

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

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>Explain how scientific forces impact racecar design.</p> <p>Vocabulary: kinetic energy, feature, chassis, NASCAR, fatal, vehicle, modifications, threshold, massive, velocity, momentum, magnitude, absorb, restraining, inertia, G-force, acceleration, gravity, aerodynamics</p>	<p>Cite specific textual evidence to support analysis of science and technical texts.</p> <p>Compare and contrast a text to an audio, video version.</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>Graphic organizer</p> <p>Work with a partner</p> <p>Use a glossary</p> <p>Word wall</p> <p>Visuals, videos, illustrations</p> <p>Support in L1</p> <p>Read aloud/think aloud</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 informative texts to examine a topic and convey ideas, concepts, and information through the analysis of relevant content.</p>	<p>Engage effectively in a range of collaborative discussions</p> <p>Make oral presentations</p>	<p>Question formation with 5W&H words;</p> <p>Helping and main verb phrases; Passive; Present progressive tense; Subordinating conjunctions;</p> <p>Dependent clauses</p>	<p>Cornell-note-taking</p> <p>Use graphic organizer</p> <p>Using a rubric</p>

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Grade Level 7 Unit 2 Overview
Content Area: English Language Arts /English as a Second Language
Unit Title: The Science of Speed
Unit Overview: In this unit, students will explore the question: <i>How has the science of speed impacted the design of racecars?</i> Through a study of non-fiction, students will examine how the science of speed impacts the design of racecars. First, students will view a video in order to build background knowledge necessary to understand how forces shape features in stock car design. Next, students will be immersed in the world of NASCAR through a nonfiction book to learn about car design and safety features. Students will also explore informational text through close reading to discuss the safety features that have improved crash results. Finally, students will read an informational text on the physics of racing to identify central ideas and examine their development in order to synthesize information about how scientific forces affect drivers. Six sample lessons are included, which outline instructional activities as well as language forms and conventions for focused study. The final lesson is a culminating assessment that incorporates cooperative learning and technology through digital sharing.
Guiding Questions and Enduring Understandings
Students should demonstrate comprehension and engagement around the following essential questions: What language is needed to understand and engage in the topic of the science of speed? Why is kinetic energy important in car racing? How is a race car “a science experiment on wheels?” How have safety features improved the sport of racecar driving? How has the science of speed impacted the design of racecars?
Final Performance Task: Write a section for an informational article on the following topic: Explain how scientific forces impact racecar design. Include an illustration.
CCSS Assessed in this unit
Reading Informational: RI 7.1 Cite textual evidence to support analysis of what the text explicitly says. RI 7.2 Cite textual evidence to support analysis of inferences drawn from text. RI 7.3 Analyze the interactions between individuals, events, and ideas in a text. RI 7.4 Determine the meaning of words and phrases as they are used in a text. RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the development of ideas. RI 7.6 Determine an author’s point of view or purpose in a text RI 7.7 Compare and contrast a text to an audio, video version, analyzing the medium’s portrayal of the subject. RI 7.9 Analyze how two or more authors writing about the same topic distinguish his position from others.

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RI 7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the higher end of the range.

Writing:

W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the analysis of relevant content.

W 7.2a. When writing explanatory text, introduce a topic clearly, previewing what is to follow.

W 7.2b Write explanatory text to examine a topic and convey ideas through the organization of relevant content.

W 7.2c Use appropriate transitions to create cohesion.

W 7.2d Use precise language and domain-specific vocabulary to explain a topic.

W 7.2e Establish and maintain a formal style when writing.

W 7.2f Provide a concluding statement that supports information presented.

W 7.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W 7.5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

W 7.6 Use technology, including the internet, to produce and publish writing and link to and cite sources and collaborate with others.

W 7.9b Draw evidence from informational texts to support analysis, reflection, research.

W 7.10 Write routinely over extended time frames and shorter time frames.

Language

L 7.1 Demonstrate command of the conventions of standard English grammar and usage

L 7.2 Demonstrate command of the conventions of capitalization, punctuation, and spelling

L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 7.4 Determine or clarify the meaning of unknown words.

L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

L 7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Speaking and Listening

SL 7.1 Engage effectively in a range of collaborative discussions

SL 7.1a Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic or text.

SL 7.1b Follow rules for collegial discussions and define individual roles as needed.

SL 7.1c Pose questions that elicit elaboration and respond to others' questions with relevant observations and ideas.

SL 7.2 Analyze the main ideas and supporting details in diverse media and formats.

SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

WIDA Standards

Standard 1: Social and Instructional Language

Standard 2: Language of Language Arts

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Standard 4: Language of Science

Interdisciplinary Connections

Common Core Science Standards

RST 6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Next Generation Science Standards

MS-PS2-1 Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects.

MS-PS3-1 Interpret graphical displays to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

MS-PS3-5 Use and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

Source Texts

1. *The Science of Speed and Car Safety* (2012 youtube.com) Lexile 960. This video, produced by the National Science Foundation, presents concepts of forces and motion in a fast-paced, high interest format appealing to middle school students.
2. *The World of NASCAR* (Level W, Reading A-Z). Lexile 860. This colorfully illustrated informational book is an excellent primer on the topic of NASCAR, safety, and car design. It provides students with background knowledge for the informational texts in subsequent lessons.
3. *Life in the Fast Lane* (Science World 2005) Lexile 1130. Science World is a publication of Scholastic Magazines. It covers current science topics for grades 6-10. This technical article is best read in sections.
4. Explains the Effects of G-force on Formula 1 Drivers (2007 youtube.com). Lexile 1120. This video superimposes animation on a racecar driver to visually demonstrate physical forces and their impact upon drivers. It is narrated in British English. The video is used as a springboard for discussion.
5. *G-forces Turn Racing into a Weighty Experience* – USAtoday.com Lexile 1090. This news article, written in interview format, provides three perspectives on physical forces experienced during NASCAR racing. Additional information is related in non-fiction text features such as sidebars.

NOTE: *Some lexile levels appear higher due to the science content, which is typically taught in 8th grade or Introduction to Physical Science (IPS) classes. Multiple viewings and readings of texts are necessary. Challenging text should be read aloud first by the teacher, and excerpts re-read for close reading examination and understanding.*

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Lessons	Title	Overview	Assessment
Lesson 1	How is a racecar like a science experiment?	Students will view several videos and take notes in order to analyze the main ideas and details presented in multiple sources and write a summary explanation.	Group discussion, explanatory paragraph
Lesson 2	How does a NASCAR racecar balance safety and speed?	Students will read a nonfiction article and examine images to explain how inventions (safety features) relate to car design.	Paired-group discussion, write descriptions of images
Lesson 3	How have safety features improved the sport of car racing?	Students will view a video and read an informational text to analyze the development of ideas.	Paired-group discussion, illustrate and write explanatory paragraph
Lesson 4	How does G-force impact racecar drivers?	Students will view a short video and read an informational text to summarize main ideas and give details with facts.	Group discussion, create group chart
Lesson 5	Why is it difficult to drive a racecar?	Discussion: Compare three texts	Label diagram & summarize design features
Lesson 6	How has the science of speed influenced the design of racecars?	Writing a collaborative explanatory text: informational article with images Each student responsible for a segment of a group document.	Peer feedback worksheets, state writing rubric

Curriculum Development Resources

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

The Next Generation Science Standards <http://www.nextgenscience.org/next-generation-science-standards>

Understanding Language www.ellstanford.edu

Engage NY <http://www.engageny.org/>

NJ Department of Education Model Curriculum Units and Assessment <http://www.state.nj.us/education/modelcurriculum/ela/>

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Lesson Plan #1

Lesson Overview: Using a video as text, students will watch and take notes about the science of speed as it relates to car safety in order to understand how kinetic energy acts upon racecars, and in turn, impacts the design of safety features.

Lesson Title: How is a racecar like a science experiment? | **Timeframe:** 2-3 days, 45 minutes per session

Guiding Question: Why is kinetic energy important in car racing?

Lesson Components

Central texts: (1) Video: *Kinetic Energy-Why is Kinetic Energy important?* (available from www.brainpop.com)
 (2) Video: *The Science of Speed – Car Safety* (available from www.youtube.com), produced by the National Science Foundation
<https://www.youtube.com/watch?v=ALHW4zqKB6E>

Interdisciplinary Connections: Language Arts, Science: physical energy & motion

Integration of Technology: Listen and take notes from a video

Equipment needed: laptop, projector, speakers

WIDA Performance Indicators

Writing: Explain how kinetic energy is transformed in a racecar. **WIDA ELD 1, 2, and 4; CCSS ELD W.7.2a; NGSS MS-PS2-1, MS-PS3-1, MS-PS3-5**

ELP 1-2: List and describe examples of illustrated energy from word/phrase banks.

ELP 3-4: Explain different uses of forms of energy depicted visually.

Listening and Speaking: Summarize or integrate visually supported information from multimedia. **WIDA ELD 1 and 2; CCSS SL.7.1a**

ELP 1-2: Answer questions with a partner in L1, using a word wall/cloze sentences in L2.

ELP 3-4: Answer questions using a word wall and sentence starters in a group.

Listening and Speaking: Ask and answer questions related to kinetic energy. **WIDA ELD 1 and 2; CCSS SL.7.1c; MS-PS3-1, MS-PS3-5**

ELP 1-2: Ask questions or engage in L1 and L2 with teachers and peers

ELP 3-4: Initiate or engage in conversation with peers in small groups

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: collision, kinetic energy, dissipating, feature, chassis, transformed, force, mass, speed, motion L.7.6</p> <p>Additional Vocabulary for ELP 1-2: ability, experiment, wreck</p> <p>Additional vocabulary for ELP 3-4: converted, fenders, skidded, transferred</p> <p>Key language forms and conventions:</p> <p>Question formation with 5W&H words. Helping and main verb phrases, passive, modals L.7.1</p>	
<p>Speaking/Listening</p> <p>SWBAT listen and take notes from a video SL.7.2</p> <p>SWBAT participate and take notes from a group discussion. SL.7.1</p> <p>SWBAT use academic and social language to communicate SL.7.6, L.7.6</p> <p>SWBAT understand vocabulary from context L.7.4, L.7.5, L.7.6</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Discussion questions translated in native language. • Label by matching images to words. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Think-Pair-Share or Turn and Talk. • Bilingual dictionary whenever necessary. • Sentence starters for answering questions. <p>Preparing the Learner</p> <p>Activate Prior Knowledge and Build Background:</p> <p>View images of NASCAR racing (teacher-made PowerPoint) including stock cars, drivers, racetracks, and accidents. Ask questions to prompt a class discussion.</p> <p>Kinetic energy: students will view short animations/explanations of potential and kinetic energy from Brain Pop; Inform students that today they'll watch a video that combines car racing and kinetic energy. Explain that racecar driving is much like an experiment. They'll need to watch in order to explain how.</p>	<p><i>What do you know about NASCAR or stock car racing?</i></p> <p><i>Have you ever been to a car race?</i></p> <p><i>Have you seen any movies or TV shows about stock car racing?</i></p> <p><i>Have you ever played a car racing video game?</i></p> <p><i>What's dangerous about this sport?</i></p> <p><i>Why is kinetic energy important?</i></p>
<p>Reading/Writing</p> <p>SWBAT take notes using Cornell note-taking template. RI.7.1</p>	

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SWBAT write a brief summary. **W.7.2b-f, W.7.4, W.7.5, W.7.9b, W.7.10, L.7.1, L.7.2, L.7.3**

Differentiation for ELP 1-2:

- Native language support orally whenever necessary.
- Match video stills to vocabulary terms.
- Use single words/phrases to finish a partially complete note-taking form.
- Text dependent questions translated into native language.
- Re-order statements to create a cohesive summary.

Differentiation for ELP 3-4:

- Think-Pair-Share or Turn and Talk.
- Bilingual dictionary whenever necessary
- Complete sentences to take notes using a phrase bank.

Interacting with Text

Use a Cornell note-taking frame to listen/view the video, *The Science of Speed-Car Safety*. The video should be viewed twice- first for overall comprehension and initial discussion, and second for note-taking purposes.

Pre-view vocabulary terms first: kinetic energy, dissipating, feature, chassis, transformed, force, mass

Teacher should pause video to allow students time to take notes during second viewing.

Immediately after viewing, students should write a brief summary of the video on note-taking worksheet. This will later be developed into a paragraph.

Post-video discussion: Students discuss answers to the text dependent questions in small groups, then write their answers independently.

What might happen if a car hit another car?
What is the main purpose of this video?
Why does the author mention the chassis of the car?
How is a racecar like a science experiment?

Formative Assessment

Writing

SWBAT write an explanatory paragraph summarizing information. **W.7.2b-f, W.7.4, W.7.5, W.7.9b, W.7.10, L.7.1, L.7.2, L.7.3**

TASK: Write an explanatory paragraph answering the question, How is a racecar like a science experiment?

ELP 1-2: Complete a cloze explanatory paragraph using a word bank. Illustrate your work.

ELP 3-4: Write a paragraph using a word wall and sentence frames.

Differentiation for ELP 1 - 2:

- Native language support orally whenever necessary.
- Word wall for diagram: forces, kinetic energy, dissipating, chassis, energy, converted
- Explore meanings with illustrated concept definition maps.
- Complete a cloze paragraph using short phrases.

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Differentiation for ELP 3-4

- Use of bilingual dictionary whenever necessary.
- Word wall for content/academic vocabulary.
- Develop word meanings and nuances through Frayer vocabulary boxes.
- Use sentence starters to write a paragraph.
- Consult a list of transitional words/phrases.

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Lesson Plan #2

Lesson Overview: Students will read an informational text to identify the cause and effect relationships within a nonfiction text and examine nonfiction text features that aid in comprehension.

Lesson Title: How does a NASCAR racecar balance safety and speed?

Timeframe: 2-3 days, 45 minutes per session

Lesson Components

Central Texts: The World of NASCAR (Reading A-Z) level W

Interdisciplinary Connections: science

Integration of Technology: students will read a projectable book and discuss the importance of images

Equipment needed: laptop, projector, speakers, classroom computers with internet access

WIDA Performance Indicators

Writing Examine inventions of safety features and predict potential impact. **WIDA 2 and 4; CCSS W.7.2, W.7.9, W.7.10; NGSS MS-PS3-1**

ELP 1-2: Identify examples of safety features with pictures and labels from oral directions.

ELP 3-4: explain examples of safety features from pictures and describe their functions.

Reading Interpret information from visually supported text **WIDA 2 and 4; CCSS RST 6-8.1**

ELP 1-2: Locate words or phrases on topic from illustrated text

ELP 3-4: Summarize information on topic from illustrated text

Speaking and Listening Participate in an exchange of information, ideas, and concepts **WIDA 2 and 4; CCSS SL.7.1, RST 6-8.1**

ELP 1-2: Ask questions or engage in L1 and L2 with teachers and peers

ELP 3-4: Initiate or engage in conversation with peers in small groups

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: NASCAR, aerodynamics, chassis, cylinders, drag, insulate, logo, sponsor, stock cars, regulations L.7.6</p> <p>Additional vocabulary for ELP 1-2: axle, evolved, with-stand, loops, rivals, vents, decals, horsepower, turbo</p> <p>Additional vocabulary for ELP 3-4: competitive, components, durability, manufacturers, dismantles, resembles, efficiently</p> <p>Key language forms and conventions: Asking and answering questions. L.7.1</p>	
<p>Listening SWBAT listen and complete a chart with information about causes and effects. SL.7.2</p> <p>Speaking SWBAT use academic and social language to communicate. SL.7.6, L.7.6 SWBAT participate in a peer discussion. SL.7.1</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language (L1) support • Word wall • Use cloze question frames to ask and write questions <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Use question stems to create questions • Bilingual dictionary whenever necessary <p>Preparing the Learner Activate Prior Knowledge: Discuss images and meanings on the front and back book cover. Create a list of potential questions, which includes students' curiosities about the sport. Build Background: Explain that NASCAR stands for National Association of Stock Car Auto Racing. Preview vocabulary: use a vocabulary graphic organizer to draw meaning of the word. Discuss and write meaning with a partner. Check definition in text's glossary to compare meanings. Provide level 1 and 2 students additional time to match words to pictures and definitions in native language.</p>	<p><i>What is it like to be inside a NASCAR car?</i></p> <p><i>How is a NASCAR different from typical cars?</i></p>
<p>Reading SWBAT read an informational article to locate information regarding cause and effect. RI.7.1, RI.7.3,</p>	

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<p>RI.7.5 SWBAT write answers to questions, citing information from text. RI.7.1 Writing SWBAT write a variety of sentence types: simple, compound, and complex. L.7.1b Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Text dependent questions translated into native language. • Match causes to effects to complete chart. <p>Differentiation for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Complete partially finished cause-effect charts using word/phrase bank. • Bilingual dictionary whenever necessary. <p>Interacting with Text: The World of NASCAR Demonstrate comprehension skill: Cause and Effect with familiar examples in a two-column chart. Read aloud to p. 6 and model how to complete the chart with examples from text. Students read silently and highlight potential answers to their questions. Stop after each heading to identify more effects and check in/discuss with a reading partner. Students should continue to read the article silently with scheduled partner check-ins for comprehension and discussion of effects and causes. Class discussion: Review causes and effects on projector. Which illustrations support your choices? Group discussion: Students discuss their pre-reading questions and create answers in a group chart.</p>	<p><i>Why is each component specially engineered? How does the author describe a NASCAR race? What is the main purpose of the article? Which qualities are essential to a car's success? How are cars constantly being improved?</i></p>
<p>Extending Understanding Discuss the images on pages 7, 10, 11, 14, 15, and 20. Evaluate the author's purpose in including these images and how each supports the reader's understanding. Examine images individually on poster paper in a write-around format as a springboard for discussion.</p>	<p><i>What is the purpose of the inset box on page 7? Which diagrams best support the author's purpose?</i></p>
<p>Formative Assessment: SWBAT explain the significance of images used in the text. SWBAT write an explanatory paragraph citing details from the text. W.7.2a-f, W.7.9b, W.7.10 TASK: Choose three images and discuss their importance in a paragraph summary. Illustrate your paragraph. Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Complete a cloze paragraph using a word bank. <p>Differentiation for ELP 3 and 4:</p>	

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- Bilingual dictionary whenever necessary.
- Write a paragraph using a word bank and sentence frames.
- Consult a list of transitional words/phrases.

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Lesson Plan #3

Lesson Overview: In this jigsaw cooperative activity, students will read an informational text to analyze the structure an author uses to organize a text by completing a triple-entry journal for each article heading, and discussing how the major sections contribute to the development of safety features in racecars.

Lesson Title: How have safety features improved the sport of racecar driving?

Timeframe: 3-5 days, 45 minutes per session

Guiding Question: Which features have improved car safety?

Lesson Components

Central texts: (1) *Ryan Newman Flip 2003 Daytona 500* (available from: youtube.com); (2) *Life in the Fast Lane: How Scientists are Making the World's Fastest Sport Safer*, *Science World*, October 4, 2005 (available from www.thefreelibrary.com)

Interdisciplinary Connections: language arts, physical energy & motion

Integration of Technology: Watch a video and discuss how it relates to a quotation.

Equipment needed: laptop, projector, speakers

WIDA Performance Indicators

Speaking: Explain uses of safety features in a racecar. **WIDA ELD 2 and 4; CCSS SL.7.1c; NGSS MS-PS3-5**

ELP 1-2: List and describe examples of safety features from word/phrase banks.

ELP 3-4: Explain different uses of safety features depicted visually.

Writing: Summarize or integrate visually supported information from multimedia. **WIDA ELD 2 and 4; CCSS, RI 7.3, W.7.2**

ELP 1-2: Answer questions with a partner in L1, using a word wall/cloze sentences in L2.

ELP 3-4: Answer questions using a word wall and sentence starters in a group.

Speaking and Listening: Participate in a collaborative discussion **WIDA 1, 2, and 4; CCSS SL.7.1a-d**

ELP 1-2: Ask questions or engage in L1 and L2 with teachers and peers

ELP 3-4: Initiate or engage in conversation with peers in small groups

Reading: Read an informational text to analyze structure and understand the article's development. **WIDA 2and 4; CCSS RI.7.2, RI.7.3, RI.7.5**

ELP 1-2: Match or classify safety features/inventions from illustrated forms and word/phrase banks.

ELP 3-4: Describe and illustrate examples of safety features/inventions from text.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: absorb, fatal, modifications, threshold, massive, velocity, momentum, magnitude, inertia, restraining L.7.6</p> <ul style="list-style-type: none"> • Additional vocabulary for ELP 1-2: vehicle, unharmed, tragic, vehicle, engine, foam, slam • Additional vocabulary for ELP 3-4: careening, duplicates, checkered, ordinary, modifications <p>Key language forms and conventions Present progressive tense, subordinating conjunctions, dependent clauses L.7.1a-c, 7.L.3</p>	
<p>Listening SWBAT listen and take notes from a video. SL.7.2</p> <p>Speaking SWBAT participate and take notes in a group discussion. SL.7.1 SWBAT use academic and social language to communicate. SL.7.6, L.7.6</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Native language peer support. • Match images to vocabulary words. • Match quotation to choices of explanations. • Word wall. • Explore meanings with illustrated, <i>partially complete</i> Frayer vocabulary graphic organizers. <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Bilingual dictionary as necessary. • Word Wall. • Think-Pair-Share or Turn and Talk. • Sentence starters for answering questions. • Develop understanding of vocabulary through Frayer vocabulary graphic organizers. <p>Preparing the Learner: Activate Prior Knowledge: View video, <i>Ryan Newman Flip 2003 Daytona 500</i> (youtube.com). Paired discussion: Explain this quote: "Races can be won and lost by just a few tenths of a second."</p>	<p><i>How does the quote explain what happens in NASCAR racing?</i></p>
<p>Reading SWBAT read an informational text and summarize main points. RI.7.1</p>	

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SWBAT use a triple-entry journal to organize note-taking while reading. **RI.7.2**

Differentiation for ELP 1-2:

- Listen to a peer mentor read aloud a section.
- Shadow and observe a peer mentor through the jigsaw activity.
- Text dependent questions translated into native language.
- Use single academic words/phrases to finish a partially complete journal.

Differentiation for ELP 3-4:

- Have peer/teacher check-ins for comprehension throughout reading.
- Use of bilingual dictionary whenever necessary.

Writing

SWBAT write a summary paragraph. **W.7.2a-f, W.7.4, W.7.10**

Differentiation for ELP 1-2:

- Word bank.
- Work directly with a native speaking partner.
- Use sentence frames/ or complete a cloze paragraph.

Differentiation for ELP 3-4:

- Use sentence starters to write a paragraph.
- Word bank of phrases.
- Use of bilingual dictionary whenever necessary.

Interacting with Text: *Life in the Fast Lane: How Scientists are Making the World's Fastest Sport Safer*, Science World, October 4, 2005

Cooperative Jigsaw activity: divide class into groups of 5 students. Establish a "home" group. Students should be heterogeneously grouped. Lower level ELLs work cooperatively with a native language peer through this activity and be assigned to a shorter, highlighted segment. Then, assign students to a heading number to establish "expert" groups. Some headings can be combined if the text is short.

Keep a triple-entry journal for the article's headings: Heading Question Answer

For each heading, write a question that the author attempts to answer. Headings are: Fast Car, Soft Side, Compact Car, Buckle Up, Head Case, Keep It Steady, Safety Screen, Emergency Exit, Short Stop

Students provide evidence from the text to answer each question. Teacher reads aloud the introductory section and models how to complete triple-entry journal. In home groups, students read the second heading, Fast Car, and practice completing the journal with their partners. Students share entries with class, with teacher providing modeling and correction as needed. Students move into expert groups and read the section for their heading and

Which technique does the author use to present information in the first paragraph?

According to the first two paragraphs, what is the author's purpose?

Which scientific forces act upon the racecar during a crash?

Why does the author cite Newton's first law of motion?

According to the author, which feature has had the greatest impact upon safety?

How does the author's opinion on safety features differ from Newman's?

Describe three newly invented safety features and how they have improved outcomes.

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complete the journal with their group. Students return to home groups to share their findings and complete the journal entries for all headings.

Extending Understanding

Reading

SWBAT increase understanding of nonfiction text **RI.7.10**

SWBAT illustrate concepts presented in text **RI.7.5**

Students re-read entire article for homework and add drawings to illustrate four of the headings not read in class.

Language

Grammar mini-lesson on Present Progressive Tense formation using sample sentences from text.

SWBAT form the present progressive tense from examples. **L.7.1**

1. His car is careening out of control.
2. Drivers are benefiting from newly designed safety equipment.
3. Drivers aren't being hurt.
4. "Part of the skill is keeping the car right at the threshold of almost going out of control," said Melvin.
5. NASCAR scientists are redesigning the cars.

Differentiation be ELP 1-2:

- Complete sentences by adding the verb suffix.
- Listen to sentence read aloud by partner.
- Illustrate the action demonstrated in each sentence.

Differentiation by ELP 3-4:

- Complete sentences with partially finished verb constructions or word bank.
- Mini-lesson on subordinating conjunctions is appropriate for level 3 or 4 students only

- Language structure mini-lesson on Subordinating conjunctions: *(for level 3 or 4 students only)*
L.7.1a-c *when, while, if, that, after* Dependent clauses found in text:
 1. "When you begin to register what's going on, you've already lost control," he says.
 2. While Newman escaped his hair-raising crash with only bumps and bruises, many NASCAR drivers have not been as lucky.
 3. After a string of tragic crashes in 2000 and 2001, scientists sped into action to try to make racing safer.
 4. "If we can double the time of impact, we can cut the forces loaded on the driver in half," says

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Dean Sicking.

5. *That's* why the stock cars themselves are also designed to absorb energy: The outer part of the car crushes in a crash.

Formative Assessment

Write an explanatory paragraph that highlights three safety features in racecar driving. Discuss their importance. **W.7.2a-f, W.7.9b, W.7.10**

Differentiation by ELP 1-2:

- Native language peer support.
- Complete a cloze paragraph using a word bank.

Differentiation by ELP 3-4:

- Use of bilingual dictionary whenever necessary.
- Write a paragraph using a word bank and sentence frames.

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Lesson Plan #4

Lesson Overview: Students will compile details from a video and an article in order to explain the physical difficulties of racecar driving

Lesson Title: How does G-force impact racecar drivers?

Timeframe: 3-5 days, 45 minutes per session

Guiding Question: How are scientific forces involved in car racing?

Lesson Components

Central Texts: (1) *Explains the Effects of G-force on Formula 1 Drivers* (available from: youtube.com)

(2) *G-forces Turn Racing into Weighty Experience, USA TODAY, 2/27/2003* (available from: http://usatoday30.usatoday.com/sports/2003-02-27-ten-hardest-race-car_x.htm)

Interdisciplinary Connections: physical energy & motion

Integration of Technology: watch and take notes from an online video

Equipment needed: laptop, projector, speakers

WIDA Performance Indicators

Speaking & Listening: After listening/viewing a video, answer questions about the video. **WIDA 1, 2 and 4; CCSS SL.7.1a-c**

ELP 1-2: Answer questions with a partner in L1, using a word wall/cloze sentences in L2.

ELP 3-4: Answer questions using a word wall and sentence starters in a group.

Reading Locate main ideas and supporting details from informational text. **WIDA 2; CCSS RI.7.1, RI.7.2; RST 6-8.1**

ELP 1-2: List and describe examples of G-force from word/phrase banks.

ELP 3-4: Explain the physical effects of G-force on people.

Writing Organize ideas from both source texts in a Venn diagram. **WIDA 1, 2; CCSS W.7.2a**

ELP 1-2: List words and choose from a phrase bank of reasons.

ELP 3-4: Use teacher selected phrases to complete diagram.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: G-force, perspective, acceleration, gravity, amateur, furnace, cornering, rebound L.7.6</p> <p>Additional vocabulary 1-2: steering, encased</p> <p>Additional vocabulary 3-4: anticipating, capability, subsides, sensation</p> <p>Key language forms and conventions: Adjectival and adverbial clauses L.7.1</p>	
<p>Listening SWBAT listen and view a video segment. SL.7.2</p> <p>Language SWBAT determine the meaning of words from context. L.7.4a,b</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Native language peer support. • Translations of scientific terms using online bilingual dictionaries. • Complete a partially finished note-taking form using a word bank. • Match words to definitions and context examples to complete a <i>partially completed</i> chart. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Bilingual dictionary as necessary. • Use sentence starters to complete note-taking organizer. <p>Preparing the Learner</p> <p>Activate Prior Knowledge: view a video segment: <i>Explains the Effects of G-force on Formula 1 Drivers</i> (by Ron Con on youtube.com). With a partner, name and describe three forces that affect drivers. Explain that they'll be exploring what makes racecar driving difficult on drivers.</p> <p>Building Background: Complete a 3-column vocabulary chart: word/context/definition to determine the meaning of words in context (from informational text).</p>	<p><i>How does G-force impact the driver?</i></p> <p><i>What effect does heat have on the driver?</i></p> <p><i>According to the driver, how does G-force feel?</i></p> <p><i>Why does the video segment include animations as well as real life photography?</i></p>
<p>Speaking SWBAT participate in paired/group discussion. SL.7.1a-c SWBAT use academic and social language to communicate. SL.7.1b SWBAT analyze the main ideas and supporting details presented in the text. SL.7.2</p> <p>Reading</p>	

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<p>SWBAT locate facts to support findings. RI.7.1 SWBAT read informational text to locate main ideas. RI.7.2, RI.7.10 SWBAT to analyze the presentations of multiple authors on the same topic. RI.7.9 Writing SWBAT summarize main points of an article in chart form. W.7.2b Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Pair with native language speaker or teacher as 3rd member. • Use memorized sentences, to participate in presentation. • Text dependent questions translated into native language. • Use a bank of words/phrases to finish a <i>partially complete</i> chart. <p>Differentiation for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Use sentence starters to participate in group discussion. • Use sentence starters. • Word bank of phrases. • Use of bilingual dictionary whenever necessary. <p>Interacting with Text: <i>G-forces Turn Racing into Weighty Experience</i>, USA TODAY Assign students to groups of three. Listen to the article read aloud by teacher. Assign each student a role: scientist, athlete, “average joe”. Students re-read their section (highlight sections and show locations on projector for students) and highlight three examples of how racecar driving is difficult. In a group discussion, students share their findings and create a 3-column group chart summarizing the three perspectives: Scientist, athlete, average joe</p>	<p><i>Why is it hard to drive a racecar? In which situation would a driver experience the greatest G-force? How is “smoothness” explained?</i></p> <p><i>According to Earnhardt, what is most difficult about driving a racecar?</i></p> <p><i>Which statement best summarizes Jenkins’ view of racecar driving?</i></p> <p><i>Which situation would result in a driver experiencing the greatest amount of G-force?</i></p>
<p>Extending Understanding SWBAT select evidence from text that supports findings. RI.7.1</p> <p>Examine facts in the Big and Small of Indy Racing League in-text box. Select two facts that support your findings about the difficulty of racecar driving.</p>	<p><i>How does this fact support the main idea of the article?</i></p>
<p>Language SWBAT write complex sentences using adjectival/adverbial clauses. L.7.1a, L.7.1b Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Match clauses to create sentences. <p>Differentiation for ELP 3-4:</p>	

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- Complete sentences with missing adjective/adverb or phrase from word/phrase bank.

Mini-lesson on Adjectival/adverbial (using where/while) clauses in sentences from mentor text.

1. At a race like the Indianapolis 500, *where* speeds surpass 220 mph, that's significantly multiplied in the turns.
2. Those cars, *while* they have aerodynamics, don't have quite the cornering capability of an open-wheel car.
3. I couldn't imagine what it would be like to have other cars buzzing around you *while* you're trying to keep your own car under control.

Formative Assessment: SWBAT visually organize information presented in texts. **W.7.2a**

SWBAT compare and contrast the content and presentation of ideas and concepts in two texts. **W.7.2a**

TASK: Create a group Venn diagram that compares the findings of the video and the article. Present findings to the class. **RI.7.9, SL.7.2, SL.7.6, L.7.6**

Differentiation for ELP 1 and 2:

- Finish a partially complete Venn Diagram using a phrase bank.
- Listen to group presentations prior to speaking.
- Rehearse in small group prior to presentation.
- Use memorized sentences, to participate in presentation.

Differentiation for ELP 3-4:

- Finish a partially complete Venn Diagram using a word bank.
- Listen to group presentations prior to speaking.
- Rehearse in small group prior to presentation.

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Lesson Plan #5

Lesson Overview: In this lesson, students will make connections between the three mentor texts to create an anchor chart that summarizes main ideas, details, key vocabulary, and summary of learning.

Lesson Title: Why is it difficult to drive a racecar?

Timeframe: 2-3 days, 45 minutes per session

Lesson Components

Central Texts:

- (1) Life in the Fast Lane (Science World 2005)
- (2) The World of NASCAR (Reading A-Z)
- (3) G-forces Turn Racing into a Weighty Experience – USAtoday.com

Interdisciplinary Connections: physical energy & motion

Integration of Technology: laptop, projector

Equipment needed: chart paper, markers

WIDA Performance Indicators

Writing: Compare and contrast information in print and visually about effects of physical forces. **WIDA 2 and 4; CCSS W.7.2A**

ELP 1-2: Compare and contrast information with pictures and labels from oral directions.

ELP 3-4: Compare and contrast information from oral reading of texts.

Reading: Locate specific information from multiple texts to support findings. **WIDA 2 and 4; CCSS RI.7.1; RST 6-8.1**

ELP 1-2: Locate words and phrases from visually supported text.

ELP 3-4: Restate or paraphrase visually supported information.

Speaking and listening: Share information with the class in a presentation. **WIDA 1 and 4; CCSS SL.7.2, L.7.6**

ELP 1-2: Use single words and phrases to present/discuss selected images

ELP 3-4: Sequence descriptive sentences in order to give a description of scientific forces. Refer to the chart to clarify information.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary Repeated from previous lessons, posted on word wall: <i>kinetic energy, dissipating, feature, chassis, transformed, NASCAR, fatal, modifications, threshold, massive, velocity, momentum, magnitude, inertia, G-force, perspective, acceleration, gravity, amateur, aerodynamics</i></p> <p>L.7.6</p> <p>Key language forms and conventions: Using transitional words and phrases, as well as sentence stems to express connections between texts.</p> <p>L.7.1</p>	
<p>Listening SWBAT listen and respond appropriately to peer conversation. SL.7.1d</p> <p>Speaking SWBAT use academic and social language to communicate. Utilize precise vocabulary to contribute to a discussion. SL.7.6</p> <p>Language SWBAT use transitional words/phrases to show relationships between ideas. L.7.1b</p> <p>Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally • Allow students to observe pairs before speaking and discuss what they see and hear • Use memorized, prepared phrases and sentences. • Word wall (see above). <p>Differentiation for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Provide prepared statement cards to be used as talking points. • Consult transitional words chart. <p>Preparing the Learner: Activate Prior Knowledge: Timed paired debate on the pros & cons of racecar driving. Time students and provide sentence stems for speaking: <i>Transition words: However, On the other hand, In my opinion,..... Sentence stems: One important feature is..., Another is..., A danger would be..., One concern is...</i></p> <p>Building Background: Show and discuss the worksheet: Making Connections Between Texts (teacher-created). Create a table with the following: 6 column headings: Title, Main idea, Detail 1, Detail 2, Detail 3, Images and 3 rows: Science of Speed, Life in the Fast Lane, G-Forces</p> <p>Ask students what they think they will have to do and which resources they can use to complete this anchor chart.</p>	

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<p>Reading SWBAT locate evidence in texts and notes. RI.7.1</p> <p>Writing SWBAT take notes from a discussion. W.7.2 SWBAT organize key information from multiple texts. W.7.2 SWBAT create an anchor chart that includes selected details and evidence. W.7.2 SWBAT evaluate peer’s work with a rating scale. W.7.5</p> <p>Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Pair with native language speaker or teacher as 3rd member. • Text dependent questions translated into native language. • Finish a partially completed anchor chart using a phrase bank. <p>Differentiation for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Provide multiple choice answers for text dependent questions • Use sentence frames to answer questions <p>Interacting with Text Small group discussion using the following framework for discussion. Students should be mixed ability levels. Demonstrate to whole-class as a fish-bowl activity if necessary. One idea that is present in the articles we read is... Both the _____ and the _____ show/tell us about... All three authors told us about... _____ and _____ are alike/similar/different because... One similarity between _____ and _____ is... Ask questions that require connecting ideas, themes, and the authors’ message: How are _____ and _____ alike? What big idea is important in all three texts? What do they tell about? How are the authors’ messages alike? What do you think the authors were trying to say? What is one idea that is important in _____ but not in _____? Encourage students to support answers by asking: How do you know? What text evidence do you have? What specific language did the author use that helped you make that connection?</p>	<p><i>How does the article explain the way scientific forces effect the driver or the car?</i></p> <p><i>What similarities do you notice between the three texts?</i></p> <p><i>What is the shared concern among the authors of the texts?</i></p> <p><i>How do the texts demonstrate the way racecar drivers and scientists can work together?</i></p> <p><i>What was the author’s message in this article?</i></p> <p><i>What evidence can you give to support that?</i></p> <p><i>Which images/video clips were most important?</i></p>
<p>Writing SWBAT give feedback to assist in peer revision in order to strengthen writing. W.7.5</p> <p>Differentiation for ELP 1 and 2:</p>	

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- Complete rating scale with native language partner.
- Use modified rating scale with emoticons.

Differentiation for ELP 3 and 4:

- Provide list of evaluative statements or phrase chart.

ELL students will need direct instruction on how to guide peers. A visually enhanced guide with specific language on peer revision is available from:

<http://www.fionahogg.com/Unit%2012a%20Self%20and%20peer%20assess.pdf>

This document focuses on the language of self and peer evaluation and provides “Tactics for Self and Peer Assessment”. The original appears in: Pedagogy and Practice: Teaching and Learning in Secondary Schools

Formative Assessment

Speaking & Listening

SWBAT listen to peer presentations and evaluate their effectiveness. **SL.7.2, SL.7.6**

Language

SWBAT use general and specific content vocabulary to express ideas and explain concepts. **L.7.6**

Students will present anchor charts to the class. Peers and teacher will evaluate with rating scales.

Task: After listening to peer group presentations, discuss and evaluate the effectiveness of other charts. Use a teacher-created rating scale that includes the following questions/stems:

- select some items and tell why you did or did not like them
- how would you prioritize these items?
- what choice of details would you have made?
- what would you select to include in your article and why?
- what can be done to improve the writer’s selection of details/evidence?
- rate the ideas on a scale from ___ to ___

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Lesson Plan #6

Lesson Overview: As the culminating activity in this unit, students will write and publish an informational article collaboratively in a group. Each member will be responsible to writing one section of the article with images. Students will share published articles, offer feedback, revise, and improve their work prior to submission. Articles will be published on teacher’s website, or other document-sharing source, such as Google Doc.

Lesson Title: How has the science of speed influenced the design of racecars?

Timeframe: 3-4 days, 45 minutes per session

Lesson Components

Central Texts:

- (1) *Life in the Fast Lane* (Science World 2005)
- (2) The World of NASCAR (Reading A-Z)
- (3) *G-forces Turn Racing into a Weighty Experience* – USAtoday.com

Interdisciplinary Connections: physical energy & motion

Integration of Technology: write an informational article with images utilizing online document sharing technology, such as Google Doc.

Equipment needed: Reserved time in computer lab or laptop cart. Class computers with internet access, student Google Doc accounts or Microsoft Word

WIDA Performance Indicators

Reading: Select textual evidence to support ideas/concepts presented. **WIDA 2; CCSS RI.7.1; RST 6-8.1**

ELP 1-2: Locate words and phrases from visually supported text.

ELP 3-4: Restate or paraphrase visually supported information.

Writing: Integrate and summarize information in print and visually about effects of physical forces on race cars. **WIDA 1, 2; CCSS W.7.2, W.7.4, W.7.6**

ELP 1-2: Select images and write captions using word/phrase bank

ELP 3-4: Summarize information using sentence frames and word walls

Speaking & Listening: Communicate information, ideas, and concepts in science content area. **WIDA 1 AND 4; CCSS SL.7.2, SL.7.6; RST 6-8.1**

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: kinetic energy, dissipating, feature, chassis, NASCAR, fatal, vehicle, modifications, threshold, massive, velocity, momentum, magnitude, absorb, restraining, inertia, G-force, perspective, acceleration, gravity, amateur, aerodynamics L.7.6</p> <p>Key language forms and conventions: Present progressive tense, subordinating conjunctions, dependent clauses, adjectival and adverbial clauses L.7.1</p>	
<p>Listening SWBAT listen and respond appropriately to peer conversation. SL.7.1a-d</p> <p>Speaking SWBAT use academic and social language to communicate. Utilize precise vocabulary. SL.7.6</p> <p>Reading SWBAT locate evidence in texts and notes. RI.7.1</p> <p>Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Free write by drawing and labeling • Select images that visually support text • Write captions for images using word/phrase banks and sentence starters <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Use sentence starters to write a paragraph. • Word bank of phrases. • Use of bilingual dictionary whenever necessary. <p>Preparing the Learner: Activate Prior Knowledge: Free write: What do you know now about the science of racecar driving? Students share responses in pairs and whole class.</p> <p>Building Background: Teach students about TAP: Task, audience, and purpose in order to understand the writing prompt: Prompt: How has the science of speed impacted the design of racecars? Write a shared informational article with images that explains one aspect of this: the science, the difficulties, or the safety features. Each group member will write one section (two paragraphs) with images.</p>	<p><i>How has the science of speed impacted the design of racecars?</i></p> <p><i>Which safety features are most important? How would you rank them?</i></p> <p><i>Which images support your choices?</i></p>
<p>Writing SWBAT take notes from a discussion. W.7.2a</p>	

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<p>SWBAT complete a graphic organizer to pre-plan writing. W.7.2a SWBAT draft writing on a computer within a given time frame W.7.2a-f, W.7.4, W.7.6, W.7.9b, W.7.10 SWBAT revise and edit work with guidance from peers and teacher. W.7.5</p> <p>Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none">• Work with a native language partner.• Word/phrase bank.• Complete cloze sentences and paragraphs using word and phrase banks.• Write labels for illustrations. <p>Differentiation for ELP 3 and 4:</p> <ul style="list-style-type: none">• Use sentence starters and paragraph frames to draft paragraphs.• Word bank.• Use of bilingual dictionary whenever necessary. <p>Interacting with Text Students will use anchor charts, notes, and group worksheets as resource texts for writing. Students will participate in a discussion to complete a graphic organizer to plan their article and assign sections. Teacher will conference with groups and students during independent writing/drafting on computer. All work must be saved to student accounts and to the group document (created on Word, Glogster, or as a Google Doc).</p>	
<p>Writing SWBAT evaluate peer writing and provide feedback, including suggestions. W.7.5</p> <p>Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none">• Native language support orally whenever necessary• drag and drop options from teacher-selected statements• complete cloze paragraphs as writing performance assessment <p>Differentiation for ELP 3 and 4:</p> <ul style="list-style-type: none">• Provide list of evaluative statements or phrase chart.• Consult list of sentence starters for feedback. <p>Extending Understanding Students will showcase final documents in a class read-around display in order to read each other's work and provide feedback. ELL students will require direct instruction on how to evaluate writing according to a rubric. A helpful teacher guide, with mnemonics for students, is available from:</p>	

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“RUBRIC: Teaching Students to Use Grading Rubrics” by Jackson and Larkin, Teaching Exceptional Children, Vol. 35, No. 1, 2002, pp. 40-45. Copyright 2006 by The Council for Exceptional Children.
<http://www.casenex.com/casenex/cecReadings/rubricTeaching.pdf>

Formative Assessment: Published, shared informational article. Peer feedback worksheets
WIDA Writing and New Jersey Registered Holistic Scoring Rubric for Language Arts Literacy-Writing, available from
www.state.nj.us/education/assessment/ms/njask_info_guide.pdf, www.wida.us