

WEST ORANGE PUBLIC SCHOOLS

WEST ORANGE, NEW JERSEY

English as a Second Language

**ESL 2
High School**

August, 2006

WEST ORANGE PUBLIC SCHOOLS

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CURRICULUM WRITER

Ms. Brenda Avila, West Orange High School

PROJECT ADMINISTRATOR

**Michele Granato Daniels
ESL/Bilingual Supervisor**

ESL 2
Lesson Plan

Lesson Title: Brainstorming an Autobiography

Thematic Unit: Personal Discovery

Time Estimate: two class periods

Objective: *Apply the concepts of losing and gaining in the short story, "Something to Declare" by brainstorming ideas for student autobiographies about their moves to the USA on a T-chart.*

Lesson Procedures:

Background: Students have read and discussed the autobiography, "Something to Declare".

Motivation: Students are to answer the following question in their notebooks: How does life change for people when they move to America? Explain.

Activities:

Day One

1. Check students' response to motivation question.
2. Explain the meaning of autobiography: a story of your life written by you.
3. Explicate to students that they will be writing an autobiography about their life changing experiences of coming to America.
4. Review with the students the basic steps of writing: brainstorming, writing rough drafts, revising and editing, having another person read your writing, and writing the final draft.
5. Explain to the students that today they will be brainstorming ideas for their autobiography using a T-Chart in which they will list events that occurred in their lives before coming to America and after.
6. On the board elicit information from the students to complete a T-Chart about Julia (the main character of "Something to Declare") and how her life changed when she first came to America.
7. Discuss and review responses.
8. Elicit categories such as school, friends, family, home, etc. that students can compare in their T-charts.
9. Provide students time to complete the chart.
10. Ask volunteers to present their charts to the class and discuss the answers.
11. After the presentations, briefly review the requirements for writing an open-ended paragraph: Re-state words from the question as part of the main idea sentence, provide three or more examples to support the main idea, provide details and specific explanations of each example, write a concluding sentence, make sure to have five or more complete sentences.

Closure: The class will answer the following question as an open-ended paragraph in preparation for writing their autobiography: What is one area in which your life has changed since coming to America? Explain

Assessments:

1. Teacher observation of oral responses.
2. Teacher observation of written activities.

Follow-up: Students will use the information from their T-Chart and open-ended paragraphs to begin writing their autobiographies.

Name:

Date and Period:

T-CHART

Life Before Coming To America

Life After Coming To America

Life Before Coming To America	Life After Coming To America

ESL 2
Lesson Plan

Lesson Title: Autobiography Sequence Chain

Thematic Unit: Personal Discovery

Time Estimate: two double class periods

Objective: TLW organize ideas for the autobiography by creating a detailed sequence chain on Inspiration.

Lesson Procedures:

Background: Students have discussed the concepts of an autobiography and have completed a sequence chain prior to the reading.

Motivation: On the board, draw an empty template of the sequence chain and ask the students how this diagram was used previously.

Activities:

1. Elicit and discuss the answer to the motivational question. Point out that it is an aid to help sequence events.
2. Review the concept of doing things in sequence.
3. Explain to the students that they will create a sequence chain about the moments they discovered that they were coming to America, the process of getting to America, when they arrived in America, and their new life in America. Students can use the information from their T-Chart and open-ended paragraph to get ideas.
4. Model how to create a sequence chain using the Inspiration program on the projection system. Elicit the events from the story "The Open Door" as an example.
5. Discuss the information of the sequence chain and the process of using the Inspiration Program.
6. Allow students to work individually on their own sequence chain using the Inspiration Program.

Closure: The class will answer the following question (on exit cards): How did the sequence chain help in organizing your ideas?

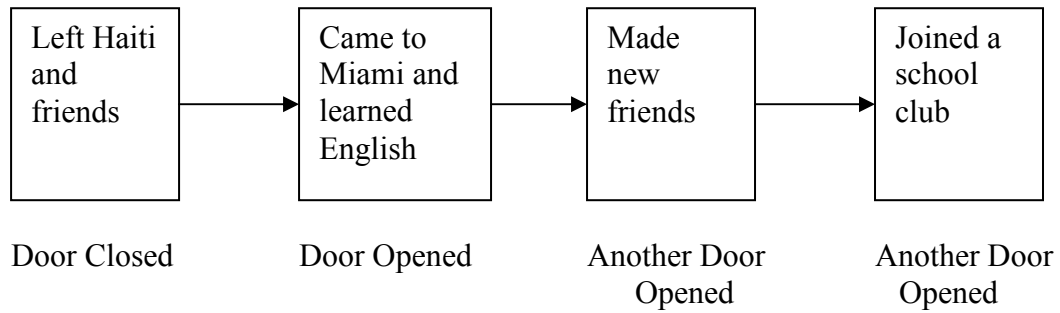
Assessments:

1. Teacher observation of oral responses.
2. Teacher observation of written activities.

Follow-up: Students will use the information from their sequence chain to write their autobiographies.

Sample Sequence Chain

Story: The Open Door
From: High Point Level C Language CD
Pg. 117 of High Point Level C Text Book



ESL 2
Lesson Plan

Lesson Title: Writing an Autobiography

Thematic Unit: Personal Discovery

Time Estimate: ten class periods

Objective: *Write the first draft of the autobiography by using their sequence chains or the outline option on Inspiration.*

Comprehend transitional words by identifying examples from the transitional word sheet and applying them in the first draft of the autobiography.

Lesson Procedures:

Background: Students have discussed the concepts of an autobiography and have completed brainstorming a sequence chain. They have also been introduced to basic transitional words of addition and sequencing.

Motivation: Students are to answer the following questions in their notebooks: What is an autobiography?

Activities:

Day One

1. Elicit and discuss the answer to the motivational question.
2. Review the concept of doing things in sequence.
3. Explain to the students that they will apply the information from their brainstorming and sequence chain to write their autobiographies.
4. Their autobiographies should be written in sequence starting with the moment they found out that they were moving to America, the main events that occurred, and their present life in America.
5. Review the use of transitional words and elicit from students which categories they think would be most appropriate for their autobiographies.
6. Explain transitional words they do not know and give examples.
7. Review rubric for autobiography.
8. Elicit and explain the writing process by writing the following information on the board for students to copy in their notebooks:
9. First, they brainstormed and organized information using the T-chart and sequence chain.
10. Second, they will write their first draft using the information from their previous activities.
11. Third, they will revise and edit their first draft making sure to use transitional words.
12. Fourth, they will revise their first draft to include a variety of literary devices to make it more interesting.
13. Fifth, they will participate in peer conferencing to improve their work.

14. Sixth, they will re-write their first draft and if necessary have it read again.
15. Seventh, they will self-assess their work.
16. Eighth, they will hand in completed draft for a grade. After they have completed their final draft, they will print two copies, one to be graded and one to share with the class.
17. Review peer conference and self-assessment documents.
18. Allow students time to write their autobiographies and assist when necessary.
19. Allow time for the students to complete their peer conferences and self-assessment.
20. Upon completion of final draft, have students place their autobiographies on their desks. Then allow students to take turns going from desk to desk to read each others' autobiographies.

Closure: The class will answer the following question on exit cards: In general, what did you discover about people when they move from one place to another?

Assessments:

1. Teacher observation of oral responses.
2. Teacher observation of written activities.
3. Teacher observation of use of time and efficiency during the writing process.
4. Final draft of autobiographies, rubric attached
5. Peer assessment of writing, attached.
6. Self-assessment of writing, attached.

Transitional Words & Phrases

- *Using transitional words and phrases* help papers read more smoothly by providing coherence.
- *A coherent paper* allows the reader to flow from the first supporting point to the last.
- *Transitions indicate relations*, whether from sentence to sentence, or from paragraph to paragraph. This is a list of “relationships” which supporting ideas may have, followed by a list of “transitional” words and phrases that can connect those ideas.

1. *Addition:*

also	besides	furthermore
in addition	moreover	again

2. *Consequence:*

accordingly	as a result	consequently
hence	otherwise	so then
therefore	thus	thereupon

3. *Summarizing:*

after all	all in all	all things considered
briefly	by and large	in any case
in any event	in brief	in conclusion
on the whole	in short	in summary
in the final analysis	in the long run	on balance
on the whole	to sum up	to summarize
finally		

4. *Generalizing:*

as a rule	as usual	for the most part
generally	generally speaking	ordinarily
usually		

5. *Restatement:*

in essence	in other words	namely
that is	that is to say	in short
in brief	to put it differently	

6. *Contrast and Comparison:*

contrast	by the same token	conversely
instead	likewise	on one hand
on the contrary	on the other hand	rather
similarly	yet	but
however	still	nevertheless
in contrast		

7. **Sequence:**

at first
in the first place
for the time being
in turn
next
in the meantime
earlier
in conclusion

first of all
at the same time
the next step
later on
then
later
simultaneously

to begin with
for now
in time
meanwhile
soon
while
afterward

8. **Diversion:**

by the way

incidentally

9. **Illustration:**

for example

for instance

for one thing

10. **Similarity:**

likewise

similar

moreover

11. **Direction:**

here
beyond
under
to the right

there
nearly
above
in the distance

over there
opposite
to the left

Peer Conference Form

Author _____

Title _____

Things We Liked:

What We Need to Know More About:

Editing Checklist

I checked writing for:

- Words that need to be spelled correctly
- Periods at the ends of sentences
- Capital letters at the beginning of sentences
- Question marks at the end of questions (?)
- Exclamation marks at the end of exciting sentences (!)
- Use of transitional words
- Use of literary devices

Signed:

Name: _____

Writing Checklist

Did you follow the writing process when writing your autobiography?

- My plan is organized so that I can tell what my paragraphs will be.
- I used my plan to write my draft.
- I worked with at least one other person to complete the Conference Form.
- I put the answers to the questions asked during my conference into my story.
- I conferred with someone else, and I asked questions to help them add, remove, or change ideas in their story.
- I used transitional words.
- I used a variety of literary devices.
- I fixed spelling and punctuation.
- I recopied my story neatly.

Staple your plan, draft, and conference form together and turn them in with your final copy.

NAME: _____

Self Assessment Writing Scale

How well did you follow the writing process when writing your autobiography?

___ Plan is well organized. (3pts.)

___ The plan was used to write the draft.
(3pts.)

___ The Conference Form is complete. (3pts.)

___ The answers to the questions asked during the conference are in the story. (3pts.)

___ I asked questions that helped someone else add, remove, or change idea in their story. (3pts.)

___ The story was recopied neatly. (3pts.)

___ The plan, draft, and revising sheet are stapled together and were turned in with the final copy. (3pts.)

___ **TOTAL**

Comments:

Adapted NJ Registered Holistic Scoring Rubric

Name: _____ Date: _____ Score: _____

	Inadequate Command	Limited Command	Partial Command	Adequate Command
Score	1	2	3	4
Content and Organization	<ul style="list-style-type: none"> • May lack opening and/or closing • Minimal response to topic; uncertain focus • No planning evident: disorganized 	<ul style="list-style-type: none"> • May lack opening and/or closing • Attempts to focus • May drift or shift focus • Attempts organization • Few, if any, transitions between ideas 	<ul style="list-style-type: none"> • May lack opening and/or closing • Usually has single focus • Some lapses or flaws in organization • May lack some transitions between ideas 	<ul style="list-style-type: none"> • Generally has opening and closing • Single focus • Ideas loosely connected • Transitions evident
Usage	<ul style="list-style-type: none"> • Details random, inappropriate, or barely apparent • No literary devices used 	<ul style="list-style-type: none"> • Details lack elaboration i.e., highlight paper • Few literary devices used 	<ul style="list-style-type: none"> • Repetitious details • Several unelaborated details • Some literary devices used with little variety 	<ul style="list-style-type: none"> • Uneven development of details • Several literary devices used with some variety
Sentence Construction	<ul style="list-style-type: none"> • No apparent control • Severe/numerous errors • Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> • Numerous errors • Excessive monotony/same structure • Numerous errors • Numerous serious errors 	<ul style="list-style-type: none"> • Errors/patterns of errors may be evident • Little variety in syntax • Some errors 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning • Some variety • Generally correct
Mechanics	<ul style="list-style-type: none"> • Errors so severe they detract from meaning 		<ul style="list-style-type: none"> • Patterns of errors evident 	<ul style="list-style-type: none"> • No consistent pattern of errors • Some errors that do not interfere with meaning

