

NJ ELA/ESL Curriculum Exemplar
Aligned to the CCSS and 2012 WIDA Standards

Grade Level 10 Unit 2 Overview

Content Area: English Language Arts /English as a Second Language

Unit Title: Inventions: Ideas that Change our World

Unit Overview: In this unit, students will explore the question: How have inventions shaped our lives? Through a study of narrative text, informational text, videos, audio files, and photographs, students will examine the impact that inventions have had on our society. Students will use the content of inventions in order to improve their reading, writing, speaking, listening and thinking skills. Students will utilize the skills they learn in this unit in order to complete a final performance task, which will require students to choose an invention of their choice, summarize key information about that invention, and present the information to their peers using technology.

Many of the lessons begin with a visual in order to prompt vocabulary and thinking on the topic. The activity is based on the Visual Thinking Strategies (VTS), method which is “initiated by teacher-facilitated discussions of images and documented to have a positive effect on both teachers and students. It... provides students with key behaviors sought by CCSS: thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers.” <http://www.vtshome.org/what-is-vts>

In the first lesson, students will build their background knowledge on communications inventions. Next, students will read excerpts of articles from the New York Times and view corresponding videos that demonstrate an entrepreneurial spirit. After that, students will read ‘A Helping Hand’ to investigate ways in which innovations can help people. In the fourth lesson, students will read ‘The Fun They Had’ by Isaac Asimov in order to explore predictions about technology from a 1950s perspective. Finally, students will read about the history of the internet and view a photo essay of the history of computers in order to explore two of the most important communications inventions.

Guiding Questions and Enduring Understandings

Guiding Questions

- What language do students need in order to demonstrate comprehension and engage in the topic of inventions?
- What reading skills are necessary to analyze and evaluate informational and narrative text?
- What reading and writing skills are necessary to summarize an informational text?

Enduring Understandings

- Listening, speaking, reading, and writing about inventions requires specific academic language.
- Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.
- Speaking requires the ability to present information in a logical manner, to pose questions, and to challenge listeners.
- Reading text requires the ability to analyze text by citing the relevant information and summarizing key points and details.
- Writing summaries requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text.

Key Vocabulary: context, infer, cite, tone, mood, theme, author’s purpose, metaphor, simile, summary, analyze, paraphrase, supporting detail, appropriate, coherent, organized, invention, innovation, conclude, significance, Internet

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Key Language Forms and Conventions: modals (can); present, past, and future tense sentences; use various types of phrases and clauses

Performance Task

With a partner, students will choose an invention of their choice, or create an invention. They will summarize key information about the invention, and present the information to their peers using technology. Students will conduct a question and answer session at the end of their presentations.

Students must adhere to the following:

- explain why the invention was important in history or present day
- summarize the key ideas and details without including extraneous information
- show an understanding of the significance of the invention
- include appropriate supporting details from the text
- present a coherent, organized explanation
- conclude in a logical way that supports the explanation
- use correct spelling, grammar, and punctuation

Standards:

CCSS: RL.10.1, RL.10.2, RL.10.4; RI.10.1; RI.10.2, RI.10.3, RI.10.4, RI.10.5, RI.10.6

W.10.2; W.10.2.a; W.10.2.b; W.10.2.c; W.10.2.d; W.10.2.e; W.10.2.f; W.10.4; W.10.5; W.10.6; W.10.9b; W.10.10

L.10.1.c, 10.2, L.2.c, L.4, L.4.a, L.4.c, L.4.d; SL.10.1, SL.10.1.c; SL.10.4;

Technology 8.2.12.A.1 Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation. The influence of technology on history

Differentiation by ELP Level

ELP 1

Listening: During the question and answer session at the end of the presentation, students will ask previously rehearsed questions familiar to the presenter, and the presenter will have previously rehearsed answers

Speaking: note cards, previously rehearsed language, oral presenting shared with a partner, presentation in first language

Reading: appropriately leveled text, visuals, word walls, partner work, native language support

Writing: cloze activity, word bank with visuals, group work, teacher support, multiple resources

ELP 2

Listening: During the question and answer session at the end of the presentation, students will ask previously rehearsed questions familiar to the presenter, and the presenter will have previously rehearsed answers

Speaking: note cards, previously rehearsed language, oral presenting shared with a partner

Reading: appropriately leveled text, visuals, word walls, partner work, native language support

Writing: sentence frames, word bank with visuals, group work, teacher support, multiple resources

ELP 3

Listening: during the question and answer session at the end of the presentation, students will ask previously rehearsed questions

ELP 4

Listening: during the question and answer session at the end of the presentation, students asking questions will repeat if necessary for

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familiar to the presenter Speaking: note cards, previously rehearsed language, oral presenting shared with a partner Reading: adapted text, word walls, partner work Writing: sentence starters, word bank, group work, teacher support, multiple resources	clarification Speaking: note cards, oral presenting shared with a partner Reading: text just below grade level, partner work Writing: word bank, group work, teacher support, multiple resources
CCSS Assessed in this unit	
Reading Literature	
10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone	
Reading Informational	
10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 10.2: 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; provide an objective summary of the text. 10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. 10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text 10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
Writing	
10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 10.2.a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. 10.2.b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 10.2.c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	

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10.2.d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
10.2.e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
10.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented
10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
10.9.b: Draw evidence from literary or informational texts to support analysis, reflection, and research.
10.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language:

10.1.b: Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing and presentations
10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
10.2.c: Spell correctly.
10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
10.4.a: Use context as a clue to the meaning of a word or phrase.
10.4.c: Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
10.4.d: Verify the preliminary determination of the meaning of a word or phrase

Speaking and Listening:

10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
10.1.c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

WIDA Standards

Standard 1: Social and Instructional Language

Standard 2: Language of Language Arts

Standard 4: Language of Science

Standard 5: Language of Social Studies

Interdisciplinary Connections

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Science. HS-ETS1-2: Design a solution to a complex, real world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Social Studies C. Economics, Innovation, and Technology

6.1.12.C.16.a: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Technology: The characteristics and scope of technology. **8.2.12.A.1** Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation. The influence of technology on history **8.2.12.B.4.** Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Central Texts

- History Channel Photographs of the Computer and the Internet: <http://www.history.com/photos/inventions-computers-and-internet>
- History Channel Photographs of Communication: <http://www.history.com/photos/inventions-communication>
- History Channel Video – Birth of Telecommunications: <http://www.history.com/topics/inventions/alexander-graham-bell/videos/the-telegraph-and-telephone>
- Transcript of Thomas Edison’s Phonograph Advertisement: http://en.wikisource.org/wiki/Advertising_Record
- Audio File for Thomas Edison’s Phonograph Advertisement: <http://www.history.com/speeches/edison-phonograph-message#edison-phonograph-message>
- New York Times: Joy That Lasts, on the Poorest of Playgrounds (From ‘What Would You Invent to Make the World a Better Place?’) Article and Video Link: <http://www.nytimes.com/2012/11/09/giving/the-one-world-futbol-promises-a-lasting-source-of-fun-in-poor-countries.html>
- New York Times: A Boy’s Fast Fame, Built of Cardboard and Tape (From ‘What Things Did You Create When You Were a Child?’) Article and Video Link: <http://www.nytimes.com/2012/04/19/us/caines-arcade-built-of-cardboard-and-tape-brings-fast-fame.html>
- Jamestown Education’s Critical Reading Series The Outer Edge: Cool Science “A Helping Hand” (Reading Levels 2-4, Interest Level 6-12) http://www.glencoe.com/gln/jamestown/outer_edge.html
- Free Hand, YouTube Video: <http://www.youtube.com/watch?v=HsJ5I8mF6jw>
- The Fun They Had by Isaac Asimov: <http://www.gphillymath.org/resourcedisks/thefuntheyhad.pdf>
- Photograph of an Electronic Teacher: <http://classroomrobotics.blogspot.com/2010/12/robot-teachers-invade-korean-schools.html>
- The History of the Internet: http://transition.fcc.gov/cgb/kidszone/history_internet.html
- Time Magazine’s Photo Essay – A Brief History of Computers: <http://content.time.com/time/photogallery/0,29307,1956593,00.html>
- ENIAC: The First Computer, YouTube Video: http://www.youtube.com/watch?v=k4oGI_dNaPc
- Additional Leveled Reading Resource: www.empower3000.com

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Lessons	Title	Overview	Assessment
Lesson 1	The Importance of Inventions	Students will view videos and photographs of inventions in the area of communications. Students will also listen to and read a transcription of one of Thomas Edison’s early speeches using the phonograph.	Oral and written summaries Analysis of audio transcript Oral and written responses to videos and photographs
Lesson 2	Creativity and Innovation	Students will read excerpts from two New York Times articles and write summaries about the articles. Students will also view videos of the two inventions mentioned in the New York Times articles.	Written summaries Analysis of text Vocabulary in context activities Oral and written responses to videos and photographs
Lesson 3	Helping Hands	Students will read an article titled ‘A Helping Hand’ and watch a related video. Students will analyze the text and work with vocabulary in context.	Oral and written summary Analysis of text Vocabulary in context activities
Lesson 4	Science Fiction	Students will read ‘The Fun They Had’ by Isaac Asimov. They will analyze and cite the text, as well as work with vocabulary in context. Students will practice writing a summary of the short story.	Oral and written summary Analysis of text Vocabulary in context activities
Lesson 5	History of the Computer and Internet	Students will read an article about the history of the internet. They will view a YouTube video of ENIAC and a photo essay of the history of computers.	Oral and written summary Analysis of text Vocabulary in context activities Oral and written responses to videos and photographs

Curriculum Development Resources

NJDOE ELA Model Curriculum ELL Scaffold Supports <http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>
 Common Core Standards www.corestandards.org
 WIDA Proficiency Standards and Can Do Descriptors www.wida.us
 NJCCCS Standards www.13.state.nj.us/standards www.13.state.nj.us/NJCCCS/Technologytoolbox
 Understanding Language www.ell.stanford.edu
 EngageNY www.engageny.org

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Lesson Plan #1

Lesson Overview: In the first lesson in this unit, students will learn about advances that took place in the history of communications.

Lesson Title: History of Communications

Timeframe: One class period of 47 minutes over a 5 day span

Lesson Components

Central texts: Transcript of the audio of Edison’s first phonograph advertisement: http://en.wikisource.org/wiki/Advertising_Record

Interdisciplinary Connections: Science, Social Studies, Technology

Integration of Technology: Videos, photographs, and audio files from www.history.com

Equipment needed: Computer with internet connection, LCD projector/Smart Board, Speakers

WIDA PERFORMANCE INDICATORS

Listening & Speaking: After listening to the audio file of Edison’s transcription, students will orally answer questions about the transcription using a word bank and a partner. **WIDA ELD 2 and 5; CCSS SL.10.1; T8.2.12.B.4**

ELP 1-2: Use L1, visuals, gestures, single words and patterned response

ELP 3-4: Use content-related vocabulary in simple sentences and/or in sentences with transitional phrases and clauses.

Reading: After reading the audio file of Edison’s transcription, students will answer text dependent questions about author’s tone and purpose using highlighted key sentences and multiple resources. **WIDA ELD 2 and 5; CCSS RI.10.6; T8.2.12.B.4**

ELP 1-2: Use one or two key sentences from the text and/or use native language explanations to answer questions. Copy or paraphrase in L1 or L2.

ELP 3-4: Use content-related vocabulary in simple sentences and/or in sentences with emerging complexity.

Writing: After reading the audio file of Edison’s transcription, students will write an objective summary using sentence starters and a partner. **WIDA ELD 2 and 5; CCSS RI.10.2, W.10.9.b; T8.2.12.B.4**

ELP 1-2: Use L1, sentence starters, frames, word walls and visuals to summarize.

ELP 3-4: Paraphrase the text using key content-related vocabulary in simple sentences and/or sentences with transitional phrases and clauses.

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Goals/Objectives/Standards Differentiation by ELP Level Instructional Focus/Strategies	Building Background and Text Dependent Questions
<p>Key vocabulary for all levels: entertain, retain, repeat, phonograph, advertisement, infer, cite, summary CCSS.L.10.4</p> <p>Additional Vocabulary for ELP Levels 1-2: main idea, author’s purpose, tone</p> <p>Additional Vocabulary for ELP Levels 3-4: delight, merry, realms, rhythmic, repose, sacred, render, solos, duets, trios, quartets</p> <p>Key language forms and conventions: modals (can); past, present, and future tense sentences; using transitional phrases CCSS.L.10.1, L.10.2</p>	
<p><i>Listening/Speaking</i></p> <p>Students will reference videos and pictures when speaking about the history of communications.</p> <p>SL.10.1, SL.10.4</p> <p><i>Differentiation for ELP Levels 1-2</i></p> <p>Listening: chunking the audio file, visuals, native language explanations</p> <p>Speaking: note cards, previously rehearsed language</p> <p><i>Differentiation for ELP Levels 3-4</i></p> <p>Listening: chunking the audio file</p> <p>Speaking: note cards</p> <p>Preparing the Learner</p> <p>Activate Prior Knowledge/Building Background: Visual Thinking Strategy</p> <p>The teacher can facilitate a discussion during which the students will discuss what they see in order to build their background knowledge. For example, students will view a picture of Alexander Graham Bell making the first long distance phone call in 1892 (http://www.history.com/photos/inventions-communication). The teacher will show the picture for a short time, and then the students will list ten words or phrases about anything that they see in the picture. The teacher will show the picture again, and students will have time to list ten additional words or phrases. The students will then share their vocabulary with a partner, and then with the whole class. The students can use the following sentence frames when sharing their vocabulary: I thought of _____ because I saw _____.</p> <p>The teacher can facilitate a think-pair-share activity with heterogeneous grouping to continue to build background knowledge by discussing ‘What modern day inventions are necessary?’</p> <p>Students can also view the following photographs and videos:</p>	<p>After viewing the photo: What was the impact of this first long distance phone call?</p> <p>How did the invention of the telegraph lead to additional inventions?</p>

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<ul style="list-style-type: none"> • Additional photographs of communications, computers, and the internet: (http://www.history.com/photos/inventions-computers-and-internet) • Video from the History Channel titled ‘Birth of Telecommunications’: http://www.history.com/topics/inventions/alexander-graham-bell/videos/the-telegraph-and-telephone) 	
<p><i>Listening/Speaking/Writing</i> Students will use context to determine word meaning. L.10.4, L.10.4.a, L.10.4.c, L.10.4.d</p> <p><i>Reading</i> Students will reference audio file when answering questions about tone and author’s purpose. RI.10.1, RI.10.4, RI.10.5, RI.10.6, SL.10.1, SL.10.4</p> <p>Students will determine main idea, author’s purpose, and tone when reading a transcription of Edison’s audio file. RI.10.2, RI.10.4, RI.10.6</p> <p><i>Differentiation for ELP Levels 1-2</i> Choral reading, visuals, native language explanations, additional vocabulary practice, focus on one or two key sentences from the authentic text that highlight key information and ideas</p> <p><i>Differentiation for ELP Levels 3-4</i> Word walls, visuals</p> <p><i>Writing</i> Students will write an objective summary of Edison’s audio file. RI.10.2, W.10.2, W.10.2.a, W.10.2.b, W.10.2.c, W.10.2.d, W.10.2.e, W.10.2.f, W.5, W.9.b, W.10, L.10.2, L.10.2.c</p> <p><i>Differentiation for ELP Levels 1-2</i> Cloze activity, word bank with visuals, group work, teacher support, multiple resources, students can copy the text or paraphrase in their native language</p> <p><i>Differentiation for ELP Levels 3-4</i> Graphic organizer, sentence starters, word bank</p> <p><i>Interacting with Text</i> After viewing the photograph of Edison’s phonograph, (http://www.history.com/photos/inventions-communication), students will preview the key vocabulary using context clues, cognates, and vocabulary frames. For example, students can use a vocabulary frame which includes writing the</p>	<p>Which words from the transcription indicate that this is an advertisement?</p> <p>What reasons does Edison give to convince customers to buy his phonograph?</p>

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<p>definition, a sentence, an antonym, and sketching an image for the word ‘retain’.</p> <p>Students will listen to the audio file of Edison’s transcription to help determine tone and author’s purpose (http://www.history.com/speeches/edison-phonograph-message#edison-phonograph-message).</p> <p>Students will read the transcription either independently, with the teacher, chorally or with a partner depending on the students’ proficiency levels (http://en.wikisource.org/wiki/Advertising_Record).</p> <p>Students will write an objective summary by paraphrasing the transcription, identifying main idea, tone, and author’s purpose. The students will use commas in a series while writing.</p> <ul style="list-style-type: none"> • Students can organize their summaries in the following manner: <ul style="list-style-type: none"> ○ Topic sentence: State the main idea <ul style="list-style-type: none"> ▪ The advertisement _____ is about _____. ○ Three detail sentences: List three relevant details <ul style="list-style-type: none"> ▪ First of all, In addition, Furthermore ○ Concluding sentence: Explain why the topic is important: <p>In conclusion, this advertisement is important because _____.</p>	<p>After listening to the audio file and reading the transcription, what is the author’s tone and why is it important to understanding the text?</p> <p>Write an objective summary by paraphrasing the text.</p>
<p><i>Listening/Speaking</i></p> <p>Students will reference video, audio files, and the transcription during an oral presentation. SL.10.1, SL.10.1.c, SL.10.4</p> <p><i>Differentiation for ELP Levels 1-2</i></p> <p>Listening: chunking the presentation, visuals, native language explanations by students Speaking: note cards, previously rehearsed language</p> <p><i>Differentiation for ELP Levels 3-4</i></p> <p>Listening: visuals Speaking: note cards</p> <p>Extending Understanding</p> <p>In small heterogeneous groups, the students will prepare short presentations by citing the video and the audio file/transcription:</p> <ul style="list-style-type: none"> • The students will identify ways in which their lives would be different if these types of communication devices didn’t exist. • Students will compare Edison’s advertisement to a modern day advertisement of their choice. • Additional topics to discuss: <ul style="list-style-type: none"> ○ American spirit of innovation and entrepreneurship 	<p>What language did Edison use to indicate that his phonograph was innovative?</p>

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○ Thomas Edison as a native of New Jersey	
Formative Assessment CCSS RI.10.2, W.10.9.b, SL.10.4; T8.2.12.B.4	
Students will write a summary of Edison’s audio transcription, identifying author’s purpose, tone, and main idea. Students will present about the history of communications by citing the video and the audio file/transcription.	
<u>Differentiation for ELP Levels 1-2</u> Writing: cloze activity, word bank with visuals, group work, teacher support, multiple resources, students can copy the text or paraphrase in their native language Speaking: note cards, previously rehearsed language	<u>Differentiation for ELP Levels 3-4</u> Writing: sentence starters, word bank Speaking: note cards

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Lesson Plan #2

Lesson Overview: In the second lesson in this unit, students will explore the imagination that is necessary to invent new ideas.

Lesson Title: Power of Imagination

Timeframe: One class period of 47 minutes over a 4 day span

Lesson Components

Central texts: New York Times articles

- A Boy's Fast Fame, Built of Cardboard and Tape (<http://www.nytimes.com/2012/04/19/us/caines-arcade-built-of-cardboard-and-tape-brings-fast-fame.html>)
- Joy that Lasts, on the Poorest of Playgrounds (http://www.nytimes.com/2012/11/09/giving/the-one-world-futbol-promises-a-lasting-source-of-fun-in-poor-countries.html?_r=0)

Interdisciplinary Connections: Science, Social Studies, Technology

Integration of Technology: Videos and photographs from <http://www.nytimes.com>

Equipment needed: Computer with internet connection, LCD projector/Smart Board, Speakers

WIDA PERFORMANCE INDICATORS

Listening & Speaking: After listening and viewing the videos, students will orally answer questions about the main idea, details and the author's purpose to inspire the audience using a word bank and a partner. **WIDA ELD 2 and 5; CCSS SL.10.1, NJCCCS SS.6.1.12.C.16.a**

ELP 1-2: Use L1, visuals, gestures, single words and patterned response

ELP 3-4: Use key, content-related vocabulary in simple sentences and/or in sentences with emerging complexity.

Reading: After reading the articles, students will identify the main idea, key details, author's purpose and figurative language through scaffolded text dependent questions and by highlighting key sentences/passages and using multiple resources. **WIDA ELD 2 and 5; CCSS RI.10.1, RI.10.2, RI.10.4, RI.10.6; NJCCCS SS.6.1.12.C.16.a**

ELP 1-2: Identify one or two key sentences from the text to answer questions by copying or paraphrasing in English and/or native language. Provide native language explanations generated by the students or teacher (if possible)

ELP 3-4: Highlight key sentences and paragraphs to respond to text-dependent questions based on specific passages.

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<p>Writing: After reading the articles, students will write an objective summary using sentence starters and a partner. WIDA ELD 2 and 5; CCSS RI.10.2, W.10.6, NJCCCS SS.6.1.12.C.16.a</p>	
<p>ELP 1-2: Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language.</p>	<p>ELP 3-4: Paraphrase the text using content-related vocabulary in simple sentences and/or sentences with transitional phrases and clauses.</p>
<p>Goals/Objectives/Standards Differentiation by ELP Level Instructional Focus/Strategies</p>	<p>Building Background and Text Dependent Questions</p>
<p>Key Vocabulary for all levels: internet sensation, makeshift, discarded, inspire, relief, deflate, durable, metaphor, paraphrase, approximated CCSS.L.10.4</p> <p>Additional Vocabulary for ELP 1-2: material detail, topic, tied up, balloon, doubled Additional Vocabulary for ELP 3-4: dubious, cope, terrain, ecstatic, enchanted, unfazed, incessantly, solace</p> <p>Key language forms and conventions: elements of quotations, compound tenses, complex sentences, commas in a series CCSS.L.10.1, L.10.2</p>	
<p>Listening/Speaking Students will reference videos and images when speaking about imagination and new inventions. SL.10.1, SL.10.c, SL.10.4 <u>Differentiation for ELP Levels 1-2</u> Listening: chunking the video, additional related visuals, native language explanations Speaking: previously rehearsed/ memorized chunks of language <u>Differentiation for ELP Levels 3-4</u> Listening: chunking the audio file, closed captioning Speaking: note cards, sentence starters</p> <p>Preparing the Learner Activate Prior Knowledge/Building Background: Visual Thinking Strategy The teacher can facilitate a discussion during which the students will discuss what they see in order to build their background knowledge. The teacher will show a photograph from the article ‘Joy that Lasts, on the Poorest of Playgrounds’ of children playing soccer with a ball made of plastic bags and twine for a short time, and then the students will list ten words or phrases about anything that they see in the picture. The teacher will show the picture again, and students will have time to list ten additional words or phrases. The students will then share their vocabulary with a partner, and</p>	<p>What are the main points being made in the videos?</p>

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<p>then with the whole class. The students can use the following sentence frames when sharing their vocabulary: I chose the word/phrase _____ because _____.</p> <p>The teacher will facilitate a think-pair-share activity using heterogeneous grouping after the students view a photograph of children playing soccer with a ball made of plastic bags and twine. The students can think of ideas of how to improve the design of soccer balls. After the think-pair-share, the teacher will discuss ‘Necessity is the mother of invention’ and paraphrase the saying with the students.</p> <p>To continue building background knowledge, students will watch:</p> <ul style="list-style-type: none"> • ‘Constructing the Indestructible’ (http://www.nytimes.com/2012/11/09/giving/the-one-world-futbol-promises-a-lasting-source-of-fun-in-poor-countries.html). • ‘A Boy’s Fast Fame, Built of Cardboard and Tape’ (http://www.nytimes.com/2012/04/19/us/caines-arcade-built-of-cardboard-and-tape-brings-fast-fame.html?_r=0). 	<p>What details support the main points? What are the main points being made in the videos?</p> <p>What details support the main points?</p>
<p>Reading Students will determine main idea, author’s purpose, tone, and figurative language when reading a newspaper article. RI.10.2, RI.10.3, RI.10.4, RI.10.5, RI.10.6 <u>Differentiation for ELP Levels 1-2</u> Focus on a few key sentences from the authentic text that highlight key information and ideas <u>Differentiation for ELP Levels 3-4</u> Using websites such as rewordify.com, teachers can adapt the text for students, focus on key passages</p> <p>Writing Students will write an objective summary of Edison’s audio file. RI.10.2, W.10.2, W.10.2.a, W.10.2.b, W.10.2.c, W.10.2.d, W.10.2.e, W.10.2.f, W.10.4, W.5, W.9.b, W.10.10, L.10.2, L.10.2.c <u>Differentiation for ELP Levels 1-2</u> Cloze activity, word bank with visuals, group work, teacher support, multiple resources, students can copy the text or paraphrase in their native language <u>Differentiation for ELP Levels 3-4</u> Graphic organizers, sentence starters, word bank</p>	
<p>Interacting with Text After viewing the videos and images from the New York Times articles, students will preview the key vocabulary using a reference sheet for context clues, cognates, and vocabulary frames. For</p>	

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<p>example, students can use a vocabulary frame which includes writing the definition, a sentence, an antonym, and sketching an image for the word ‘deflate’.</p> <p>Students can read selections from the text in order to identify examples of similes and metaphors.</p> <ul style="list-style-type: none"> • Examples from ‘Joy that Lasts, on the Poorest of Playgrounds’: <ul style="list-style-type: none"> ○ Simile: “We don’t understand that having a ball is like the best PlayStation 3 or a rocket to Mars.” ○ Metaphor: Sometimes a soccer ball is more than just a ball. Sometimes, it’s a lifesaver. • Students also can then write their own metaphors and similes individually, or with a partner. The students can also draw accompanying images to help deepen their understanding of the figurative language. <p>Students will read a few key sentences from the two articles in order to help determine tone and author’s purpose.</p> <ul style="list-style-type: none"> • Example sentences for tone: Sometimes a soccer ball is more than just a ball. Sometimes, it’s a lifesaver. <p>Teacher will model how to paraphrase and summarize text. Students will write an objective summary by identifying and paraphrasing the main idea of the articles. The students will use transitional phrases and commas in a series while writing.</p> <ul style="list-style-type: none"> • Students can organize their summaries in the following manner: <ul style="list-style-type: none"> ○ Topic sentence: State the main idea <ul style="list-style-type: none"> ▪ The article _____ is about _____. ○ Three detail sentences: List three relevant details <ul style="list-style-type: none"> ▪ First of all, In addition, Furthermore ○ Concluding sentence: Explain why the topic is important: <ul style="list-style-type: none"> ▪ In conclusion, this article is important because _____. 	<p><u>‘A Boy’s Fast Fame, Built of Cardboard and Tape’</u> Which words does the author use to describe Cain? How do those words set the tone of the article?</p> <p><u>‘Joy that Lasts, on the Poorest of Playgrounds’</u> How does the last paragraph of the article connect to the main idea of the text?</p> <p>What does the statement “having a ball” mean? What does the author compare it to?</p> <p>What does the sentence “it’s a lifesaver” refer to? Cite the evidence in the text to support your answer.</p> <p>Write an objective summary by paraphrasing the text.</p>
<p>Speaking Students will reference one of the articles during an oral presentation. RI.10.1, SL.10.1, SL.10.c, SL.10.4</p> <p><u>Differentiation for ELP Levels 1-2</u> Previously rehearsed/ memorized chunks of language, heterogeneous grouping</p> <p><u>Differentiation for ELP Levels 3-4</u> Note cards, sentence starters, partner of the same ELP level</p> <p>Extending Understanding</p>	

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<p>In small groups, the students will prepare short presentations about the ideas referenced in the articles:</p> <ul style="list-style-type: none">• The students will explain which of the articles they found inspirational, citing the text to support their opinion.• Additional topics to discuss: American spirit of innovation and entrepreneurialism, American spirit of donating and volunteering	<p>What language is used in the article to invoke a sense of inspiration?</p>
<p>Formative Assessment CCSS SL.10.4, RI.10.2, RI.10.6, W.10.9.b Students will write summaries of the articles, identifying author’s purpose, tone, and main idea. Students will present the information about the inventions, citing the articles and accompanying videos.</p>	
<p><u>Differentiation for ELP Levels 1-2</u> Writing: cloze activity, word bank with visuals, group work, teacher support, multiple resources, students can copy the text or paraphrase in their native language Speaking: note cards, previously rehearsed language</p>	<p><u>Differentiation for ELP Levels 3-4</u> Writing: sentence starters, word bank Speaking: note cards</p>

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Lesson Plan #3

Lesson Overview: In the third lesson in this unit, students will explore how innovative ideas can help people.

Lesson Title: Helping Hands

Timeframe: One class period of 47 minutes over a 4-5 day span

Lesson Components

Central texts:

- Jamestown Education’s Critical Reading Series The Outer Edge: Cool Science “A Helping Hand” (Reading Levels 2-4, Interest Level 6-12) http://www.glencoe.com/gln/jamestown/outer_edge.html
- Free Hand, YouTube Video: <http://www.youtube.com/watch?v=HsJ5I8mF6jw>

Interdisciplinary Connections: Science, Social Studies

Integration of Technology: YouTube Video

Equipment needed: Computer with internet connection, LCD projector/Smart Board, Speakers

WIDA PERFORMANCE INDICATORS

Listening & Speaking: After watching the videos, student will orally answer questions about the videos using a word bank and a partner. **WIDA ELD 2 and 4; CCSS SL.10.1; HS-ETS1-2**

ELP 1-2: Use L1, visuals, gestures, single words and patterned response

ELP 3-4: Use content-related vocabulary in simple and some complex sentences

Reading: After reading the article, students will identify the main idea, key details and the author’s purpose by answering text dependent questions using highlighted key sentences/passages and multiple resources. **WIDA ELD 2 and 4; CCSS RI.10.1, RI.10.2, RI10.6; HS-ETS1-2**

ELP 1-2: Use one or two key sentences from the text and native language explanations to answer questions by copying or paraphrasing in native language

ELP 3-4: Use content-related vocabulary in simple and some complex sentences to respond to text dependent questions based on specific passages.

Writing: After reading the article, students will write an objective summary using sentence starters and a partner. **WIDA ELD 2 and 4; CCSS RI.10.2, W.10.2, W.10.9.b; HS-ETS1-2**

ELP 1-2: Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language

ELP 3-4: Paraphrase the text using content-related vocabulary in simple and some complex sentences.

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Goals/Objectives/Standards Differentiation by ELP Level Instructional Focus/Strategies	Building Background and Text Dependent Questions
<p>Key vocabulary for all levels: paralyzed, unable, repair, wire, operation, independent, conclude, relevant, evidence CCSS.L.4</p> <p>Additional Vocabulary for ELP Levels 1-2: brain, set up, cost, messages, system</p> <p>Additional Vocabulary for ELP Levels 3-4: heal, innovative</p> <p>Key language forms and conventions: elements of quotations, compound tenses, complex sentences, commas in a series CCSS.L.1, L.10.2</p>	
<p><i>Listening/Speaking</i> Students will reference the video and the text when speaking about how imagination and new inventions can help people. SL.10.1, SL.10.c, SL.10.4</p> <p><u>Differentiation for ELP Levels 1-2</u> Listening: chunking the video, native language explanations Speaking: previously rehearsed/ memorized chunks of language</p> <p><u>Differentiation for ELP Levels 3-4</u> Listening: chunking the audio file Speaking: note cards, sentence starters</p> <p>Preparing the Learner Activate Prior Knowledge/Building Background: Visual Thinking Strategy</p> <p>The teacher can facilitate a discussion during which the students will discuss what they see in order to build background knowledge. Students will view the YouTube Video 'Free Hand'. The video only has music. First, the students will view the video. Then, they will list ten words or phrases about anything that they see in the video. The students will then watch the video again and list ten additional words or phrases. The students will then share their vocabulary with a partner, and then with the whole class. The students can use the following sentence frames when sharing their vocabulary: I wrote the word/phrase _____ because _____.</p> <p>The teacher can facilitate a think-pair-share activity with heterogeneous pairings during which the students will discuss 'How could this invention change a person's life?' The teacher will facilitate a discussion about the invention by discussing what the students see in order to build their background knowledge. The discussion can be continued by discussing 'What other modern day inventions have significantly changed lives for the better?'</p>	<p>What are the main points being made in the video?</p> <p>What details support the main points?</p>
<p><i>Reading</i> Students will determine main idea, author's purpose, tone, fact vs. opinion, vocabulary in context when</p>	

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<p>reading an informational text. RI.10.1, RI.10.2, RI.10.3, RI.10.4, RI.10.5, RI.10.6, L.10.4, L.10.4.a</p> <p><u>Differentiation for ELP Levels 1-2</u> Focus on a few key sentences from the authentic text that highlight key information and ideas</p> <p><u>Differentiation for ELP Levels 3-4</u> Students can research additional information and images about the Freehand System, focus on key passages</p> <p>Writing Students will write an objective summary of the article. RI.10.2, W.10.2, W.10.2.a, W.10.2.b, W.10.2.c, W.10.2.d, W.10.2.e, W.10.2.f, W.10.4, W.5, W.9.b, W.10.10, L.10.2, L.10.2.c</p> <p><u>Differentiation for ELP Levels 1-2</u> Cloze activity, word bank with visuals, group work, teacher support, multiple resources, students can copy the text or paraphrase in their native language</p> <p><u>Differentiation for ELP Levels 3-4</u> Sentence starters, word bank</p> <p>Interacting with Text After viewing the video 'Free Hand', students will preview the key vocabulary using a reference sheet for context clues, cognates, and vocabulary frames. For example, students will examine:</p> <ul style="list-style-type: none"> ○ "Debbie was <u>paralyzed</u>. She would never again move her arms or legs." ○ "They could not walk. They could not move their arms or hands. They could not even hold a glass of water. 'I was <u>unable</u> to do anything for myself,' said Debbie." <p>In pairs, students can read and identify the main idea and supporting details in the selected text. Students will read highlighted, key sentences to determine tone and author's purpose.</p>	<p>What language sets the tone for the article?</p> <p>Identify statements from the text which are factual vs. statements of opinion.</p> <p>Select phrases from the text that indicate the author's purpose.</p> <p>How are the first three paragraphs connected to the rest of the article?</p> <p>What language is used in the article to invoke a sense of inspiration and defeat?</p>
<p>Students will write objective summaries of the articles, identifying main idea, tone, and author's purpose. The students will use transitional phrases and dependent clauses while writing. Students can organize their summaries in the following manner:</p> <ul style="list-style-type: none"> ○ Topic sentence: State the main idea <ul style="list-style-type: none"> ▪ The article _____ is about _____. ○ Three detail sentences: List three relevant details <ul style="list-style-type: none"> ▪ First of all, In addition, Furthermore, ○ Concluding sentence: Explain why the topic is important <p>In conclusion, this article is important because _____.</p>	<p>Write an objective summary by paraphrasing the text.</p>

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<p>Reading/Speaking Students will research other medical inventions and reference the articles during an oral presentation. RI.10.1, SL.10.1, SL.10.c, SL.10.4, L.10.4.c <u>Differentiation for ELP Levels 1-2</u> Reading: focus on a few key sentences from the authentic text that highlight key information and ideas Speaking: previously rehearsed/ memorized chunks of language, heterogeneous grouping <u>Differentiation for ELP Levels 3-4</u> Reading: using websites such as rewordify.com, teachers can adapt the text for students, focus on key passages Speaking: note cards, sentence starters, partner of the same ELP level</p> <p>Extending Understanding In small, jigsaw groups, the students will prepare short presentations about the ideas referenced in the articles:</p> <ul style="list-style-type: none"> • Using the Internet and iPads, each group will do additional research about a specific innovative medical invention. • In mixed jigsaw groups, the students will share their research findings. <p>Additional topics to discuss: How the American spirit of innovation and entrepreneurialism has led to discoveries in the medical field</p>	<p>Research other innovative medical inventions. Take notes and share information with group.</p>
<p>Formative Assessment RI.10.1, SL.10.1, SL.10.c, SL.10.4, L.10.4.c, W.10.2, W.10.6, W.10.10 Students will compare the main idea and author’s purpose in each of the articles. Students will present the inventions; cite the article and accompanying video, and any additional research.</p>	
<p><u>Differentiation for ELP Levels 1-2</u> Writing: cloze activity, word bank with visuals, group work, teacher support, multiple resources, students can copy the text or paraphrase in their native language Speaking: note cards, previously rehearsed language</p>	<p><u>Differentiation for ELP Levels 3-4</u> Writing: sentence starters, word bank Speaking: note cards</p>

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Lesson Plan #4

Lesson Overview: In the fourth lesson in this unit, students will explore predictions about technology.

Lesson Title: Science Fiction

Timeframe: One class period of 47 minutes over a 5 day span

Lesson Components

Central texts:

- The Fun They Had by Isaac Asimov: <http://www.gphillymath.org/resourcedisks/thefuntheyhad.pdf>
- Photograph of an Electronic Teacher: <http://classroomrobotics.blogspot.com/2010/12/robot-teachers-invade-korean-schools.html>

Interdisciplinary Connections: Science, Language Arts Literacy

Integration of Technology: Photographs from the internet

Equipment needed: Computer with internet connection, LCD projector/Smart Board

WIDA PERFORMANCE INDICATORS

Listening & Speaking: After viewing the photograph, students will make predictions about article using a word bank and a partner. **WIDA ELD 2; CCSS: SL 10.1.c**

ELP 1-2: Use L1, visuals, gestures, single words and patterned responses.

ELP 3-4: Use content-related vocabulary in simple sentences and/or in sentences with emerging complexity.

Reading: After reading the story, students will identify inferences and cite evidence from the text to support their answers using scaffolded text-dependent questions, highlighted key sentences/passages and multiple resources. **WIDA ELD 2; CCSS: RL.10.1**

ELP 1-2: Read one or two key sentences from the text and/or native language explanations to answer questions with a partner and bilingual dictionary.

ELP 3-4: Read excerpts from the text that respond to the text-dependent questions with a partner and a dictionary.

Writing: After reading the story, students will write an objective summary using sentence starters and a partner. **WIDA ELD 2; CCSS: W 10.1.c**

ELP 1-2: Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language

ELP 3-4: Paraphrase the text using simple and some complete sentences with some errors and content-related vocabulary

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Goals/Objectives/Standards Differentiation by ELP Level Instructional Focus/Strategies	Building Background and Text Dependent Questions
<p>Key vocabulary for all levels: mechanical, superior, slot, calculated, sector, dispute, adjusted, sorrowfully, punch code CCSS L.10.4</p> <p>Additional vocabulary for ELP levels 1-2: lit up, insert, schoolroom, schoolyard, pronouncing, screen</p> <p>Additional reading for ELP levels 3-4: loftily, scornful</p> <p>Key language forms and conventions: elements of quotations, compound tenses, complex sentences, past tense, adverbs CCSS L.10.1</p>	
<p>Listening/Speaking Students will reference the photograph and Venn Diagram when speaking about the topic. SL.10.1, SL.10.1.c</p> <p><u>Differentiation for ELP Levels 1-2</u> Listening: chunking the video, native language explanations Speaking: previously rehearsed/ memorized chunks of language</p> <p><u>Differentiation for ELP Levels 3-4</u> Listening: chunking the audio file Speaking: note cards, sentence starters</p> <p>Preparing the Learner Activate Prior Knowledge/Build Background: Visual Thinking Strategy</p> <p>The teacher can facilitate a discussion during which the students will discuss what they see in order to build their background knowledge. Students will view a photograph of a mechanical teacher (http://classroomrobotics.blogspot.com/2010/12/robot-teachers-invade-korean-schools.html). First, the students will view the photograph. Then, they will list ten words or phrases about anything that they see in the photograph. The students will then look at the photograph again and list ten additional words or phrases. The students will then share their vocabulary with a partner, and then with the whole class. The students can use the following sentence frames when sharing their vocabulary: I thought of the word/phrase _____ because _____.</p> <p>Higher ELP level students can read the article that accompanies the photograph online.</p>	<p>What do they think the photo is about?</p> <p>What details are important?</p>
<p>Using a Venn diagram, students compare and contrast instruction with a teacher versus learning online. They can use sentences frames and sentence starters to compare the two experiences.</p> <ul style="list-style-type: none"> ○ Learning with a _____ is different than learning with a _____ because _____. 	

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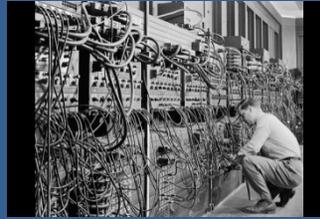
- I prefer learning with a _____ because _____.

<p>Reading/Writing</p> <p>Students will cite the text in order to infer, determine mood, theme, and author’s purpose, and determine vocabulary in context when reading a narrative text. RL.10.1, RL.10.2, RL.10.4, L.10.4, L.10.4.a, L.10.4.c, L.10.4.d</p> <p>Students will write an objective summary of the story. RL.10.2, W.10.2, W.10.2.a, W.10.2.b, W.10.2.c, W.10.2.d, W.10.2.e, W.10.2.f, W.10.4, W.5, W.9.b, W.10.10, L.10.2, L.10.2.c</p> <p><u>Differentiation for ELP Levels 1-2</u></p> <p>Reading: focus on a few key sentences from the authentic text that highlight key information and ideas, choral reading</p> <p>Writing: cloze activity, word bank with visuals, group work, teacher support, multiple resources, students can copy the text or paraphrase in their native language</p> <p><u>Differentiation for ELP Levels 3-4</u></p> <p>Reading: multiple resources, focus on key passages</p> <p>Writing: sentence starters, word bank</p> <p>Interacting with Text</p> <p>Students will preview the key vocabulary using a reference sheet for context clues, cognates, and vocabulary frames. For example, students will examine the sentences:</p> <ul style="list-style-type: none"> • Vocabulary in context: Margie was <u>scornful</u>. “School? What’s there to write about school? I hate school.” • Vocabulary in context: Tommy looked at her with very <u>superior</u> eyes. “Because it’s not our kind of school, stupid.” 	
<ul style="list-style-type: none"> • For example, students can use a vocabulary frame which includes writing the definition, a sentence, an antonym, and sketching an image for the word ‘mechanical’. <p>Teacher reads aloud excerpts of the text and identifies the language that infers the time period that the students are reading about. Students will read selections, in pairs, and highlight appropriate text that helps them to analyze and make inferences.</p> <ul style="list-style-type: none"> • Example of text for an inference: “They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to – on a screen, you know.” 	<p>Which word meanings can you determine from the context?</p> <p>What information must be inferred from the text?</p> <p>How are the two characters introduced and portrayed in the text?</p>

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<p>Teacher will identify words with suffixes -ly and -ful in text and have students create other words with these suffixes as well as using words from story in other sentences.</p> <p>Students will write a summary of the story, identifying mood, theme, and author’s purpose. The students will write using the past tense.</p> <ul style="list-style-type: none"> • Students can organize their summaries in the following manner: <ul style="list-style-type: none"> ○ Topic sentence: State the main idea <ul style="list-style-type: none"> ▪ This story_____ was about _____. ○ Three detail sentences: List three relevant details <ul style="list-style-type: none"> ▪ First of all, In addition, Furthermore, ○ Concluding sentence: Explain why the topic is important <p>In conclusion, this story is important because ____.</p>	<p>Write an objective summary by paraphrasing the text.</p>
<p>Speaking/Writing heterogeneous grouping</p> <p>Students will reference the story during an oral and written presentation. RL.10.1, SL.10.1, SL.10.c, SL.10.4, W.10.6</p> <p><u>Differentiation for ELP Levels 1-2</u> Speaking: previously rehearsed/ memorized chunks of language, Writing: single words, graphic organizers, L1</p> <p><u>Differentiation for ELP Levels 3-4</u> Speaking: note cards, sentence starters, Writing: Graphic organizers, sentence starters</p> <p>Extending Understanding</p> <p>In small groups, the students will prepare and post short, online presentations about the short story.</p> <ul style="list-style-type: none"> • The students will explain if they feel that Asimov’s prediction is true by citing the text and current practices to support their opinion. • Additional topics to discuss: Increased reliance on technology; Use prompts to elaborate and build on each other’s points. 	<p>What language is used in the story to invoke a sense of nostalgia?</p> <p>Which parts of the story have “come true?” (or partially true) Cite evidence from the text.</p>
<p>Formative Assessment CCSS W.10.2, RL.10.4</p> <p>Students will write a summary of the short story, identifying author’s purpose, mood, and theme.</p>	
<p><u>Differentiation for ELP Levels 1-2</u> Cloze activity, word bank with visuals, group work, teacher support, multiple resources, and students can copy the text or paraphrase in L1.</p>	<p><u>Differentiation for ELP Levels 3-4</u> Graphic organizer, sentence starters, word bank</p>

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Lesson Plan #5

Lesson Overview: In the fifth lesson in this unit, students will explore the history of computers and the internet.

Lesson Title: History of the Computer and Internet

Timeframe: One class period of 47 minutes over a 5 day span

Lesson Components

Central texts:

- The History of the Internet: http://transition.fcc.gov/cgb/kidszone/history_internet.html
- Time Magazine’s Photo Essay – A Brief History of Computers: <http://content.time.com/time/photogallery/0,29307,1956593,00.html>
- ENIAC: The First Computer, YouTube Video: http://www.youtube.com/watch?v=k4oGI_dNaPc

Interdisciplinary Connections: Science, Social Studies

Integration of Technology: Photographs from the internet, YouTube Video

Equipment needed: Computer with internet connection, LCD projector/Smart Board, Speakers

WIDA PERFORMANCE INDICATORS

Listening & Speaking: After watching the videos, student will orally answer questions about the videos using a word bank and a partner. **WIDA ELD 1, 2, 5; CCSS SL.10.1, NJCCCS Technology: 8.2.12.B.4.**

ELP 1-2: Use L1, visuals, gestures, single words and patterned response

ELP 3-4: Use simple and some complex sentences with content-related vocabulary.

Reading: After reading the article, students will answer text dependent questions using highlighted key sentences/passages and multiple resources. **WIDA ELD 1, 2, 5; CCSS RI.10.2, NJCCCS Technology: 8.2.12.B.4.**

ELP 1-2: Read one or two key sentences from the text and use native language explanations to answer questions and/or copy in English and/or paraphrase in native language or English.

ELP 3-4: Read simple and some complex sentences with content-related vocabulary and respond to text dependent questions based on specific passages.

Writing: After reading the article, students will write an objective summary using sentence starters and a partner. **WIDA ELD 1, 2, 5; CCSS SL.10.1, NJCCCS Technology: 8.2.12.B.4.**

ELP 1-2: Use graphic organizers, sentence starters, frames, visuals and

ELP 3-4: Paraphrase the text using content-related vocabulary in

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word wall to summarize. Copy the text or paraphrase in their native language and/or English.	simple and some complex sentences.
Goals/Objectives/Standards Differentiation by ELP Level Instructional Focus/Strategies	Building Background and Text Dependent Questions
<p>Key vocabulary for all levels: ENIAC (Electronic Numerical Integrator and Computer), protocol, link, communicate, nationwide all academic vocabulary from previous lessons CCSS L.10.4</p> <p>Additional vocabulary for ELP levels 1-2: network, design, connects</p> <p>Additional vocabulary for ELP levels 3-4: emerge, conceived, instantaneously, pursuit, suppressed, marshaled</p> <p>Additional reading for ELP levels 3-4: Students can read an additional article: http://www.history.com/topics/inventions/invention-of-the-internet</p> <p>Key language forms and conventions: compound tenses, complex sentences, past tense, transitional phrases and clauses CCSS L.10.1</p>	
<p>Listening/Speaking Students will reference pictures and their captions when speaking about the history of computers and the internet. SL.10.1, SL.10.1.c</p> <p><u>Differentiation for ELP Levels 1-2</u> Listening: chunking the video, native language explanations Speaking: previously rehearsed/ memorized chunks of language</p> <p><u>Differentiation for ELP Levels 3-4</u> Listening: chunking the audio file Speaking: note cards, sentence starters</p> <p>Preparing the Learner Activate Prior Knowledge/Building Background: Visual Thinking Strategy</p> <p>The teacher can facilitate a discussion during which the students will discuss what they see in order to build their background knowledge. Students will view a photograph of ENIAC from a photo essay: (http://content.time.com/time/photogallery/0,29307,1956593_2029011,00.html) First, the students will view the photograph. Then, they will list ten words or phrases about anything that they see in the photograph. The students will then look at the photograph again and list ten additional words or phrases. The students will then share their vocabulary with a partner, and then with the whole class. The students can use the following sentence frames when sharing their vocabulary: I wrote the word/phrase _____ because _____.</p>	<p>Why was ENIAC so important and why was it created?</p>

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The teacher can repeat the above activity with the photographs that can be found at the link above, or with the following video: ENIAC: The First Computer: http://www.youtube.com/watch?v=k4oGI_dNaPc

Using a Venn diagram, students can compare and contrast ENIAC to an iPad. They can use sentences frames and sentence starters:

- ENIAC and an iPad are different because _____.
- ENIAC and an iPad are similar because _____.

The teacher can facilitate a think-pair-share activity during which the students will discuss ‘How would life be different without the internet?’ The teacher will facilitate a discussion about the invention by discussing what the students see in order to build their background knowledge.

What details support ENIAC’s importance?

Reading

Students will determine main idea, author’s purpose, tone, and figurative language when reading an article from the internet about the history of the internet. **RI.10.2, RI.10.3, RI.10.4, RI.10.5, RI.10.6**

Differentiation for ELP Levels 1-2

Focus on a few key sentences from the authentic text that highlight key information and ideas

Differentiation for ELP Levels 3-4

Focus on key passages, multiple resources, word wall

Writing

Students will write an objective summary of the article about the history of the internet. **RI.10.2, W.10.2, W.10.2.a, W.10.2.b, W.10.2.c, W.10.2.d, W.10.2.e, W.10.2.f, W.10.4, W.5, W.9.b, W.10.10, L.10.2, L.10.2.c**

Differentiation for ELP Levels 1-2

Cloze activity, word bank with visuals, group work, teacher support, multiple resources, students can copy the text or paraphrase in their native language

Differentiation for ELP Levels 3-4

Graphic organizer, sentence starters, word bank

Interacting with Text

Students will preview the key vocabulary using a reference sheet for context clues, cognates, and vocabulary frames. For example, students will examine the sentences:

- Vocabulary in context: What eventually grew out of this endeavor is a miraculous low-cost technology that is swiftly and dramatically changing the world.

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- For example, students can use a vocabulary frame which includes writing the definition, a sentence, an antonym, and sketching an image for the word 'network'.

Teacher will read aloud excerpts from the text and guide students to identify the main idea, tone and purpose. In pairs, students will read selections and identify the main idea, tone and purpose and highlight appropriate text:

- Example of text to infer tone: "It has marshalled support for human rights in suppressed nations, saved the life of a child in Beijing, and helped a man in Iowa find a lost family member in Brazil."
- Teacher will chunk and dissect the complex sentence and complete a functional grammatical analysis where students can translate into everyday words in order to enhance comprehension.

	Sentence	Own words
Who	It	Internet
Did what	Has marshalled	Organized
What	support	Help
Descriptor	For human rights	For basic rights
Where	In suppressed nation	In countries where people cannot speak out

Adapted from D. August, NABE 2014

Students will write an objective summary of the story, identifying tone, main idea, and author's purpose. The students will write using the past tense.

- Students can organize their summaries in the following manner:
 - Topic sentence: State the main idea
 - The article _____ is about _____.
 - Three detail sentences: List three relevant details
 - First of all, In addition, Furthermore,
 - Concluding sentence: Explain why the topic is important
 - In conclusion, this article is important because ___.

What is the main idea of the article?

What are the supporting details?

What language sets the tone for the article?

Select phrases from the text that indicate the author's purpose.

Break the sentence into chunks

Write an objective summary by paraphrasing the text.

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<p><i>Speaking/Listening</i> Students will reference videos, photo essays, and articles during an oral presentation. RL.10.1, SL.10.1, SL.10.c, SL.10.4</p> <p><i>Differentiation for ELP Levels 1-2</i> Previously rehearsed/ memorized chunks of language, heterogeneous grouping</p> <p><i>Differentiation for ELP Levels 3-4</i> Note cards, sentence starters, partner of the same ELP level</p> <p>Extending Understanding In small groups, the students will prepare short presentations that they will post on the internet about the history of the computer and the internet.</p> <ul style="list-style-type: none"> • The students will explain if they feel that the internet is an important invention. • Additional topics to discuss: How the internet has changed our society; which other inventions have changed our society as much as computers/internet? 	<p>What language is used in the article to invoke a sense of inspiration and defeat?</p>
<p>Formative Assessment CCSS SL.10.4 Students will present main idea about the article and cite evidence from the text.</p>	
<p><i>Differentiation for ELP Levels 1-2</i> Speaking: note cards, previously rehearsed language</p>	<p><i>Differentiation for ELP Levels 3-4</i> Speaking: note cards</p>
<p>Performance Task Based on information from the unit, students will choose or create their own invention. See description of task at beginning of unit.</p>	

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GRADE SEVEN UNIT 2 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
<p>Summarize how different innovations have had an impact on our lives over the past 100 years.</p> <p>Vocabulary: context, infer, cite, tone, mood, theme, metaphor, simile, summary, analyze, paraphrase, coherent, invention, innovation, conclude, significance, Internet</p>	<p>Cite specific textual evidence to support analysis.</p> <p>Make inferences.</p> <p>Identify figurative language.</p>	<p>Analyze the main ideas and supporting details in diverse media and formats.</p> <p>Determine the meaning of words and phrases as they are used in a text.</p>	<p>Visual Thinking Strategy</p> <p>Vocabulary template to analyze words and use in context</p> <p>Work with a partner</p> <p>Word bank</p> <p>Support in L1</p>	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the development of ideas.</p>	<p>Write a summary.</p> <p>Compare elements from two texts.</p>	<p>Engage effectively in a range of collaborative discussions</p> <p>Make oral presentations</p>	<p>Transitional phrases</p> <p>Past tense</p> <p>Commas in a series</p> <p>Dependent clauses</p>	<p>Using note cards</p> <p>Using graphic organizer</p> <p>Cognates</p> <p>Read aloud/think aloud</p> <p>Functional grammatical analysis</p>