentence Frame

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NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
the topic when writing. W.4.2.b, W.5.2.b		facts and concrete details?	organize ideas on a specific topic.	
Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). W.4.2.c, W.5.2.c	Use transitions to link ideas. W.4.2.c, W.5.2.c	• How can I incorporate transitional words to link ideas with my text? • Why is it important to link my ideas?	Given a text with the transitional words omitted, students will write appropriate linking words/phrases using a word wall or reference sheet. After reading a modified passage or listen to a read aloud, students discuss the transitions the author utilized by answering teacher posed questions and/or teacher moves.	Chart Word/Picture Wall Think Alouds L1 support Sentence Frame
Use precise language and domain-specific vocabulary to inform about or explain the	Use vocabulary specific to the topic. W.4.2.d, W.5.2.d	• How can I determine if I am using the appropriate vocabulary or language in my writing?	Given a Science topic, students will write three sentences utilizing domain-specific vocabulary to explain their knowledge on the topic with the aid of word wall, reference sheet and anchor	Visuals Word/Picture Wall L1 support Cognates

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
topic. W.4.2.d, W.5.2.d		▪ Is the word precise to the meaning I want to give? ▪ Why is it important to understand and explain a topic in detail?	charts.	
Provide a concluding statement or section related to the information or explanation presented when writing a piece. W.4.2.e, W5.2.e	Write a conclusion related to the topic. W.4.2.e, W5.2.e	▪ Why is it important to have a strong conclusion when writing? ▪ How can I determine if my concluding statement is related to the information I presented?	Given an incomplete writing piece, students will write a concluding statement with the aid of pre-identified content based vocabulary, word wall and teacher guidance. Given an informational or explanatory piece, students will write two possible conclusions with the aid of word wall, and teacher guidance	Graphic organizer Shared Writing L1 support Sentence Frame

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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.**

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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.

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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

<u>Culminating Activity: Class, Grade, or School-Wide Celebration</u>

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.
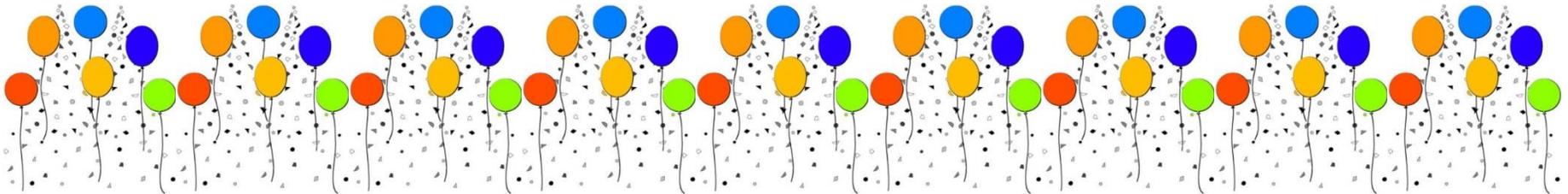
Note to Teacher: The number of lessons in The Literary Essay has been adjusted to support instruction and the inclusion of a culminating celebration.

Harcourt Trophies	CCSS: Exemplars (Appendix B)	Toolkit Texts
Please utilize Harcourt Trophies for the text only, not the additional resources and teaching suggestions unless they relate to the SLOs within this unit. *Night of the Pufflings* pp. 206-217 *How to Babysit an Orangutan* pp. 252-265 *Blue Willow* pp. 570-583 *Fire!* pp. 504-517 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)	**Stories:** Singer, Isaac Bashevis. "Zlateh the Goat" **Poetry:** Lazarus, Emma. "The New Colossus" **Informational Text:** Hall, Leslie. "Seeing Eye to Eye" Otfinoski, Steve. "The Kids Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It." 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.) http://www.corestandards.org/assets/Appendix_B.pdf http://www.tcoe.org/ERS/CCSS/ELA/Templates_04.pdf (performance task examples for appendix B)	*The Three Shades of Chocolate* pp. 27 *The Chocolate Belt* pp. 28-29 *Chocolate: The Happy Food (or, Take Your Medicine)* pp. 30 *A Strange Tree* pp. 31 *Firefighting Fire from Head to Toe* pp. 36-37 *Firefighting Through the Ages* pp. 38-39 *The Great Chicago Fire* pp. 40-41 *For Men Only? Not!* pp. 42 *An Interview with a Fire Investigator* pp. 43

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 siturations, 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).

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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/

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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.

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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 Students

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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.aaamatematicas.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