

SUPPLEMENTAL ESL III



Unit 4

Course Description *(Workshop Model)*

Supplemental English as a Second Language consists of developing reading, writing, speaking, and listening skills. 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 New Jersey Student Learning 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 New Jersey Student Learning Standards (NJSLS). 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 New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, providing teachers and parents the knowledge of what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the information and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support, our students will be fully prepared for the future to compete successfully in the global economy.

Pacing Chart – Unit 4

Student Learning Objective	NJSLS:	
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9.1, RL.10.1, RL.11.1, RL.12.1	
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.9.3, RL.10.3, RL.11.3, RL.12.3	
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning.	RL.9.4, RL.10.4, RL.11.4, RL.12.4	Frontloading: 1 week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	RL.9.5, RL.10.5, RL.11.5, RL.12.5	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9.3, W.10.3, W.11.3, W.12.3	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9.4, W.10.4, W.11.4, W.12.4	

Effective Pedagogical Routines/Instructional Strategies

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

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

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

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Computer Skills

➤ **Keyboarding - Demonstrate mastery of:**

- Home Row
- Upper Row and Lower Row
- Number Row
- Shift Key

➤ **Basic Computer Skills – Demonstrate mastery of:**

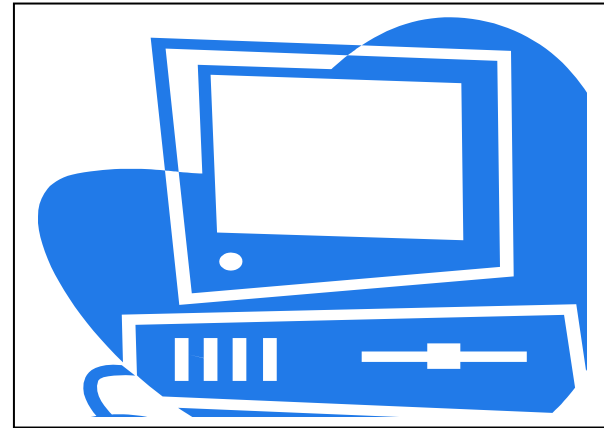
- Acceptable Use Policies
- Symbols of Technology
- Dramatic Digital Video
- Printer and Scanner
- Identifying Computer Devices
- Audience and Media

➤ **Word Processing- Demonstrate mastery of:**

- Creating and Organizing Content
- Revising, Formatting, Proofreading, and Editing
- Page Layout and Desktop Publishing
- Copy, Cut, and Paste
- Insert Clip Art, Columns, and Chart/Table
- Headers/Footers
- Bold/Alignment

➤ **Stamina - In accordance with [NJSLA-ELA-Literacy.W.8.6](#)**

- Use technology, including the Internet, to produce and publish writing and **present relationships between information and ideas efficiently** as well as to interact and collaborate with others.



Career Ready Practices

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

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

WIDA Proficiency Levels

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

6- Reaching	<ul style="list-style-type: none"> • Specialized or technical language reflective of the content areas at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> • Specialized or technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> • Specific and some technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • General and some specific language of the content areas • Expanded sentences in oral interaction or written paragraphs • Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • General language related to the content area • Phrases or short sentences • Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<p><u>Time/General</u></p> <ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for assignments and projects • Communication system between home and school • Provide lecture notes/outline 	<p><u>Processing</u></p> <ul style="list-style-type: none"> • Extra response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<p><u>Recall</u></p> <ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<p><u>Assistive Technology</u></p> <ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<p><u>Tests/Quizzes/Grading</u></p> <ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<p><u>Behavior/Attention</u></p> <ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<p><u>Organization</u></p> <ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Interdisciplinary Connections

Social Studies: “Ideas for English Language Learners/ What Does it Mean to Be a Citizen?”

- Students will be able to Cite evidence, determine the central idea of the text; write a reflection using simple sentences with key vocabulary words.
- http://learning.blogs.nytimes.com/2013/02/07/ideas-for-english-language-learners-what-does-it-mean-to-be-a-citizen/?_r=0

Geography: “Latitude, Longitude and Time Zones”

- Students will be able to Identify two or more themes of the text; determine meaning of words and word choices; and develop a point of view; analyze the authors purpose
- <http://www.english-online.at/geography/longitude-latitude/longitude-latitude-time-zones.htm>

Enrichment

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.

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

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

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

Assessments

Required District/State Assessments

- NJDOE Model Curriculum End of Unit Assessment
(Students with CPL \geq 3.5)
- ESL Unit End of Unit Assessment
(Students with CPL \leq 3.4)
- W-APT oral language proficiency test / ACCESS
- PARCC

Suggested Formative/Summative Classroom Assessments

- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Essays
- Quick writes
- Summative chapter test
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Role Playing
- Concept Mapping
- Student Conferencing

Grades: 9-12	Unit: 4 Level 3-3.9	Topic: Reading Information & Writing Arguments	
NJSLS: RI.9.1, RI. 9.2, RI.9.4,RI.9.6, W.9.1.C, W.9.1.E	NJSLS: RI.10.1, RI.10.2, RI.10.4, RI.10.6, W.10.1.C, W.10.1.E	NJSLS: RI.11.1, RI.11.2, RI.9.4,RI.9.6, W.11.1.C, W.11.1.E	NJSLS: RI.12.1, RI. 12.2, RI.12.4,RI.12.6, W.12.1.C, W.12.1.E
WIDA Standards: 1-5 Listening, Speaking, Reading & Writing			

NJDOE Student Learning Standard	Language Objective	Essential Questions	Sample Activities	Resources
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9.1, RL. 10.1, RL.11.1,RL.12.1</p>	<p>1. (9-10) Read to cite and express explicit and inferential evidence from adapted literary text. RL.9.1, RL. 10.1</p> <p>(11-12) Read to cite and distinguish explicit, inferential, and uncertain evidence using adapted literature. RL.11.1, RL.12.1</p>	<ul style="list-style-type: none"> ▪ What textual evidence did you identify to support your analysis of the text? ▪ How can I support my identified main idea? ▪ What inferences can you draw from your analysis of the text? 	<ul style="list-style-type: none"> ▪ (RL.9.1-RL.12.1) -Students summarize and analyze key information with diagram, models, flow charts, or illustrations. -Use lexical chains to complete a Double-Entry journal to chart details and make inferences. -Model for students how to use supporting details from an adapted text to make inferences. 	<ul style="list-style-type: none"> ▪ https://www.wyzant.com/resources/lessons/english/esl/reading-strategies <p><i>"Reading Strategies: Learning Vocabulary"</i> WebSite: WyzAnt</p> <ul style="list-style-type: none"> ▪ or, use selected appropriate reading material
<p>Analyze how complex characters (e.g., those with multiple or</p>	<p>(9-10) Read to analyze how complex characters</p>	<ul style="list-style-type: none"> ▪ How does the author develop the plot? 	<ul style="list-style-type: none"> ▪ (RL.9.3-RL.12.3) 	<p>http://www.fluentu.com/english/educator/blog/esl-</p>

NJDOE Student Learning Standard	Language Objective	Essential Questions	Sample Activities	Resources
<p>conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9.3., RL.10.3 RL.11.3, RL.12.3</p>	<p>develop over the course of a text from adapted literary text. RL.9.3., RL.10.3 (11-12) Read and analyze the impact of the author’s choices on the development of the story elements in an adapted drama using key vocabulary in a series of simple, related sentences. RL.11.3, RL.12.3</p>	<ul style="list-style-type: none"> ▪ How does the author develop character? ▪ What are a character’s motivations and how do they contribute to character complexity? 	<p>- With the teacher’s prompt and support, have students use a character web to show character development Estimate, make predictions or pose hypotheses from models</p> <p>- Have students underline the words and phrases that describe the main character.</p> <p>- Have students complete a character trait diagram to show understanding of character development.</p>	<p>pronunciation-tongue-twisters/</p> <p>“28 Tongue Twisters that will improve Your Students ESL Pronunciation.”</p>
<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning. RL.9.4, RL.10.4, RL.11.4, RL.12.4</p>	<p>(9-10) Read to determine word and phrase meaning in an adapted literary text. RL.9.4, RL.10.4 (11-12) Read to understand the meaning of words and Phrase Citations from adapted literature. RI.11.4, RI.12.4</p>	<ul style="list-style-type: none"> ▪ What is the difference between figurative and connotative meaning? ▪ What word choices and phrases impact the action and tone? ▪ Which words or phrases 	<ul style="list-style-type: none"> ▪ (RL.9.4-RL.12.4) <p>- Model for students how to determine the connotative and figurative meaning of words as they are used in an appropriately leveled text.</p> <p>- Using a word wall of pre-taught connotative and figurative meanings of specific words,</p>	<ul style="list-style-type: none"> ▪ http://www.everythingESL.net <p>“Everything ESL” Website: Everything ESL.net</p> <ul style="list-style-type: none"> ▪ or, use selected appropriate

NJDOE Student Learning Standard	Language Objective	Essential Questions	Sample Activities	Resources
		specifically impact the tone of the text?	<p>students will complete cloze sentences.</p> <ul style="list-style-type: none"> ▪ - Using a vocabulary word map, students will distinguish between literal and figurative or connotative meaning of words as they appear in an appropriately 	reading material
<p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. RL.9.5, RL.10.5, RL.11.5, RL.12.5</p>	<p>Read to analyze how an author’s choices to structure a text create effects such as mystery, tension, or surprise in an adapted literary text. Write to develop writing through editing and addressing purpose and audience using key vocabulary in a series of simple, related sentences. RL.9.5, RL.10.5 RL.11.5, RL.12.5</p>	<ul style="list-style-type: none"> ▪ How does the author convince or engage the reader? ▪ How will you choose what to write about? ▪ How will you introduce the characters/ narrator? ▪ How is a particular text organized? ▪ How can I determine if a text is organized and structured effectively? 	<ul style="list-style-type: none"> ▪ (RL.9.5-RL.12.5) - Have students edit a verbose paragraph into a style of language accepted amongst their peers. - Have students think-pair-share in regard to why the author chose to use specific words. - Provide students with a prompt and have them create parallel phrases. 	<ul style="list-style-type: none"> ▪ http://www.download-esl.com/tonguetwisters/easy/easytongue.html “<i>Tongue Twisters for Pronunciation.</i>” 2016 Futonge Kisito, webmaster, ▪ or, use selected appropriate reading material

NJDOE Student Learning Standard	Language Objective	Essential Questions	Sample Activities	Resources
<p>5. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.9.3, W.10.3, W.11.3, W.12.3</p>	<p>5. (9-10) Compose detailed and engaging personal and fictional narratives using key vocabulary in a series of simple, related sentences. W.9.3, W.10.3</p> <p>(11-12) Write to develop real or imagined experiences with sensory language into a three paragraph narrative using key vocabulary in simple, related sentences. W.11.3, W.12.3</p>	<ul style="list-style-type: none"> ▪ What words can I choose to add to the vivid description in my narrative? ▪ How can my established plot lines help me develop my narrative? ▪ Details from the text that supports clearly the main idea 	<ul style="list-style-type: none"> ▪ (W.9.3-W.12.3) - Model for students by examining an excerpt, discussing dialogue, and explaining how words and phrases are used to develop plot. - Given an appropriately leveled narrative paragraph, ask students to incorporate dialogue as they see fit. 	<p>http://www.english-online.at/geography/developing-countries/characteristics-of-developing-countries.htm</p> <p>“English Online” Articles in Easy Understandable English for Learners</p>
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9.4, W.10.4,</p>	<p>Write to produce clear writing appropriate to task, purpose, and audience using key vocabulary in a series of simple, related sentences. W.9.4, W.10.4</p>	<ul style="list-style-type: none"> ▪ Who is my audience? ▪ How will I organize my thoughts before I begin drafting? ▪ Why am I writing to this 	<ul style="list-style-type: none"> ▪ (W.9.4-W.12.4) - During whole class instruction, engage students to create an anchor chart to use as a guide while writing their narrative piece. 	<ul style="list-style-type: none"> ▪ http://www.breakingnewsenglish.com/index.html “Breaking News English”

NJDOE Student Learning Standard	Language Objective	Essential Questions	Sample Activities	Resources
W.11.4, W.12.4	W.11.4, W.12.4	audience?	<p>- After reading an appropriately leveled text, walk the students through the process of organizing information on a triple column graphic organizer to show how the text addresses the task, purpose, and audience.</p>	<ul style="list-style-type: none"> ▪ or, use selected appropriate reading material

Unit Vocabulary

- Figurative meaning
- Connotative meaning
- Word choice
- Impact
- Time
- Narrative
- Sequence
- Problem
- Point of view
- Narrator
- Flashback
- Manipulation
- Description
- Plot
- Tone
- Precise words
- Sensory language
- Setting
- Details
- Conclusion

- Motivation
- Conflicts
- Plot
- Dialogue
- Descriptive/ sensory language
- Transitional expressions
- Audience
- Purpose
- Word Choice
- Description
- Adjectives
- Sensory details
- Context clues
- Restatement
- Definition
- Prefix
- Suffix
- Root word

Unit Project (Choose 1)	
<p>Project 1 (Suggested) Argument Analysis Essay</p>	<p>Project 2 (Suggested) Narrative Essay</p>
<p>Using your selected text, defend or refute your character’s motivation and decisions. You must cite textual evidence to support your response.</p> <p>Your response should</p> <ul style="list-style-type: none"> • clearly present the authors’ views • evaluate how the authors would respond to these • include relevant supporting details from the passage • include a clear introduction and conclusion • use correct spelling, punctuation, and grammar 	<p>Reflects the Unit Assessment</p> <p>After having studied several characters in the book, imagine another event that might have happened to the character you have studied and write a story about this event. What happens to the narrator and why? How does your selected character and the other characters react? Your story should present a plausible scenario and reflect your character as it is presented in the passage.</p> <p>Your story should</p> <ul style="list-style-type: none"> • present a well-structured narrative about a plausible situation that might happen to a character • include dialogue between the characters • highlight recognizable details of the character as described in the novel • include detailed descriptions • have a logical conclusion • use correct spelling, grammar, and punctuation

Speaking Rubric of the WIDA™ Consortium*

Speaking Rubric of the WIDA Consortium			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Adapted from *ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

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.

GRADE 6-12 - RUBRIC
 (Revised July 29, 2014)*
 Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response: is effectively developed with narrative elements and is consistently appropriate to the task; demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer’s progression of ideas; establishes and maintains an effective style, attending to the norms and conventions of the discipline.	The student response: is mostly effectively developed with narrative elements and is mostly appropriate to the task, demonstrates coherence, clarity and cohesion, making it fairly easy to follow the writer’s progression ideas, establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline.	The student response: is developed with some narrative elements and is somewhat appropriate to the task; demonstrates some coherence, clarity, and/or cohesion, making the writer’s progression of ideas usually discernible but not obvious ; has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.	The student response: is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited coherence, clarity, and/or cohesion, making the writer’s progression of ideas somewhat unclear ; has a style that has limited effectiveness, with limited awareness of the norms of the discipline.	The student response: is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion, has an inappropriate style, with little to no awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar and usage, that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics; grammar and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English at an appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

The rubric is subject to further refinement based on research and study

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.

ELL Resources

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-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