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SUPPLEMENTAL ESL IV

Unit 2

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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.

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Pacing Chart – Unit 2

NJ Student Learning Standards	NJSLS:	
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9.1, RI.10.1, RI.11.1, RI.12.1	Frontloading: 1week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details	RI.9.2., RI.10.2 RI.11.2, RI.12.2	
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made.	RI.9.3., RI.10.3 RI.11.3, RI.12.3	
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	RI.9.5, RI.10.5 RI.11.5, RI.12.5	
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, of content.	W.9.2, W.10.2 W.11.2, W.12.2	
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	

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Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving

Writing to learn

Making thinking visible

Note-taking

Rereading & rewriting

Establishing text-based norms for discussions & writing

Establishing metacognitive reflection & articulation as a regular pattern in learning

Quick Writes

Pair/trio sharing

Turn and Talk

Charting

Gallery Walks

Whole class discussions

Modeling

Word Study Drills

Flash cards

Interviews

Role playing

Diagrams, charts and graphs

Storytelling

Coaching

Reading partners

Visuals

Reading Aloud

Model (I Do), Guided Practice (We Do),

Independent Practice (You Do)

Mind Mapping

Trackers

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

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.

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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 NJSLS.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.

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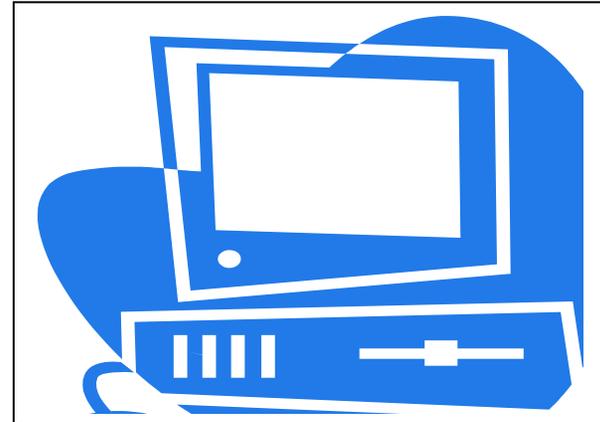
Career Ready Practices

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

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

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

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

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

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

➢ **CRP6.** Demonstrate creativity and innovation.

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

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

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

- ➢ **CRP10.** Plan education and career paths aligned to personal goals.

- ➢ **CRP11.** Use technology to enhance productivity.

- ➢ **CRP12.** Work productively in teams while using cultural global competence.

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

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Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

__Time/General__	__Processing__	__Comprehension__	__Recall__
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for assignments and projects • Communication system between home and school • Provide lecture notes/outline	• Extra response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
__Assistive Technology__	__Tests/Quizzes/Grading__	__Behavior/Attention__	__Organization__
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Interdisciplinary Connections

History: *"History America: Land of Opportunity"*

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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.

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Assessments

Required District/State Assessments	*Suggested Formative/Summative Classroom Assessments*
- NJDOE Model Curriculum End of Unit Assessment (Students with CPL ≥3.5) - ESL Unit End of Unit Assessment (Students with CPL ≤3.4) - W-APT oral language proficiency test / ACCESS - PARCC	- 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

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Grades: 9-12		Unit: 2 Level 4-4.9		Topic: Reading Information/Writing Informative/Explanatory
NJSLS: RI.9.1, RI.9.2, RI.9.3, RI.9.5 W.9.2, W.9.4	NJSLS: RI.10.1, RI.10.2, RI.10.3, RI.10.5 W.10.2, W.10.4		NJSLS: RI.11.1, RI.11.2, RI.11.3, RI.11.5 W.11.2, W.11.4	NJSLS: RI.12.1, RI.12.2, RI.12.3, RI.12.5 W.12.2, W.12.4
WIDA Standards: 1-5 Listening, Speaking, Reading & Writing				

NJSLS Student Learning Standard	Language Objective	Essential Questions	Sample Activities	Resources
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.9.1, I. 10.1, RI.11.1,RI.12.1** .	**(9-10)** Read to cite and express explicit and inferential evidence from informational text at a grade 7-9 text complexity level. **(11-12)** Read and cite explicit evidence from informational texts within grades 9-11 complexity level using complex sentences with a variety of grammatical structures and content based vocabulary. **RI.9.1, RI. 10.1, RI.11.1, RI.12.1**	• What is the main idea? • What are the details from the text that clearly support the main idea? • What part of the text is not clear to you? • How can you define a theme?	• **(9-10)** Read with purpose and understanding. Identify the facts, terms, and basic concepts. List the most important details from the text. • **(11-12)** Read and interpret the text. Identify the facts, terms, and basic concepts. List key phrases from the text and write sentences.	http://www.rong-chang.com/nse/se/nse007.htm Water and an Apple • Use selected appropriate reading material http://www.eslfast.com/eslread/ss/s001.htm

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details **RI.9.2., RI.10.2 RI.11.2, RI.12.2**	**(9-10)** Read to analyze how a central idea is developed by specific details from informational text at a grade 7-9 text complexity level. **(11-12)** Read and analyze how two or more themes develop using complex sentences with a variety of grammatical structures and content based vocabulary. **RI.9.2., RI.10.2 RI.11.2, RI.12.2**	▪ What are the themes of a text? ▪ What does the text mostly tell you about? ▪ What are the themes that support the main idea of the text? ▪ How does an author use complex sentences to convey meaning and support the central theme?	▪ (9-10) Select the central idea of a text Brainstorm the information of a text. Identify two themes from the reading. ▪ (11-12) Select the central idea of a text. Brainstorm the information of a text. Identify two themes from the reading. Outline the information for an objective summary.	"America: Land of Opportunity" ▪ Use selected appropriate reading material
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made. **RI.9.3., RI.10.3 RI.11.3, RI.12.3**	**(9-10)** Read and analyze the impact of the author's choice on the development of ideas in an informational text at a grade 7-9 text complexity level. **(11-12)** Read and analyze ideas or events in order to explain the interaction	• How does the author use language to introduce and develop an analysis or series of events over the course of the story or text?	• Determine the meaning of key words and phrases introduced in the text, including figurative, connotative meaning. • Determine an author's point of view or purpose in the text. • Draw a timeline of the events in the story.	• Henry's "The Gift of the Maji"

	and development of individuals, ideas or events in texts within grades 9-11 complexity levels using complex sentences with a variety of grammatical structures and content based vocabulary **RI.9.3., RI.10.3** **RI.11.3, RI.12.3**		• Determine which are the key ideas in the story. • Why does O. Henry use Third –person omniscient narration in the story? • Describe O. Henry's writing style in the story. • Why does he use sentence fragments in his narration?	
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **RI.9.5, RI.10.5** **RI.11.5, RI.12.5**	**(9-10)** Read and analyze how the organization of the text develops an author's ideas using an outline. **(11-12)** Read to analyze and evaluate the effectiveness of the structure used in an exposition or argument from grade level text using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary. **RI.9.5, RI.10.5** **RI.11.5, RI.12.5**	• How does the author organize the text to develop the main idea? • How does an author embed multiple, complex sentences with a variety of grammatical structures and precise content based vocabulary into the text?	• Can you identify the main idea of the text? • How does De Maupassant incorporate greed, pride and humility into the story? • Can you cite examples of complex sentences from the text? • Cite examples of content based vocabulary used in the text. • How does an author develop a specific idea as you read a text? • Can you find complex	▪ "The Necklace" by Guy de Maupassant

			sentences that support the central idea of the text?	
Write informative explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, of content. **W.9.2, W.10.2** **W.11.2, W.12.2**	**(9-10)** Write to convey complex ideas clearly and accurately by producing multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary **(11-12)** Write to introduce, organize, and connect complex ideas by producing clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary. **W.9.2, W.10.2** **W.11.2, W.12.2**	• How does the author convey complex ideas clearly within a text? • How does a variety of grammatical structures and precise content-based vocabulary support the author's ideas?	• Identify the main idea in the text. • Determine how the author utilizes a variety of grammatical structures to convey complex ideas within a text. • Write a short composition that clearly conveys a complex idea through a variety of grammatical structures and precise content-based vocabulary.	
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**	**(9-10)** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings **(11-12)**	▪ How does the author use words and phrases to convey meaning? ▪ How does Orwell use figurative and connotative language in the story?	• Produce clear and coherent writing matched to the purpose, using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary	George Orwell's "Shooting an Elephant"

	Produce clear and coherent writing, suitable for task, purpose, and audience using a graphic organizer (specific to task and purpose) and visuals.		• Read George Orwell's "Shooting an Elephant" • How does "Shooting an Elephant" relate to imperialism? • What is a short summary of "Shooting an Elephant"? • What reasons does Orwell give for shooting the elephant?	

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Unit Vocabulary

betel - N. an Asian nut with red juice and narcotic properties

bait - V. to harass with persistent criticism or carping

nimble - ADJ. quick and skillful in movement, agile; clever

sneer - V. to use a facial expression of contempt or scorn

jeer - V. to abuse vocally; to taunt or mock

raj - N. a Hindi word for empire; British rule in India (1757-1947)

tyranny - N. cruel and unjust use of power; absolute rule through threat of violence

prostrate - V. or ADJ. lying face down, submissively

bayonet - N. a knife that can be fixed to the end of a rifle and used as a weapon

bazaar - N. a traditional marketplace of street of stalls, common in Eastern and Middle-Eastern countries

must - V. an annual period of increased sexual activity and inter-male aggression in large mammals, especially elephants

mahout - N. the driver and keeper of an elephant

municipal - ADJ. relating to local, city government

squalid - ADJ. foul and run-down and repulsive; dirty and wretched, as from poverty or lack of care

coolie - N. an offensive name for an unskilled Asian laborer

imperialism - N. a policy in which a strong nation seeks to dominate other countries poitically, socially, and economically, forming an empire despotic - ADJ. characteristic of a despot, an absolute ruler or absolute rule ravage	

Unit Project (Choose 1)	
After reading and examining George Orwell's short story, "Shooting an Elephant" you should be able to an essay that examines its theme and structure.	A story such as "The Necklace" may contain multiple themes. Write an essay which examines how the author infuses multiple themes into a short story. You may use De Maupassant's "The Necklace" or any of the other short stories we have read this unit.

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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.

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\multicolumn{4}{c}{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

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ELL Resources

- **Learning style quiz for students-** http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- **"Word clouds" from text that you provide**-http://www.wordle.net/
- **Bilingual website for students, parents and educators**: http://www.colorincolorado.org/
- **Learn a language for FREE**-www.Duolingo.com
- **Time on task for students**-http://www.online-stopwatch.com/
- **Differentiation activities for students based on their lexile-** www.Mobymax.com
- **WIDA-** http://www.wida.us/
- **Everything ESL -** http://www.everythingESL.net
  Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers
- **ELL Tool Box Suggestion Site** http://www.wallwisher.com/wall/elltoolbox
  best practices for various aspects of an English language classroom
- **Hope4Education -** http://www.hope4education.com
  Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass
- **Learning the Language** http://blogs.edweek.org/edweek/learning-the-language/
  Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners
- **FLENJ** (Foreign Language Educators of NJ) **'E-Verse' wiki**: http://www.flenj.org/Publications/?page=135
- **OELA -** http://www.ed.gov/offices/OBEMLA
  The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students
- **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.

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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