**PATERSON PUBLIC SCHOOLS**

# Supplemental ESL I

**Reading: Literature& Informational**

**Writing: Literary Analysis Task, Informational/Explanatory &Research**

## Grades 6-8: Unit 1 Level 1 (1-2.4)

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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 1

| Topic:  Reading Literature and Informational Text<br><br>Literary Analysis Task, Informational/Explanatory and Research | NJSLS | |
|---|---|---|
| **DISTRICT RESOURCES**<br><br>**Reading Instruction:**<br>**Novel:** *Bridge of Terabithia;*<br>**Spanish Novel:** *Puente Hasta Terabithia*<br>**IFL (2-3 Unit):** *How the Brain Remembers*<br>Appendix B exemplars<br><br>**Writing Instruction:**  Literary Analysis Task, Informational/Explanatory & Research<br><br>**Wordly Wise:** Book 6, Lessons 1-5 | **Reading Standards:**<br>**Literature**<br>RL.6.1, RL.6.2, RL.6.4<br>RL.6.5, RL.6.6<br>**Informational**<br>RI.6.1, RI.6.2, RI.6.4<br>RI.6.5, RI.6.6<br>**Writing Standards:**<br>W.6.2A,B,C,D,E,F<br>W.6.4, W.6.5, W.6.6,<br> W.6.7, W.6.8, W.6.10<br>**Language Standards:**<br>L.6.1A,E, L.6.2A,B<br>L.6.3A,B,  L.6.4A,C,D<br>L.6.6<br>**Speaking and Listening Standards:**<br>SL.6.1A,B,C,D SL.6.4, SL.6.6, | **Frontloading: 1week**<br><br>**Instruction: 6 weeks**<br><br>**Assessment:  1 week**<br><br>**Remediation/Enrichment: 1 week** |

# Effective Pedagogical Routines/Instructional Strategies

| | |
|---|---|
| Collaborative problem solving | Word Study Drills |
| Writing to learn | Flash Cards |
| Making thinking visible | Interviews |
| Note-taking | Role Playing |
| Rereading & rewriting | Diagrams, charts and graphs |
| Establishing text-based norms for discussions & writing | Storytelling |
| Establishing metacognitive reflection & articulation as a regular pattern in learning | Coaching |
| | Reading partners |
| Quick writes | Visuals |
| Pair/trio Sharing | Reading Aloud |
| Turn and Talk | Model (I Do), Guided (We Do), Independent (You Do) |
| Charting | Mind Mapping |
| Gallery Walks | Trackers |
| Whole class discussions | Multiple Response Strategies |
| Modeling | Choral reading |
| | Reader's/Writer's Notebooks |
| | Conferencing |

## Educational Technology

### Standards

8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.1, 8.1.8.E.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 media-rich resources.

➢ **Communication and Collaboration**
  □ Engage in a variety of developmentally appropriate 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.
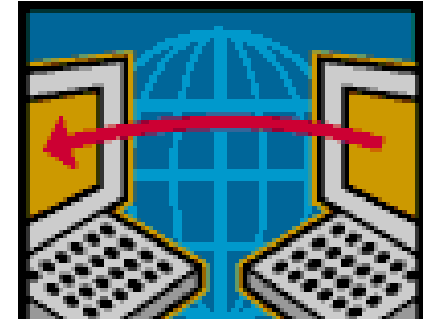
➢ **Critical Thinking, Problem Solving, and Decision-Making**
  □ Use mapping tools to plan and choose alternate routes to and from various locations.

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## Computer Skills

Keyboarding - Students should have a working knowledge of:

- Alphabetic keys
- Number pad
- Function row
- Understand insert and type over functions

Basic Computer Skills – Students should have a working knowledge of:

- Copy and Paste
- Drag and Drop
- Increased knowledge of work processing functions (outlines, page numbering, highlighting, etc.)
- Play videos
- Spell Check and Grammar Check to edit
- Save and retrieve files
- Technology to publish individual work
- Domain specific vocabulary (cut, copy, paste, highlight)
- 

Stamina – In accordance with CCSS.ELA-Literacy.W.6.6

- Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

| Career Ready Practices |
|---|
| Standards |
| CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 |

- **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

- **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

- **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals**.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

- **CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf**

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

| Level | Description |
|---|---|
| **6- Reaching** | • Specialized or technical language reflective of the content areas at grade level<br>• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level<br>• Oral or written communication in English comparable to proficient English peers |
| **5- Bridging** | • Specialized or technical language of the content areas<br>• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports<br>• 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<br>• A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs<br>• 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<br>• Expanded sentences in oral interaction or written paragraphs<br>• 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<br>• Phrases or short sentences<br>• 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<br>• 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<br><br>• Adjust length of assignment<br><br>• Timeline with due dates for reports and projects<br><br>• Communication system between home and school<br><br>• Provide lecture notes/outline | • Extra Response time<br><br>• Have students verbalize steps<br><br>• Repeat, clarify or reword directions<br><br>• Mini-breaks between tasks<br><br>• Provide a warning for transitions<br><br>• Reading partners | • Precise step-by-step directions<br><br>• Short manageable tasks<br><br>• Brief and concrete directions<br><br>• Provide immediate feedback<br><br>• Small group instruction<br><br>• Emphasize multi-sensory learning | • Teacher-made checklist<br><br>• Use visual graphic organizers<br><br>• Reference resources to promote independence<br><br>• Visual and verbal reminders<br><br>• Graphic organizers |
| **Assistive Technology** | **Tests/Quizzes/Grading** | **Behavior/Attention** | **Organization** |
| • Computer/whiteboard<br><br>• Tape recorder<br><br>• Spell-checker<br><br>• Audio-taped books | • Extended time<br><br>• Study guides<br><br>• Shortened tests<br><br>• Read directions aloud | • Consistent daily structured routine<br><br>• Simple and clear classroom rules<br><br>• Frequent feedback | • Individual daily planner<br><br>• Display a written agenda<br><br>• Note-taking assistance<br><br>• Color code materials |

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## Interdisciplinary Connections

**IFL Unit: How the Brain Remembers**

**Science Connection:**

Students will understand the following:   The brain is an organ of the body that performs the function of memory; short-term memory retains data recently learned, while long-term memory retains data from the past. People who have excellent short-term memory are not necessarily more intelligent than others; they have training their brains to retail a lot of information, and a variety of strategies can be used train the brain to hold more data in its short-term.   http://www.discoveryeducation.com/teachers/free-lesson-plans/brain-power.cfm

**TeachVision:** These lesson plans are designed for fifth- and sixth-grade students to provide innovative learning experiences that will build students' understanding of how the brain works and how the brain functioning relates to behavior. Utilize these lessons in your science class to help students recognize the connections between life and the classroom.
https://www.teachervision.com/brain/curriculum-planning/33732.html

**Math Connection:**

Misunderstood Minds: In recent years, researchers have examined aspects of the brain that are involved when children think with numbers. Most researchers agree that memory, language, attention, temporal-sequential ordering, higher-order cognition, and spatial ordering are among the neurodevelopmental functions that play a role when children think with numbers. These components become part of an ongoing process in which children constantly integrate new concepts and procedural skills as they solve more advanced math problems. The problem set on the link below is designed to evoke in you the intimidation and frustration a young student with a math disability might feel working out a problem that requires the integration of mathematics skills. Give yourself one minute to solve three problems.

http://www.pbs.org/wgbh/misunderstoodminds/experiences/mathexp3a.html

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| Enrichment |
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**Accommodate Based on Students Individual Needs: Strategies**

**The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.**

- 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 Reading (Refer to the district assessment calendar for the appropriate testing window) <br><br> • NJDOE Unit Assessment (Students with CPL ≥3.5) <br><br> • ESL Unit Level 1-2 Assessment (Students with CPL ≤3.4) <br><br> • W-APT oral language proficiency test/ ACCESS <br><br> • PARCC | • Short constructed response questions <br> • Multiple Choice questions <br> • Quizzes <br> • Journals <br> • Essays <br> • Quick writes <br> • Summative chapter test <br> • Projects <br> • Portfolio <br> • Exit Slips <br> • Graphic Organizers <br> • Presentations (incorporating Web 2.0 tools) <br> • Homework <br> • Anecdotal Notes <br> • Student Conferencing |

| Grade: 6-8 | Unit: 1<br>Level 1 (1-2.4) | Topic:  Reading Literature/Informational Text and Literary Analysis Task, Informational/Explanatory & |
|---|---|---|
| **Standards: NJSLS:** | | **Argument** |

**Reading Literature:** RL.6.1,RL.6.2,RL.6.4,RL.6.5, RL.6.6          **Reading Informational Text:** RI.6.1,RI.6.2, RI.6.4, RI.6.5, RI.6.6

**Writing:** W.6.2A,B,C,D,E,F W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10  **Speaking and Listening:** SL.6.1A,B,C,D SL.6.4, SL.6.6
**Language:** L.6.1A,E, L.6.2A,B, L.6.3A,B, L.6.4A,C,D, L.6.6

## IFL Reading & Writing Unit

**How The Brain Remembers**

A primary focus of this unit is learning how to comprehend, interpret, and analyze ideas within one text and across two texts.  This unit's texts present ideas about how people remember; specifically the activities and mental processes that help form memories.  Through engaging in this unit, students will:

- work from ideas within one text and across two texts to develop text based interpretations and draw conclusions
- comprehend, analyze, and interpret complex informational texts with assistance and independently:
- read, reread, take notes and summarize sections of text and texts in their entirety as a means to enhance comprehension: and
- participate in routines such as maintaining a Reader/Writer Notebook, completing quick writes, and participating in student led discussion

## Required Resources for IFL

**Mentor Texts:**
"What Actors Can Teach Us About Memory and Learning"
"In Pursuit of Memory"

**WIDA Standards:  1-5 Listening, Speaking, Reading & Writing**

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| New Jersey Student Learning Standard (NJSLS) | Language Objective | Essential Questions | Sample Activities/ Lesson Starters | Resources |
|---|---|---|---|---|
| RL.6.1<br><br>NJSLS: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>Essential Element of the NJSLS: Determine what a text says explicitly as well as what simple inferences must be drawn. | Analyze text and infer details from supportive textual evidence in L1 and/or by matching phrase citations from appropriately leveled text to visual representations. | •How can I make an inference based on what I read?<br><br>•How do I use facts from the story to interpret text?<br><br>•How can I cite text to support an inference? | • After listening to an audio or Read Aloud students will list inferences.<br>• Given a short phrase with illustrations, students will select an inference from a multiple choice response.<br>• Given an example of text- students will be given multiple choice options regarding inference. | ✓ Graphic Organizer<br>✓ Template<br>✓ Partner Work<br>✓ L1 support<br>✓ Phrase citations<br>✓ Pictures/ Photographs of text Word Wall |
| RL.6.2<br><br>NJSLS: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.<br><br>Essential Element of the NJSLS: Identify details in a text that are related to | Explain and summarize the central idea and key details from grade-level literature in L1 and/or identify the central idea a summary of an appropriately leveled text by matching phrase citations to visual representations. | •What is the theme of the story?<br>•How can I distinguish between key details and supporting ideas?<br>•How can I summarize?<br>•What is the central idea of the text? | • Students will use pictures to complete a storyboard.<br>• With teacher assistance, students will match captions to pictures that complete a storyboard.<br>• Students will match pictures to statements/words about themes.<br>• Students will sort and categorize pictures of the | ✓ Story Map<br>✓ Template<br>✓ Partner Work<br>✓ L1 support<br>✓ Phrase citations<br>✓ Visuals<br>✓ Adapted Text |

| | | | main idea key details | |
|---|---|---|---|---|
| the theme or central idea. | | | • With teacher assistance, students will categorize a few pictures of key details and main idea. i.e., slide pictures on smartboard. | |
| RL.6.4<br><br>NJSLS: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.<br><br>Essential Element of the NJSLS:  Determine how word choice changes the meaning in a text. | Define words from appropriately leveled text and identify examples of figurative and connotative language by matching objects/pictures to words. | • What is figurative language?<br>• What is literal and nonliteral meaning?<br>• How can I use words around a vocabulary word to determine its meaning?<br>• How can I use new vocabulary in my own context?<br>• What is the author's purpose?<br>• How does the author create tone through word choice? | • Create a graphic organizer to draw an illustration with a short phrase or word to define expression.<br>• Use a word web.<br>• Model inserting a new word into a short paragraph.<br>• Use an excerpt to identify author's purpose and underline words that reinforce author's purpose and tone. | ✓ Bilingual Dictionary<br>✓ Mark the text<br>✓ L1 support<br>✓ Cartoons /comic of figurative language |
| RL.6.5<br><br>NJSLS: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the | Analyze particular sentence in relation to setting development in L1 and/or English using single words, pictures and outline. | • How does the author use words to establish tone?<br>•  How does the use of specific words establish and enhance meaning? | • In a small group, complete a story map.<br>• Complete a Four Square graphic organizer<br>• With teacher assistance, complete a Venn Diagram and use | ✓ Outlines (completed)<br>✓ Think Aloud<br>✓ Pictures/Photographs<br>✓ Word Wall<br>✓ L1 support |

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| development of the theme, setting, or plot.<br><br>Essential Element of the NJSLS: Determine the structure of a text (e.g., story, poem, or drama). | | • How do writing styles vary through-out mediums of communication? | sentence frames to compare and contrast writing mediums. | ✓ Sentence strips with words and phrases that relate to setting |
| RL.6.6<br><br>NJSLS: Explain how an author develops the point of view of the narrator or speaker in a text.<br><br>Essential Element of the NJSLS:  Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling. | Read and explain how an author develops the point of view of the narrator or speaker in a text through tone and actions in L1 and/or answer yes/no or either/or questions or match single words with visuals. | • How can I identify the narrator or speaker's point of view?<br><br>• How can I use evidence to support the specific points?<br><br>• What is the author's message? | • After reading an adapted or an appropriately leveled passage, students will identify speaker's point of view using visual representations.<br><br>• Teacher will chart responses.<br><br>• Given leveled statements or visual representations, students will match the corresponding textual evidence that supports the author's message. | ✓ Triads or Small Groups<br>✓ Think Aloud<br>✓ Word Wall<br>✓ L1 support<br>✓ Visuals<br>✓ Choice questions |
| RI.6.1<br><br>NJSLS: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>Essential Element of the | Read to cite the most supportive textual evidence in L1 and/or by matching phrase citations from leveled informational text to visual representations of the text in English. | • How can I cite textual evidence to support my analysis of the text?<br><br>• What is the main idea of the passage?<br><br>• What is stated explicitly in the text? | • As a class create a list of Accountable Talk stems for students to reference during discussions. These stems will be used to quote cited evidence.<br><br>• After listening to an audio or Read Aloud, teacher will chart student | ✓ Graphic organizer<br>✓ Template<br>✓ Partner<br>✓ L1 support<br>✓ Phrase citations<br>✓ Pictures of text |

| | | | | |
|---|---|---|---|---|
| NJSLS: Analyze a text to determine what it says explicitly as well as what inferences should be drawn. | | • What inferences can I make based on the information explicitly stated?<br><br>• How can I justify and support my inferences? | inferences.<br><br>• Match inferences to illustrations<br><br>• Using a Think Aloud, teacher will model how to identify the main idea of a passage. Students will assist in identifying supporting details (teacher will create an anchor chart).<br><br>• Given an example of text-student will be given multiple choice options regarding inference. | ✓ Word/picture wall<br><br>✓ Leveled text<br><br>✓ Cornell note taking sheet (partially completed by teacher) |
| RI.6.2<br><br>NJSLS: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.<br><br>Essential Element of the NJSLS: Determine the main idea of a passage and details or facts related to it. | Read and identify the central idea and key details from leveled informational text in L1 and/or by matching phrase citations to visual representations. | • What is the central idea of the text?<br><br>• How can I justify my asserted central idea?<br><br>• What are the primary details that supported my asserted central idea?<br><br>• What are the supporting details that support my | • Students will use pictures to complete a storyboard.<br><br>• Students will use phrases and pictures to complete a storyboard.<br><br>• Provide students with a list of possible themes.<br><br>• Students will match pictures to statements about themes across multiple texts. | ✓ Graphic organizer<br><br>✓ Template<br><br>✓ Partner<br><br>✓ L1 support<br><br>✓ Phrase citations<br><br>✓ Visual representations<br><br>✓ Leveled text |

| | | | | |
|---|---|---|---|---|
| | | asserted central idea? | • Students will categorize pictures of key details and the main idea.<br><br>• After reading short phrases, students will circle key details that correspond to the main idea. | |
| RI.6.4<br><br>NJSLS: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.<br><br>Essential Element of the NJSLS: Determine how word choice changes the meaning of a text. | Read to determine the figurative, connotative and technical meanings of words and phrases from informational text in L1 and/or match single words to visual representations of leveled texts. | • What is figurative language?<br><br>• How can you distinguish between metaphors and similes?<br><br>• How can you interpret figurative language?<br><br>• Are there any clues around a word that can help me determine its meaning?<br><br>• How can I understand and determine technical meanings? | • Identify types of figurative language.<br>• Use a Venn Diagram to compare and contrast metaphors and similes.<br>• In groups, students will use a partially completed T chart with examples of figurative language and students create a visual representation of meaning.<br>• Match context clues to words or pictures.<br>• Use a word web to chart context clues.<br>• Identify new vocabulary words by answering multiple choice questions.<br>• Use a T chart to compare | ✓ Reference materials (print and digital thesaurus and dictionary; bilingual and English)<br><br>✓ L1 support<br><br>✓ Pictures of text<br><br>✓ Word/picture wall<br><br>✓ Leveled text |

| | | | • visual representations of literal and nonliteral meanings of words.<br>• Provide students Yes/ No or multiple choice questions to identify meaning on metaphors and similes. | |
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| RI.6.5<br><br>NJSLS: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.<br><br>Essential Element of the NJSLS:  Determine how the title fits the structure of the text. | Read and analyze how a particular sentence contributes to the development of ideas from an informational text in L1 and/or match word and phrase citations to the overall structure of a leveled text. | • How does the author use words to establish tone?<br><br>• How does the use of specific words establish and enhance meaning?<br><br>• How does the author utilize vocabulary specific to the medium in which the piece of writing is presented?<br><br>• How do writing styles vary throughout mediums of communication? | • As a class use an excerpt to identify the author's tone. Highlight words or phrases that reinforce the author's tone.<br><br>• Using a modified excerpt, have students replace words using a word bank.<br><br>• Provide students with different sentences. Have students replace the underlined words with visual representation of vocabulary words.<br><br>• Sort words according to its negative and positive connotation.<br><br>• Using multiple choice or Yes or No questions, | ✓ Outline (completed)<br><br>✓ Web (completed)<br><br>✓ L1 support<br><br>✓ Phrase citations<br><br>✓ Pictures of text<br><br>✓ Word/picture wall<br><br>✓ Leveled text |

| | | | students will identify sentences that do not belong in a narrative or informational text.<br><br>• Using a visual representation of specific components of a narrative and informational text, students will compare and contrast different writing styles.<br><br>• Students will sort short phrases written on sentence strips in a partially completed<br><br>• T-chart to compare and contrast subject matter in two texts. | |
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| RI.6.6<br><br>NJSLS: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.<br><br>Essential Element of the NJSLS: Identify words or phrases in the text that | Read an informational text to identify an author's point of view and analyze how the author distinguishes his or her position in L1 and/or by identifying key, high-frequency, content-related words and | • Which sentence in the paragraph shows the author's point of view? | • Model for students how to identify the author's point of view based on an adapted informational text.<br>• After reading aloud and comprehending an appropriately leveled text, students will be given a multiple-choice | ✓ L1 support<br>✓ Leveled text<br>✓ Visuals<br>✓ Graphic Organizers<br>✓ Cloze sentences<br>✓ Word/picture bank |

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| describe or show the author's point of view. | phrases within the passage. | | • activity to choose the author's point of view.<br><br>• Students can also be asked to go back to the text and highlight the sentence featuring the author's point of view. | |
| W.6.2A,B,C,D,E,F<br><br>NJSLS: W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br><br>W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.<br><br>W.6.2.B. Develop the topic with relevant facts, definitions, concrete | (a) Compose informative/ explanatory texts in L1 and/or produce single words or drawings that represent key ideas with phrase patterns and general content-related vocabulary.<br>(b) Develop and organize the topic for writing with relevant facts, definitions, concrete details, quotations, in L1 and/or produce single words that represent key ideas using phrase patterns and general content | • How you introduce your topic?<br><br>• What organizational structure will best enable you to convey your information? | • Use an adapted or modified text of an explanatory/ informative essay. As a class highlight the purpose, thesis relevant facts and audience.<br>• As a class develop a writing piece with a thesis statement, supporting details and topic.<br>• Provide students with an outline with sentence starters that begin with transitional words to organize their writing.<br>• Create an anchor chart about formal writing style.<br>• Working in small groups students will compare and contrast writing pieces and determine if | ✓ Graphic organizer<br>✓ Template<br>✓ Partner<br>✓ L1 support<br>✓ Visuals<br>✓ Word wall<br>✓ Chart<br>✓ Small Group<br>✓ Phrase wall<br>✓ Gestures<br>✓ Story map (completed)<br>✓ Reference materials (thesaurus, bilingual and English dictionary and glossary) |

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| details, quotations, or other information and examples.<br><br>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.<br><br>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br><br>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.<br><br>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.<br><br>Essential Element of the NJSLS: Write to share information supported by details.<br><br>a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information | related vocabulary<br>(c) Demonstrate the relationship among ideas and concepts by using transitional words that represent and transition between key ideas using phrase patterns and general content-related vocabulary and phrases in L1 and/or use single words that represent and transition between key ideas using phrase patterns and general content-related vocabulary that represent and transition between key ideas using phrase patterns and general content-related vocabulary and phrases in L1 and /or use single words that represent and transition between | | they are written in formal style.<br>• Using an adapted or leveled text, students will develop a conclusion as a class. Teacher will model how to use a rubric to evaluate the conclusion. | |

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| as appropriate.<br><br>b. Provide facts, details, or other information related to the topic.<br><br>c.- f. Not applicable | key ideas using phrase patterns and general content-related vocabulary.<br>(d) Use precise language to inform about or explain a topic in L1 and/or use precise single words that represent key ideas using phrase patterns and general content related vocabulary.<br>(e) Produce a coherent written informative/explanatory text that examines a topic and conveys ideas, in L1 and/or use single words that represent key ideas using phrase patterns and general content-related vocabulary<br>(f) Compose a conclusion statement that follows from the | | | |

| | information or explanation presented in L1 and/or produce single words that represent key concluding ideas using phrase patterns and general content-related vocabulary. | | | |
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| W. 6.4<br><br>NJSLS: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)<br><br>Essential Element of the NJSLS: Produce writing that is appropriate for the task, purpose, or audience. | Develop and organize a coherent argument that is appropriate to the reader in L1 and/or use drawings and high frequency, content related single words in phrase and memorized patterns that represent key ideas. | • What is the purpose for writing?<br><br>• Who is the audience?<br><br>• What are the best ways for me to create logical cohesion in my writing? | • Given visual representations and phrases out of order, students will place the given phrases in sequential order. | ✓ Graphic Organizers<br><br>✓ Word/Picture Wall<br><br>✓ Template<br><br>✓ Visuals<br><br>✓ L1 Support<br><br>✓ Cloze sentences |
| W. 6.5<br>NJSLS: With some guidance and support from peers and adults, develop and strengthen writing as | Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or use high | • How will you plan your writing piece?<br><br>• What is the best title for this piece? | • Students will work with a partner to develop an outline before beginning the writing process (topic, three details, and | ✓ Teacher feedback<br><br>✓ Technology<br><br>✓ Template |

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| needed by planning, revising, editing, rewriting, or trying a new approach.<br><br>Essential Element of the NJSLS: With guidance and support from adults and peers, plan before writing and revise own writing. | frequency, content related single words in memorized patterns that represent key ideas. | • Do all sentences belong? Do some sentences need to be reworded or deleted?<br><br>• Is your writing free of writing conventions errors?<br><br>• What do you think you did effectively? What do you think you could improve?<br><br>• Did you reread your piece out loud and to yourself? What did you notice as you read?<br><br>• What kinds of revisions could make your writing stronger?<br><br>• Did you use your strategies for revision?<br><br>• Did you use your editing checklist? | conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided.<br><br>• Using a question framework (e.g., 5 W's and an H) in graphic organizer software, students can take turns entering information into the organizer, seek another peer partner group's feedback, and then add to the outline. | ✓ Word/Picture Wall<br><br>✓ Visuals<br><br>✓ Storyboard<br><br>✓ L1 Support<br><br>✓ Cloze sentences |

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| | | • How does your initial draft compare to your final piece? | | |
| W. 6.6<br><br>NJSLS: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.<br><br>Essential Element of the NJSLS: Use technology, including the Internet, to produce writing while interacting and collaborating with others. | Publish written work to apply technology and collaborative skills using L1 and/or high-frequency, content-related single words in phrase or memorized patterns that represent key ideas. | • Do you know how to locate information on the internet?<br><br>• Did you write a caption for your picture/ photograph?<br><br>• How did you provide feedback?<br><br>• How did you cite your work?<br><br>• How did you collaborate with your peers? | • Using a Class Wiki/Blog/Google Docs, students will publish written work, using simple sentences with key content based vocabulary.<br>• Students can complete cloze sentences or captions for imagines selected from online sources, using and key content based vocabulary.<br>• With teacher support allow students to use a text to speech to listen to first draft and decide what information to add.<br>• Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.<br>• Have students send an e-mail to a teacher, read their response seeking | ✓ Checklist for publishing<br>✓ Teacher feedback<br>✓ Technology (see ELP 5)<br>✓ Template<br>✓ Word/Picture Wall<br>✓ Visuals/ Storyboard<br>✓ Cloze sentences<br>✓ L1 Support |

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| | | | additional information or clarification, and write a new e-mail to address the request.<br>• As a whole group review and discuss a shared writing product, add words to sentences in the electronic shared writing product. | |
| W. 6.8<br><br>NJSLS: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.<br><br>Essential Element of the NJSLS: Gather information from multiple print and digital sources that relates to a given topic. | List basic bibliographic information for sources when writing arguments in L1 and/or by producing single words that represent key ideas using phrase patterns and general, content-related vocabulary. | • How will you locate information from both print and digital sources?<br><br>• Which sources did you draw from? What kind of media did you use?<br><br>• What makes this information relevant to the topic?<br><br>• How do you know that the source is credible?<br><br>• What direct quotes will you use?<br><br>• What conclusive | • Students list basic bibliographic information for sources by producing single words that represent key ideas using phrase patterns and general, content-related vocabulary. | ✓ Teacher Modeling<br>✓ L1 support<br>✓ Word/picture bank<br>✓ Online resources<br>✓ Template (semi-completed)<br>✓ Cloze sentences |

| | | information do you plan to include? | | |
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| | | • How will you paraphrase the information to demonstrate your own understanding? | | |
| W. 6.10 NJSLS: Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Essential Element of the NJSLS: Write routinely for a variety of tasks, purposes, and audiences. | Write narratives routinely to create a portfolio and make periodic journal entries in L1 and/or use high frequency, content related single words in phrase or memorized patterns that represent key ideas. | • Who is the audience? • Did you write your thoughts about something you learned or wondered today? | • With prompting and support, students can write reflective journal entries for a specific purpose or audience by utilizing words from a word bank. • What do you think was the most important word you heard today? The most important passage? Why is it important to you? | ✓ Template ✓ Word/Picture Wall ✓ Visuals ✓ Cloze sentences ✓ L1 Support |

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

# Paterson Public Schools

## Writing

| Primary Focus: Writing Unit | Secondary Focus | Routine Writing |
|---|---|---|
| **Literary Analysis/Research**<br><br>**Literary Essay on a Single Piece of Literature**<br>**Lesson1**: Identifying Characteristics in Literary Figures<br>**Lesson 2**: Judging the Importance of Characteristics Revealed About Characters<br>**Lesson 3**: Identifying Characteristics of a Literary Figure in a Film<br>**Lesson 4**: Identifying Characteristics of a Literary Figure in a Text<br>**Lesson 5**: Making a Claim About a Literary Figure<br>**Lesson 6**: Using a Hook or Background Context in a Literary Essay<br>**Lesson 7**: Choosing the Best Evidence and Writing an Introductory Paragraph<br>**Lesson 8**: Beginning to Write Body Paragraphs<br>**Lesson 9**: Writing Body Paragraphs<br>**Lesson 10**: Writing a Concluding Paragraph<br>**Lesson 11**: Revision from Reader Feedback<br>**Lesson 12**: Revising for Content<br>**Lesson 13**: Revising for Variety, Clarity, Correctness, Conciseness<br>**Lesson 14**: Edit Down the Lane and Using a Rubric<br>**Lesson 15**: Publishing and Sharing<br><br>**Literary Essay on Paired Texts**<br>**Lesson 1**: People Pairs, Making Claims and Finding Evidence<br>**Lesson 2**: Evidence or Not Evidence, Judging Evidence | **Informational/Explanatory**<br><br><br>The culminating assignment within the IFL unit, addresses informational/explanatory writing. However, additional writing lessons may be needed to address all NJSLS. | **Examples**<br><br><br>Reader's Response Notebook<br>Journals<br>Blogging<br>Quick Writes<br>Interactive Writing |

| | | |
|---|---|---|
| **Lesson 3**: Judging Textual Evidence<br>**Lesson 4**: Four Corners, Defending a Claim with Textual Evidence<br>**Lesson 5**: Background Context<br>**Lesson 6**: Review of Writing and Speaking Terms<br>**Lesson 7**: Reading Paired Texts for LAT<br>**Lesson 8**: Creating an Outline for LAT<br>**Lesson 9**: Writing Workshop, Beginning an In-Class Writing Workshop<br>**Lesson 10**: Writing Workshop, The Introductory Paragraph<br>**Lesson 11**: Evaluating an Exemplar Introductory Paragraph for LAT<br>**Lesson 12**: Writing Workshop, The First Body Paragraph for LAT<br>**Lesson13**: Evaluating an Exemplar First Body Paragraph for LAT<br>**Lesson 14**: Writing Workshop, The Second Body Paragraph for LAT<br>**Lesson 15**: Evaluating an Exemplar Second Body Paragraph for LAT<br>**Lesson 16**: Writing Workshop, The Third Body Paragraph for LAT<br>**Lesson 17**: Evaluating an Exemplar Third Body Paragraph for LAT<br>**Lesson 18**: Writing Workshop, The Concluding Paragraph for LAT<br>**Lesson 19**: Evaluating an Exemplar Concluding Paragraph for LAT<br>**Lesson 20**: Revising for Variety, Clarity, Conciseness, and Correctness<br>**Lesson 21**: Essay to Outline Analysis for Compare and Contrast Essay for LAT | | |

**Lesson 22**: Essay to Outline Analysis for Point of View Essay for LAT
**Lesson 23**: Using a Template for a Compare and Contrast Essay for LAT
**Lesson 24**: Using a Template for a Point of View Essay for LAT
**Lesson 25**: Practice Set and Using a Writing Rubric for a Compare and Contrast Essay for LAT
**Lesson 26**: Using a Rubric for a Point of View Essay for LAT
**Lesson 27**: Classroom Quiz

Please note, district required reading and writing resources should be utilized to develop Literary Analysis Tasks and Research Tasks throughout the year.

## District Resources

## Wordly Wise

**Book 6**

**Lessons 1-5**

One lesson every five days 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 pgs. 3-10
**Lesson 2**
Parts A-E pgs. 13-21
**Lesson 3**
Parts A-E pgs. 23-31
**Lesson 4**
Parts A-E pgs. 34-41
**Lesson 5:**
Parts A-E pgs. 45-52

| District Resources | |
|---|---|
| **Novel** | **CCSS: Exemplars (Appendix B)** |
| *Katherine Peterson "Bridge to Terabithia"*<br>Bridge to Terabithia follows the unlikely friendship of fifth graders, Jess Aarons and Leslie Burke. Together they imagine a magic kingdom named Terabithia. Tragically, Leslie dies while attempting to enter Terabithia. Jess must learn to accept his friend death.<br>**Study Guide**<br>www.glencoe.com/sec/literature/litlibrary/pdf/bridge_to_terebithia.pdf<br>**Discussion Guide**<br>http://www.scholastic.com/teachers/lesson-plan/bridge-terabithia-discussion-guide<br>**Literature Circle Guide**<br>http://printables.scholastic.com/printables/detail/?id=29691 | **Stories:**<br><br>Alcott, Louisa May. *Little Women*<br><br>Twain, Mark. *The Adventures of Tom Sawyer*<br><br>**Drama:**<br><br>Fletcher, Louis. *Sorry, Wrong Number*<br><br>**Poetry:**<br><br>Giovanni, Nikki. *"A Poem for My Librarian, Mrs. Long."*<br><br>http://www.corestandards.org/assets/Appendix_B.pdf |

*\*School based resources can be used in addition to the district resources, but cannot replace the resources.*

# PATERSON PUBLIC SCHOOLS

## 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. |

# PATERSON PUBLIC SCHOOLS

## Additional Resources:  Suggested in the NJ Curriculum Framework

| Reading | Writing | Speaking & Listening | Language |
|---|---|---|---|
| • Close In on Close Reading<br>• How To Close Reading Video<br>• Teaching Channel: Thinking Notes Strategy For Close Reading<br>• Common Core Reading Strategies Informational Text<br>• Writing Summary<br>• Summary-Non-Fiction Text<br>• YouTube Reading Lessons Middle School<br>• Common Core Strategies<br>• Teaching Reading<br>• Close Reading Model Lessons<br>• Literary Analysis<br>• Teaching Theme<br>• Teaching Theme (video)<br>• Character Analysis<br>• Teaching Vocabulary | • Evidence Based Arguments<br>• Writing Resources by Strand<br>• Argumentative Writing YouTube<br>• Writing Exemplars - Argument/Opinion<br>• Personal Narrative<br>• PARCC Writing Resources<br>• Writing Exemplars by Grade Level and Aspects to Consider in Writing<br>• Thesis Writing<br>• Discussion, Planning and Questioning<br>• Grammar<br>• Purdue OWL Writing Lab<br>• Writing a Book Summary | • Inquiry Based Learning (Edutopia)<br>• Engaging Students Using Discussion<br>• Strategies for Student Centered Discussion<br>• Socratic Seminar: ReadWriteThink<br>• Fishbowl Strategy<br>• Stems on Fostering Class Discussion<br>• Fishbowl Strategies: Teach Like This<br>• Accountable Talk<br>• AVID Socratic Seminar | • Levels of Thinking in Bloom's and Webb's Depth of Knowledge<br>• Cognitive Rigor Chart<br>• 5 Strategies For Middle School Classrooms<br>• Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons |

# Suggested Websites

**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/

**Writing Fix Home of Interactive Writing Prompts**
Quality teaching resources for K-12 strategically designed lessons to help teachers teach writing.
http://writingfix.com/

**News ELA**
A free website with informational texts in the form of daily news articles with quizzes that can be utilized to differentiate instruction based on Lexile levels.
http://www.newsela.com/

**Tween Tribune**
The daily news sites for kids, tweens and teens, where you will find the most compelling, relevant and interesting news for 55 million kids in K-12 and their 3.5 million teachers. Stories are selected by professional journalists working closely with teens, tweens and teachers. Teens and tweens can post comments, with all comments moderated by their teachers before they are published.
www.tweentribune.com

**E Reading Worksheets**
Ereading Worksheets provides teachers, parents, and motivated students with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards. This website uses a skill focused approach where each activity targets a specific set of skills.
http://www.ereadingworksheets.com/

**TCOE**
Tulare County Office of Education provides a bookmark version of the Common Core State Standard unpacked – a great resource to have when planning your lessons. Additional resources are available including the continuum of the standards, cross disciplinary learning progressions, and sample performance tasks.  http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm

# PATERSON PUBLIC SCHOOLS

## Field Trip Ideas

### Unit 1

**LIBERTY SCIENCE CENTER -** An interactive science museum and learning center located in Liberty State Park. The center, which first opened in 1993 as New Jersey's first major state science museum, has science exhibits, the largest IMAX Dome theater in the United States, numerous educational resources, and the original *Hoberman sphere*.
http://lsc.org/plan-your-visit/

### Unit 2

**AMERICAN LABOR MUSEUM (BOTTO HOUSE) -** The American Labor Museum advances public understanding of the history of work, workers and the labor movement throughout the world, with special attention to the ethnicity and immigrant experience of American workers.
http://www.labormuseum.net/

### Unit 3

**NEWARK MUSEUM -** All programs at the Newark Museum are aligned with the New Jersey Core Curriculum Standards and address the goals of the National Common Core Standards initiative. Designed to be fun and engaging, the content-rich programs are based on the renowned art and science collections and engage students in learning that will enhance their academic skills, All of the programs are led by professional educators, using an inquiry based and discussion approach, never lectures. Special services include the state-of-the-art planetarium and portable SKYLAB & Distance Learning videoconferences.
http://newarkmuseum.org/

### Unit 4

**ELLIS ISLAND/STATUE OF LIBERTY -** Today the Ellis Island Immigration Museum is part of the Statue of Liberty National Monument and is under the care of the National Parks Service. It is a place where visitors can spend hours learning about Ellis Island's history before, during, and after its use as America's immigration station. The museum also tells the stories of why so many people immigrated to America and what became of them after they arrived.

http://www.statueoflibertytickets.com/Ellis-Island/

# PATERSON PUBLIC SCHOOLS

## 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
- **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.

# ELL Resources

- **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
- **Achieve 3000-http://www.achieve3000.com/**

**Students K-12**

# PATERSON PUBLIC SCHOOLS

## ELL Resources

- **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