

SUPPLEMENTAL ESL IV



Unit 3

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 3

New Jersey Student Learning Standard	NJSLS:	
Cite strong and thorough textual evidence to support analysis of what the text says explicitly and draw inferences from the text, including determining where the text leaves matters uncertain.	RI.9.1, RI. 10.1, RI.11.1,RI.12.1	Frontloading: 1 week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
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	
Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RI.9.6, RI.10.6, RI.11.6, RI.12.6	
Analyze how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed, and the connections that are drawn between them.	RI.9.3, RI.10.3, RI.11.3, RI.12.3	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9.1, W.10.1, W.11.1, W.12.1	
When writing arguments, develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that that anticipates the audience’s knowledge level and concerns.	W.9.1C, W.10.1.C W.11.1.C, W.12.1.C	

Effective Pedagogical Routines/Instructional Strategies

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

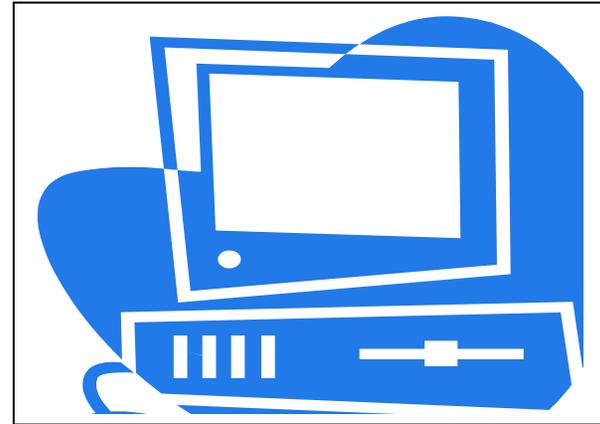
- Acceptable Use Policies
- Symbols of Technology
- Dramatic Digital Video
- Printer and Scanner
- Identifying Computer Devices
- Audience and Media

➤ **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

New Jersey Core Curriculum Content Standards 9-12 History:

“History America: Land of Opportunity”

History: Craft and Structure:

RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

New Jersey Core Curriculum Content Standards 9-12

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Explain how political ideas of the time period impacted government (i.e., divine right theory of rulers, natural rights of people, and social contract of government). (Jonathan Swift’s “A Modest Proposal.”)

Stand English Language Arts & History/Social Studies Grades 9-10 Common Core Standards (Jonathan Swift’s “A Modest Proposal.”)

Key Ideas and Details:

RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

WHST.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure:

RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts Standard: 6.2.12.A.2.a (George Washington’s Farewell Address, Lincoln’s Second Inaugural Address, Patrick Henry’s Speech to the Virginia Convention)

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:

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| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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

- 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: 3 Level 4-4.9	Topic: Reading Information/Writing Arguments	
NJSLS: RI.9.1, RI. 9.5, RI.9.6, RI.9.3, W.9.1, W.9.1.C	NJSLS: RI.10.1, RI.10.5, RI.10.6, RI.10.3, W.10.1, W.10.1.C	NJSLS: RI.11.1, RI.11.5, RI.11.6, RI.11.3, W.11.1, W.11.1.C	NJSLS: RI.12.1, RI.12.5, RI.12.6, RI.12.3, W.12.1, W.12.1.C
WIDA Standards: 1-5 Listening, Speaking, Reading & Writing			

NJSLS Student Learning Standard	Language Objective	Essential Questions	Sample Activities	Resources
<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly and draw inferences from the text, including determining where the text leaves matters uncertain.</p> <p>RI.9.1, RI. 10.1, RI.11.1, RI.12.1</p>	<p>Read to cite, express, and distinguish explicit, inferential, and uncertain evidence using adapted text and graphic organizers (story map).</p> <p>RI.9.1, RI. 10.1, RI.11.1, RI.12.1</p>	<ul style="list-style-type: none"> ▪ What is the main idea? ▪ What are the details from the text that clearly support the main idea? ▪ How can you define a theme? ▪ What are the themes of a text? ▪ Can you identify two central themes in the text? 	<ul style="list-style-type: none"> ▪ (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. 	<p>http://www.rongchang.com/nse/se/nse007.htm</p> <p><i>Water and an Apple</i></p> <ul style="list-style-type: none"> ▪ Use selected appropriate reading material <p>http://www.eslfast.com/eslread/ss/s001.htm</p> <p>"America: Land of Opportunity."</p> <ul style="list-style-type: none"> ▪ Use selected appropriate

		<ul style="list-style-type: none"> ▪ How do themes interact with each other over the course of the text? 		reading material
<p>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).</p> <p>RI.9.5, RI.10.5, RI.11.5, RI.12.5</p>	<p style="text-align: center;">(9-10)</p> <p>Read and analyze how the organization of the text develops and refines an author’s ideas or claims in an informational text at a grade 7-9 text complexity level using expanded sentences with emerging complexity.</p> <p style="text-align: center;">(11-12)</p> <p>Read to analyze and evaluate the effectiveness of the structure used in an exposition or argument from text within grades 9-11 complexity level using key vocabulary in expanded and some complex sentences.</p> <p>RI.9.5, RI.10.5, RI.11.5, RI.12.5</p>	<ul style="list-style-type: none"> • What structure does the author utilize in his/her writing? • How effective is the structure in the writing to support the main idea? ▪ What part of the text is not clear to you? 	<ul style="list-style-type: none"> ▪ (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. How does the author use structure to support his points? Examine three key points made in the argument. 	<p>Flannery O’Connor’s “A Good Man is Hard to Find”</p>

<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. RI.9.6, RI.10.6, RI.11.6, RI.12.6</p>	<p>(9-10) Read and identify an author’s point of view in an informational text at a grade 7-9 text complexity level using expanded sentences with emerging complexity.</p> <p>(11-12) Read to determine and analyze author’s point of view in texts within grades 9-11 complexity band using key vocabulary in expanded and some complex sentences. RI.9.6, RI.10.6, RI.11.6, RI.12.6</p>	<p>How does each author’s point of view or purpose in a text affect our understanding of the text?</p> <p>How does the style of writing contribute to the power, beauty or persuasiveness of the text in each work?</p>	<p>Students read two short stories about a social problem by authors from different countries or cultural backgrounds. They work in small groups to identify how the perceived problem and the perspective of the author are influenced by his/her background. Class compiles list of cultural and social influences represented or implied in the readings. Then, working independently and using information from the list, students write an essay on how the problem might be resolved in another cultural setting</p>	<p>Carson McCullers’ “The Heart is a Lonely Hunter”</p>
<p>Analyze how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed, and the connections that are drawn between them. RI.9.3, RI.10.3, RI.11.3, RI.12.3</p>	<p>(9-10) Read to analyze how an author connects a series of ideas in an informational text at a grade 7-9 text complexity level using expanded sentences with emerging complexity.</p> <p>(11-12)</p>	<ul style="list-style-type: none"> ▪ How does the author unfold a series of events, or analysis in a work? ▪ How important is the order in which the points are made? 	<ul style="list-style-type: none"> ▪ Read Jonathan Swift’s “A Modest Proposal” or Alan Paton’s “Cry, the Beloved Country.” ▪ Following reading, have the students generate a list of social issues that they find odious. ▪ Make a list of the steps that Swift offers in his argument. 	<p>“A Modest Proposal” by Jonathan Swift</p> <p>“Cry, the Beloved Country” by Alan Paton</p>

	<p>Read and analyze ideas or events in order to explain the interaction and development of individuals, ideas or events in texts within grades 9-11 complexity levels using key vocabulary in expanded and some complex sentences.</p> <p>RI.9.3, RI.10.3, RI.11.3, RI.12.3</p>		<ul style="list-style-type: none"> Work out solutions to the problems that they have identified. 	
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9.1, W.10.1, W.11.1, W.12.1</p>	<p>(9-10) Write to analyze topics using valid and sufficient evidence by using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.</p> <p>(11-12) Write to analyze topics using valid and sufficient evidence by organizing ideas using key vocabulary in expanded and some complex sentences.</p> <p>W.9.1, W.10.1, W.11.1, W.12.1</p>	<ul style="list-style-type: none"> How do you determine which evidence in a text is crucial to supporting analysis and reflection? How do you determine if the reasoning presented in a text is valid and relevant? Can you identify false statements and fallacious reasoning in a work of nonfiction? 	<p>Read Lincoln’s Second Inaugural Address and examine it for language and tone.</p> <p>Write a persuasive paper either defending the Gettysburg Address as one of the best speeches in American history, or arguing that it was not. You may use your rubric for examples of its greatness as an oration, but make sure to also speak to the context and historicity of the event too.</p> <p>Imagine that you were in attendance of the Gettysburg Address. Write a narration that</p>	<ul style="list-style-type: none"> Lincoln’s Second Inaugural Address April 10, 1865 <p>Lincoln’s Gettysburg Address November 19, 1863</p>

			<p>includes your reaction to the oratory as well as breaking down what the speech says to you as someone living in during the Civil War.</p>	
<p>When writing arguments, develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that that anticipates the audience’s knowledge level and concerns.</p> <p>W.9.1.C, W.10.1.C, W.11.1.C, W.12.1.C</p>	<p>(9-10) Write to create cohesion when writing arguments by using key, content based vocabulary in expanded and some complex structures with a variety of grammatical structures.</p> <p>(11-12) Write to create cohesion in arguments with some varied syntax and transitional words and phrases using key, grade level vocabulary in expanded and some complex sentences. W.9.1.C, W.10.1.C, W.11.1.C, W.12.1.C</p>	<ul style="list-style-type: none"> ▪ What is Patrick Henry’s position in his speech to the Virginia Convention? ▪ How does Henry support his position with valid reasoning and specific claims? ▪ What is the position of each of the writers in their works, Henry and Lincoln? ▪ How did they come to their conclusions? ▪ What arguments have they successfully put forth? 	<p>Read both Patrick Henry’s “Speech to the Second Virginia Convention.” and Abraham Lincoln’s Second Inaugural Address.</p> <p>Review the text and identify the main claims made in each.</p> <p>Write a well-organized essay that delineates the claims made in each with supporting information.</p> <p>Write a well-organized essay which delineates and evaluates these seminal works of American History. Refer to specific examples from the text.</p>	<ul style="list-style-type: none"> • Patrick Henry’s “Speech to the Second Virginia Convention” • Lincoln’s Second Inaugural Address April 10, 1865 • George Washington’s “Farewell Address”

Unit Vocabulary

Jaunty - adjective: having or expressing a lively, cheerful, and self-confident manner.

Valise - noun: a small overnight bag for short trips

Gape - verb: to stare with open mouth; to open the mouth wide

Amble - verb: to casually walk; stroll

Disposition - noun: your usual mood

Gulch - noun: a narrow, rocky valley or gorge; a ravine

Epidemic - noun: a widespread outbreak of an infectious disease

Conscience - noun: a sense of right and wrong; a moral compass

Dilate - adjective: become wider

Murmur - noun: a low continuous indistinct sound

Emboss - verb: raise in a relief

Trellis conscience - noun: a sense of right and wrong; a moral compass

Spectacles - noun: eyeglasses

Snarl - verb: utter in an angry, sharp, or abrupt tone

Hearse - noun: a vehicle for carrying a coffin to a church or a cemetery

Unit Project (Choose 1)	
Project 1 (Suggested)	Project 2 (Suggested)
<p>“Each of the five main characters in The Heart Is a Lonely Hunter strives to break out of his or her isolated existence.” How does this statement apply to each character?</p>	<p>A Modest Proposal bemoans the bleak situation of an Ireland almost totally subject to England's exploitation. It also expresses Swift's utter disgust at the Irish people's seeming inability to mobilize on their own behalf. In a well-constructed essay, from our reading of Swift's work, either agree or disagree with that statement. Is Swift's rhetoric effective at conveying the satiric theme of the story?</p>

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