

## ESL Curriculum Exemplar

Aligned to the 2007 WIDA Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Grade Level Cluster 6-8 Unit Overview	
<b>Content Area:</b> English as a Second Language	
<b>Unit Title:</b> Holocaust Unit: “The Impact of World Conflict on Human Interaction”	<b>Program Design:</b> Class period by grade level (grade 8) - 90 minutes per day
<b>Target Proficiency Levels:</b> Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">www.wida.us/standards/perfdefs.pdf</a>	
<p><b>Unit Summary:</b> In this unit, Holocaust Studies: “The Impact of World Conflict on Human Interaction”, students will understand, synthesize, analyze and evaluate the events related to World War II and the Holocaust. Through a series of scaffolded learning activities, students will strengthen their linguistic complexity, vocabulary usage and language control necessary to demonstrate mastery about the Holocaust.</p> <p><b>Unit Rationale:</b> Developing an awareness of historical events and their impact on natural resources, social interactions, emigration, and technology require that one is able to convey ideas effectively using the English language. Students will have an opportunity to use an authentic series of historical documents, graphs, historical and research websites, excerpts from sociological studies of historical events, authentic testimony, and realia. In addition, the <i>Managing for Equality and Equity in Education</i> code (N.J.A.C. 6A:7) requires that districts address Holocaust studies. <a href="http://www.state.nj.us/education/code/current/title6a/chap7.pdf">http://www.state.nj.us/education/code/current/title6a/chap7.pdf</a></p> <p><b>Interdisciplinary Connections:</b> Language Arts, Social Studies, <b>21<sup>st</sup> Century Themes:</b> Global Awareness, Civic Literacy</p>	
Learning Targets	
WIDA Standards	English Language Proficiency Standards
ELP Standard 1	English Language Learners (ELLs) communicate for <b>Social and Instructional</b> purposes within the school setting.
ELP Standard 2	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .
ELP Standard 5	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing.
<b>2010 Common Core Standards</b>	<b>English Language Arts</b>
Reading	<p><b>RI.8.2.</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>RI.8.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>

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	<p><b>RI.8.6.</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
Writing	<p><b>W.8.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.8.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>W.8.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Speaking & Listening	<p><b>SL.8.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
Language	<p><b>L.8.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.8.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.8.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<b>2009 NJ CCCS Social Studies</b>	<p><b>Standard 6.1: U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>Standard 6.2: World History/Global Studies:</b> 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.</p>
Literacy in History/Social Studies	<p><b>RH.6-8.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RH.6-8.3.</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>RH.6-8.4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>

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**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

### Related Cultural Content Statements:

- The amount of familiarity with events related to the Holocaust, and the events leading up to World War II, varies among cultures.
- The impact of major social and political events can be observed across cultures.
- Online resources, including authentic historical documents, graphs, historical and research websites, excerpts from sociological studies of historical events, authentic testimony, and realia, can provide a broad range of information on global, national, local, cultural, and personal perspectives relating to the events leading up to World War II.

### Unit Essential Question

- What language do students need in order to demonstrate comprehension and engage in an examination of the impact of world conflict on society and human interaction, such as occurred during the Holocaust and World War II?

### Unit Enduring Understandings

- Listening, speaking, reading and writing about the Holocaust and World War II require specific academic language.
- Knowledge of key strategies aid in understanding of language, with regard to social, as well as content-related topics.
- The Holocaust began before World War II, with events of causation tracing back to the fallout of World War I. The Holocaust, and the laws and policies connected to it, have shaped the decision-making of individuals, cultural groups, and nations, in a way that determined national boundaries, a foundation for basic civil and human rights, and principles of fairness in government.

## Evidence of Learning

### Summative Assessment:

Students will create a fictional identity as one who lived in Europe during the time of the Holocaust. They will develop a portfolio which will contain the following artifacts: their own timelines of events, diary entries, details of their travels (including where they have sought refuge and why, as well as choices that they make based on information that they have learned through the unit), and a persuasive letter.

**Equipment needed:** Computer, Internet resources, and LCD projector,

**Teacher Resources:** Graphic organizers for comparison/contrasts, timelines, pro/con assessment, grids for charting of rates of survival.

### Unit Learning Targets:

Through learning activities and experiences related to the Holocaust and events leading up to World War II, students will:

- Understand, interpret, and apply written and spoken language;
- Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or

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writing;

- Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
- Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of persuasion, summarizing, retelling, comparing/contrasting, expressing cause/effect, description, and drawing conclusions, when reading, writing, speaking, and listening;

### About the Development of Holocaust Studies Unit: “The Impact of World Conflict on Human Interaction”

The development of this unit was inspired by a series of letters published in an article by the New York Times in April of 1997, under the title, *'Dear Cousin Julius, We Trust on Our God and on You...'*

The contents of these letters provide an opportunity for students to examine the human impact of the events leading up to World War II. These letters provide a personal glimpse into the experiences of those trapped as refugees inside Nazi Germany during this time. They spur engaging questions about the culture, politics, laws, and international issues of the era. As students delve further into the study of this topic, they better understand the personal and global impact of the events.

This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.

#### Lesson Plans

Lesson	Timeframe
Lesson 1 Building Background: Timeline of Events	2-3 days
Lesson 2 Writing to Dear Cousin Julius	4-5 days
Lesson 3 Persuading Senator Holt	3-4 days

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Each lesson includes details of essential language function, complexity, and control, with specific vocabulary that is critical to the content mastery. The content and related learning activities serve as the vehicle to achieve the language proficiency desired.

**Curriculum Development Resources:** *Click the links below to access additional resources.*

**WIDA English Language Proficiency Standards, Grades 6-12**

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<http://www.wida.us>

NJCCCS And Common Core Standards [www.13.state.nj.us/njcccs/](http://www.13.state.nj.us/njcccs/)

The Holocaust, hosted by the Jewish Virtual Library

<http://www.jewishvirtuallibrary.org/jsource/holo.html>

Curriculum Resources, hosted by NJDOE Commission on Holocaust Education

<http://www.state.nj.us/education/holocaust/curriculum/>

The Nuremberg Laws

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/nurlawtoc.html>

Timeline spanning from World War I through World War II, hosted by PBS

<http://www.pbs.org/greatwar/timeline/index.html>

**NJDOE Commission** on Holocaust Education, Pamphlet for Teachers on Responding to Students' Questions about the Holocaust

<http://www.nj.gov/education/holocaust/resources/>

<http://www.holocaustresearchproject.org/toc.html>

Resource site hosted by, Holocaust Education & Archive Research Team

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Holocaust : Lesson Plan #1							
<b>Content Area:</b> English as A Second Language							
<b>Lesson Title:</b> Building Background: Timeline of Events 1914-1939				<b>Timeframe:</b> 2-3 days			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies, Technology							
<b>Integration of Technology:</b> Online authentic historical documents, online library archives, research sites							
<b>Equipment needed:</b> Computer, student computers, Internet, LCD projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students will:</p> <p><i>Speaking and writing</i></p> <ul style="list-style-type: none"> <li>• Sequence historical events leading up to WWII with the support of a timeline.</li> </ul> <p><i>Speaking and reading</i></p> <ul style="list-style-type: none"> <li>• Retell and relate information pertaining to the Holocaust with the support of historical documents and other related resources.</li> <li>• Identify and discuss factors pertaining to cause and effect.</li> </ul>	<p><b>Key vocabulary:</b> artifacts, conflict, control, discrimination, document, immigrate/emigrate, prejudice, survey, testimony, tradition</p> <p><b>Key Language Forms/Structure:</b> Sequencing: before, during, after</p> <p><b>Strategies:</b> cognates, context clues, morphology: prefix “in” for negation: justice/injustice, formal/informal; suffix “cide”: genocide</p> <p><b>Warm Up:</b>                      Teacher: What do you know about conflicts in the history of your country?                      Students: respond orally with a partner</p> <p><b>Lesson Sequence:</b>                      1. Teacher: Introduces the timeline of events between WW I and WWII (1914-1939) and identifies causes and effects related to the</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Use of target vocabulary, language form and function when sequencing and discussing the causes and effects during discussion of the timeline;</li> <li>• Retelling and relating the information presented from the “36 Questions...” to the information on the timeline;</li> </ul>

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<p><i>Listening and reading</i></p> <ul style="list-style-type: none"> <li>• Understand language, when listening or reading, related to sequence of historical events and causes/effects related to WWII, when reading or listening with support of a timeline.</li> </ul>	<p>Holocaust.</p> <p>2. Students: Use target vocabulary and language forms to identify and discuss events related to the timeline (make use of sentence frames and supports as needed with respect to ELP of students).</p> <p>3. Students: Complete graphic organizer on causes and effects from the timeline.</p> <p>4. Teacher and Students: Read and discuss selected questions of “36 Questions” focusing on examples of justice and injustice and cause and effect.</p> <p>5. Students: While listening to selected information from “36 Questions,” sequence the events on a timeline.</p> <p>6. Students: Record class notes and/or representations in learning logs.</p> <p><b>Closure:</b> Students: Discuss the relationship between events on the timeline and information presented through the “36 Questions...” using new vocabulary and structures.</p> <p><b>Expansion/Extension/Homework:</b> Students: Review notes taken and the events on the timeline.</p>	<ul style="list-style-type: none"> <li>• Informal evaluation of student discussion.</li> </ul> <p><b>Formative and summative</b></p> <ul style="list-style-type: none"> <li>• Constructed, completed, and/or labeled timeline;</li> <li>• Completed graphic organizer on cause/effect;</li> <li>• Student learning logs</li> </ul>
<p><b>Differentiation:</b> Language objectives will be differentiated by students’ English language proficiency level. Use flexible grouping. Deliberately pair students homogeneously or heterogeneously by proficiency level.</p> <p><b>ELP 1 and 2:</b> Students orally identify and match relevant dates with events on a timeline using key content vocabulary and language forms.</p> <p><b>ELP 3:</b> Students orally identify cause and effect of events on a timeline using key content vocabulary and language forms.</p> <p><b>ELP 4 and 5:</b> Students orally identify and discuss cause and effect of events on a timeline using key content vocabulary and language forms.</p>		
<p><b>Suggested Resources :</b></p> <p><a href="#">The Simon Wiesenthal Center’s 36 Questions about the Holocaust</a></p> <p><a href="#">Timeline: WWI (Pre-1914) -PBS</a></p> <p><a href="#">Timeline: WWII -“The Perilous Fight” -PBS</a></p> <p><a href="#">Timeline: “The War”- Timeline of WWII -PBS</a></p>		

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Holocaust Unit: Lesson Plan #2							
<b>Content Area:</b> English as a Second Language							
<b>Lesson Title:</b> Writing to Cousin Julius				<b>Timeframe:</b> 4-5 days			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies							
<b>Integration of Technology:</b> Online authentic historical documents, online library archives, research sites							
<b>Equipment needed:</b> Computer, student computers, Internet, LCD projector							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students will:</p> <p><i>Speaking and reading</i></p> <ul style="list-style-type: none"> <li>• Describe orally, temporal relationships as presented through series of letters.</li> <li>• Discuss the differences in speaking/writing for specific audiences (formal/informal).</li> </ul> <p><i>Speaking</i></p> <ul style="list-style-type: none"> <li>• Describe orally, people and their relationship to each other as presented in this series of letters.</li> </ul>	<p><b>Key Vocabulary:</b> Affidavit, , century, decade, excerpt, mansion, merchant, steep, thrive, “in-law”</p> <p><b>Key Language Forms/Structures:</b> Primary/secondary/tertiary</p> <p><b>Strategies:</b> Cognates, context clues, dye/die, censor/sensor; Suffix “ee”, “ly”, “y”.</p> <p><b>Warm-up:</b>                      Teacher: Show diary entry of previous day.                      Students: Write an entry of what they did yesterday (limit two sentences).                      Teacher: Introduce and explain the concept of letter writing and/or diary entry as primary source documents and first person accounts.</p> <p><b>Lesson Sequence:</b>                      1. Teacher: Reads aloud and thinks aloud using context in order to discuss the Introduction to the series of letters entitled</p>	<ul style="list-style-type: none"> <li>• Orally expressing, identifying, or demonstrating appropriate register for audience and author’s purpose, during reading and discussion;</li> <li>• Identification of pertinent facts from letters, and relating them to events on the WWII timeline, through discussion, peer-to-peer</li> </ul>

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<p><i>Speaking, reading, writing</i> Evaluate the use of appropriate register (formal/informal) when considering an author’s purpose, using primary historical documents.</p> <p><i>Listening and reading</i></p> <ul style="list-style-type: none"> <li>• Use context to identify relationships between people and pertinent facts about the timeline.</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• Record facts and relationships between letters and timeline.</li> </ul>	<p>“My Dear Cousin Julius”</p> <p>2. Students: “Buddy read” in order to examine the series of letters between Max Schohl and Julius Hess.</p> <p>3. Students: Identify target vocabulary in letters using highlighter or post-it notes.</p> <p>4. Teacher: Leads discussion of all pertinent facts and the relationship between what is contained in the letters and their relationship to events on the timeline (refer to previous lesson).</p> <p>5. Students: Complete learning log/study guide about facts and relationship between letters and timeline.</p> <p>6. Teacher: (as the letters progress) Questions the students as to the difference between the letters being written between cousins and those written to officials.</p> <p>7. Students: Complete graphic organizer comparing formal and informal letters.</p> <p>8. Students: Discuss formal/informal letters with a partner using graphic organizers.</p> <p><b>Closure:</b> Students: Discuss in groups: “What type of person is Max Schohl and what type of person is Julius Hess?”</p> <p><b>Expansion/Extension/Homework:</b> Students: Respond to question: “What would you do if you were Julius Hess?”</p>	<p>discussion, graphic organizer, or in written/pictorial learning log;</p> <ul style="list-style-type: none"> <li>• Identification of target vocabulary, language form and function in primary historical document</li> <li>• Graphic organizer comparing and contrasting formal/informal letters;</li> <li>• Observations of students’ identification of informal/formal language form and function in document;</li> </ul>
<p><b>Differentiation:</b> Language objectives will be differentiated by students’ English language proficiency level. Use flexible grouping. Deliberately pair students homogeneously or heterogeneously by proficiency level.</p>		
<p><b>Suggested Resources:</b> <a href="#">“My Dear Cousin Julius”- New York Times article</a> Graphic organizers</p>		

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Holocaust Unit: Lesson Plan #3							
<b>Content Area:</b> English as a Second Language							
<b>Lesson Title:</b> Persuading Senator Holt				<b>Timeframe:</b> 3 -4 days			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies,							
<b>Integration of Technology:</b> Online authentic historical documents, online library archives, research sites							
<b>Equipment needed:</b> Computer, student computers, Internet, LCD							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students will:</p> <p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• Analyze primary historical documents related to World War II, in order to understand controversial issues related to World War II, with support of graphic organizers.</li> </ul> <p><i>Listening</i></p> <ul style="list-style-type: none"> <li>• After hearing positions, students may change point of view.</li> </ul> <p><i>Speaking and writing</i></p> <ul style="list-style-type: none"> <li>• Summarize the key persuasive points</li> </ul>	<p><b>Key Vocabulary:</b> Formula, , value, visa, persuade, pro/con</p> <p><b>Key Language Forms/Structures:</b> Transition words: on the other hand, but, however,</p> <p><b>Strategies:</b> Cognates, morphology: Prefix “non” non quota; “un” “pre/post”</p> <p><b>Warm-up:</b> “My Dear Cousin Julius...”                      Students: Respond to question: “Have you ever had to convince someone else to do something? How did you persuade them?”</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Discusses the ways in which Julius Hess tries to persuade various officials to use his influence to help Max Schohl.</li> <li>2. Students: Construct graphic organizer based on discussion.</li> <li>3. Teacher: Introduces and models T- chart activity. Lists pros/cons from the letters.</li> </ol>	<ul style="list-style-type: none"> <li>• Warm up responses,</li> <li>• Completed graphic organizer reflecting persuasive position and supporting arguments from primary historical document;</li> <li>• Students’ oral responses during class discussion;</li> <li>• Completed pro/con list for students’ persuasive argument;</li> </ul> <p>Formative and summative</p>

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<p>of a primary historical document (letters) related to World War II, with the support of a graphic organizer, peers/group, and key terms.</p> <p><i>Writing</i></p> <ul style="list-style-type: none"><li>Construct a persuasive argument for a specified audience with the support of a graphic organizer.</li></ul>	<p>4. Students: Use 4-Corners strategy to select a position, and identify supporting arguments.</p> <p>5. Students: Write down the pros/cons based on 4 Corners activity on a T-chart.</p> <p>6. Teacher: Models writing a persuasive letter using the t-chart and transition language structures.</p> <p>7. Students: Draft a persuasive letter according to the point of view chosen.</p> <p><b>Closure:</b> Students: Discuss the letter writing activity and create list of student-generated ideas to incorporate into the letters.</p> <p><b>Expansion/Extension/Homework:</b> Students: Continue work on persuasive letters.</p>	<ul style="list-style-type: none"><li>Draft of persuasive letter</li></ul>
<p><b>Differentiation:</b></p> <p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. Simple machines literature will be available on a variety of reading levels to accommodate ELP Levels.</p> <p><b>ELP 1:</b> Students produce icons, symbols, words, phrases to convey messages regarding a point of view presented in the series of letters</p> <p><b>ELP 2:</b> Students identify facts and explicit messages about a point of view discussed regarding the series of letters</p> <p><b>ELP 3:</b> Students identify the main ideas of the series of letters and use graphic organizers to demonstrate supports for a point of view in order to persuade</p> <p><b>ELP 4:</b> Students choose a point of view, based on the series of letters, and write an outline of a persuasive letter including supporting details</p> <p><b>ELP 5:</b> Students compose a persuasive letter based on the series of letters, explaining and defending a point of view</p>		
<p><b>Suggested Resources :</b></p> <p><a href="#">“My Dear Cousin Julius”- New York Times article</a></p>		