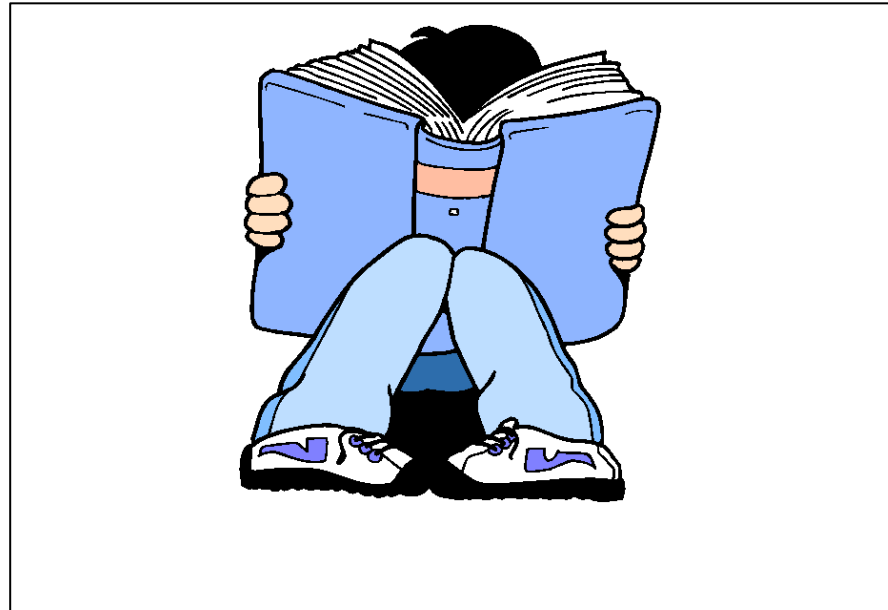


ENGLISH LANGUAGE ARTS



Grade 5: Unit 1

Reading Literature and Informational Text

Narrative Writing

Course Description

(Workshop Model)

Fifth grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The 5th grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 5th grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

Rationale

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.

ESL Framework

This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the New Jersey Student Learning Standards. WIDA's ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.

Pacing Chart – Unit 1

| | | |
|---|--|---|
| <p>Topic: Reading Literature and Informational Text Opinion/Research Writing</p> | <p>NJSLS</p> | |
| <p>DISTRICT RESOURCES</p> <p>Writer’s Workshop: Journeys: Opinion Writing (Short story, description, dialogue, Prewrite a fictional narrative, Write a fictional narrative)</p> <p>Reading Instruction: Journeys: Experiments, Performance and Visual Arts, Politics, Physical Fitness, Language Expression</p> <p>Guided Reading: Teachers will meet daily with guided reading groups using the materials to their students’ reading level, with the end goal being students reading at level R by the end of fourth grade. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on.</p> | <p style="text-align: center;">Reading Standards: Literature</p> <p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9 RL.5.10</p> <p style="text-align: center;">Informational</p> <p>RI.5.1, RI.5.2, RI.5.4, RI. 5.6, RI. 5.7, RI. 5.9, RI. 5.10</p> <p style="text-align: center;">Reading Foundational Skills:</p> <p>RF.5.3A, RF.5.4A,B</p> <p style="text-align: center;">Writing Standards:</p> <p>W.5.1A,B,C, W.5.2,B,E, W.5.3A, B,D,E, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9A, W.5.10</p> <p style="text-align: center;">Language Standards:</p> <p>L.5.1A, L.5.2A,C,E, L.5.3,A,B, L.5.4A,B,C L.5.5,A L.5.6</p> <p style="text-align: center;">Speaking and Listening Standards:</p> <p>SL.5.1,A,B, C,D SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6</p> | <p>Instruction: 8 weeks</p> <p>Assessment: 1 week</p> |

Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving

Writing to learn Making

thinking visible

Note-taking Rereading

& rewriting

Establishing text-based norms for discussions & writing

Establishing metacognitive reflection & articulation as a regular pattern

in learning

Quick writes

Pair/trio Sharing

Turn and Talk

Charting Gallery

Walks

Whole class discussions

Modeling

Word Study Drills

Flash Cards

Interviews

Role Playing

Diagrams, charts and graphs

Storytelling Coaching

Reading partners Visuals

Reading Aloud

Model (I Do), Prompt (We Do), Check (You Do)

Mind Mapping Trackers

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

Conferencing

Educational Technology

Standards

8.1.5.A.3, 8.1.5.D.4, 8.1.5.F.1, 8.2.5.B.4

➤ Technology Operations and Concepts

- Use graphic organizer to organize information about problem or issue.

Example: Students can use a graphic organizer to organize information about racism found in *Forty Acres and Maybe a Mule*.

➤ Digital Citizenship

- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Example: Students can produce a quick-write after viewing a brief video about what can happen if technology and social media are used inappropriately.

➤ Critical Thinking, Problem Solving, and Decision-Making

- Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Example: Students can conduct online research to collect and analyze data in preparation for writing their argument research essay.

➤ Technology and Society

- Research technologies that have changed due to society's changing needs and wants.

Example: Students can research technologies that have changed due society's wants and needs, and conduct a debate about which change was the most significant.

Computer Skills

Basic Computer Skills

- Turn the monitor off and on
- Turn the computer off and on
- Log onto the computer with user id
- Verbally identify computer parts
- Locate, save, and retrieve documents to and from student folders

Word Processing Skills

- Type, edit, and print documents
- Capital letter at the beginning of sentences
- Spacebar once between words and sentences
- Period/Question mark at the end of sentence
- Backspace/Delete to edit incorrect letters in a body of text
- Insert words into sentences and letters into words

Keyboarding Skills

- Demonstrate awareness of home row keys
- Demonstrate proper fingering of home row keys

Internet Skills

- Use the web browser to access the Paterson Public Schools site
- Use the web browser to access curriculum links and other resources

Publisher Skills

- Insert Word Art
- Insert Design Gallery object
- Insert, move, and resize text boxes and graphics

Career Ready Practices

Standards

CRP2, CRP4, CRP7, CRP12

- **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

Example: In this unit, students will apply appropriate academic and technical skills when making relevant global connections to *Forty Acres and Maybe a Mule*.

- **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: In this unit, students will use written communication when producing a research-based argument essay.

- **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: In this unit, students will employ valid and reliable research strategies when conducting a short research project.

· **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example: In this unit, students will find ways to increase the engagement and contribution of all teams members by participating in small group Accountable Talk discussion to identify author's purpose.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:

| | |
|-----------------------------|---|
| <p>6- Reaching</p> | <ul style="list-style-type: none"> · Specialized or technical language reflective of the content areas at grade level · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level · Oral or written communication in English comparable to proficient English peers |
| <p>5- Bridging</p> | <ul style="list-style-type: none"> · Specialized or technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports · Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| <p>4- Expanding</p> | <ul style="list-style-type: none"> · Specific and some technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs · Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| <p>3- Developing</p> | <ul style="list-style-type: none"> · General and some specific language of the content areas · Expanded sentences in oral interaction or written paragraphs · Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| <p>2- Beginning</p> | <ul style="list-style-type: none"> · General language related to the content area · Phrases or short sentences · Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |

1- Entering

- Pictorial or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

| <u>Time/General</u> | <u>Processing</u> | <u>Comprehension</u> | <u>Recall</u> |
|---|--|---|---|
| <ul style="list-style-type: none"> · Extra time for assigned tasks · Adjust length of assignment · Timeline with due dates for reports and projects · Communication system between home and school · Provide lecture notes/outline | <ul style="list-style-type: none"> · Extra Response time · Have students verbalize steps · Repeat, clarify or reword directions · Mini-breaks between tasks · Provide a warning for transitions · Reading partners | <ul style="list-style-type: none"> · Precise step-by-step directions · Short manageable tasks · Brief and concrete directions · Provide immediate feedback · Small group instruction · Emphasize multi-sensory learning | <ul style="list-style-type: none"> · Teacher-made checklist · Use visual graphic organizers · Reference resources to promote independence · Visual and verbal reminders · Graphic organizers |

| <u>Assistive Technology</u> | <u>Tests/Quizzes/Grading</u> | <u>Behavior/Attention</u> | <u>Organization</u> |
|--|---|--|--|
| <ul style="list-style-type: none"> · Computer/whiteboard · Tape recorder · Spell-checker · Audio-taped books | <ul style="list-style-type: none"> · Extended time · Study guides · Shortened tests · Read directions aloud | <ul style="list-style-type: none"> · Consistent daily structured routine · Simple and clear classroom rules · Frequent feedback | <ul style="list-style-type: none"> · Individual daily planner · Display a written agenda · Note-taking assistance · Color code materials |

Differentiated Instruction

Accommodate Based on Students' Individual Needs:

- Leveled Text ·
Chunking text
- Choice Board/Menu
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Tiered learning centers
- Tiered questioning
- Data-driven student partnerships

Interdisciplinary Connections

Health and Physical Education:Physical Fitness 2.2.4.B.4

With the guidance of a teacher, students will record their physical fitness levels over the course of a month. Students will graph their daily levels of fitness over a month to help them better visualize their levels. Once graph is made, students will create fitness goals and create a plan to meet those goals.

Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments

- DRA2
- Study Island Benchmarks
- End of Unit Assessment
(Students with CPL \geq 3.5)
- ESL Unit Level 1-2 Assessment
(Students with CPL \leq 3.4)
- W-APT oral language proficiency test / ACCESS
- PARCC

Suggested Formative/Summative Classroom Assessments

- Short constructed response questions ·
- Multiple Choice questions
- Quizzes ·
- Journals ·
- Essays
- Quick writes
- Summative chapter test ·
- Projects
- Portfolio ·
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) ·
- Homework
- Anecdotal Notes
- Student Conferencing

| Grade: 5 | ELA Standards | Lessons in each Unit | | | | |
|-----------------|---|----------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| LANGUAGE | | | | | | |
| L.5.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | |
| L.5.1A | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | | | X | X | |
| L.5.1B | Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. | | | | | |
| L.5.1C | Use verb tense to convey various times, sequences, states, and conditions. | | | | X | |
| L.5.1D | Recognize and correct inappropriate shifts in verb tense. | | | | | |
| L.5.1E | Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). | | | | | |
| L.5.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | |
| L.5.2A | Use punctuation to separate items in a series. | | | | | |
| L.5.2B | Use a comma to separate an introductory element from the rest of the sentence. | | | | | |
| L.5.2C | Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). | | | | | |
| L.5.2D | Use underlining, quotation marks, or italics to indicate titles of works. | | | | | |
| L.5.2E | Spell grade-appropriate words correctly, consulting references as needed. | X | X | X | X | X |
| L.5.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | | | |
| L.5.3A | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | X | X | | |

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| L.5.3B | Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems. | | X | X | | |
| L.5.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. | | | | | |
| L.5.4A | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | X | | X | | |
| L.5.4B | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). | | X | | X | |
| L.5.4C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the | X | | | | X |

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| | pronunciation and determine or clarify the precise meaning of key words and phrases. | | | | | |
| L.5.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | | |
| L.5.5A | Interpret figurative language, including similes and metaphors, in context. | | | | | X |
| L.5.5B | Recognize and explain the meaning of common idioms, adages, and proverbs. | | | X | | |
| L.5.5C | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | | | |
| L.5.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>). | X | X | X | X | X |
| READING: FOUNDATIONAL SKILLS | | | | | | |
| RF.5.3A | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | X | X | X | X | X |
| RF.5.4A | Read grade-level text with purpose and understanding. | X | X | X | X | X |
| RF.5.4B | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | X | X | X | X | |
| RF.5.4C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | | | |
| READING: LITERATURE | | | | | | |
| RL.5.1 | Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | X | X | X | X | X |
| RL.5.2 | Determine the key details in a story, drama or poem to identify the theme and to summarize the text. | X | X | X | | X |
| RL.5.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | X | X | X | | X |
| RL.5.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | X | X | X | | X |
| RL.5.5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | X | X | | | X |

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| RL.5.6 | Describe how a narrator's or speaker's point of view influences how events are described | X | | | | X |
| RL.5.7 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic | X | X | | | X |

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| | novel, multimedia presentation of fiction, folktale, myth, poem). | | | | | |
| RL.5.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | X | | | X |
| RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | X | X | X | | X |
| READING: INFORMATIONAL TEXT | | | | | | |
| RI.5.1 | Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | | | | | X |
| RI.5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | | | | | X |
| RI.5.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | | | | | |
| RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . | X | | | | |
| RI.5.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | | | | | |
| RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | | | | |
| RI.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | X | | X | X | |
| RI.5.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | | | | | |
| RI.5.9 | Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. | X | | X | X | X |
| RI.5.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. | | | | | X |
| WRITING | | | | | | |

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| W.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | | | |
| W.5.1A | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. | X | | X | X |
| W.5.1B | Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. | X | | X | X |
| W.5.1C | Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). | X | | | |
| W.5.1D | Provide a conclusion related to the opinion presented. | | | | |
| W.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | |
| W.5.2A | Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. | | X | | |
| W.5.2B | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | | | X |
| W.5.2C | Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>). | | | | |
| W.5.2D | Use precise language and domain-specific vocabulary to inform about or explain the topic. | | X | | |
| W.5.2E | Provide a conclusion related to the information of explanation presented. | | | | X |
| W.5.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | |
| W.5.3A | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | X | | | X |
| W.5.3B | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | X | X | X | X |
| W.5.3C | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | | | | X |
| W.5.3D | Use concrete words and phrases and sensory details to convey experiences and events precisely. | X | X | X | X |
| W.5.3E | Provide a conclusion that follows from the narrated experiences or events. | X | | | X |

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| W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | X | X | | | X |
| W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | X | X | X | X | X |
| W.5.6 | With some guidance and support from adults and peers, use technology, including the Internet, to produce and | | | | | X |

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| | publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | | | | | |
| W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. | X | | | X | |
| W.5.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | | | | X | |
| W.5.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | |
| W.5.9A | Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). | X | X | X | | X |
| W.5.9B | Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | | | | | |
| W.5.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | X | X | X | X | X |
| SPEAKING AND LISTENING | | | | | | |
| SL.5.1A | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. | X | X | X | X | X |
| SL.5.1B | Follow agreed-upon rules for discussions and carry out assigned roles. | | | | | X |
| SL.5.1C | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | X | X | X | X | X |
| SL.5.1D | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | X | X | | X |
| SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). | X | X | X | X | X |
| SL.5.3 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | | X | X | | |
| SL.5.4 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | X | X | X | | |

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| SL.5.5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to | X | X | | | |
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| | enhance the development of main ideas or themes. | | | | | |
| SL.5.6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | X | X | X | | |

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| Grade: 5 | Unit: Lessons 1-5 | Topic: Reading Literature and Informational Text Narrative Writing |
| <p>Reading Standards: Literature: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9 RL.5.10</p> <p>Informational RI.5.1, RI.5.2, RI.5.4, RI. 5.6, RI. 5.7, RI. 5.9, RI. 5.10</p> <p>Reading Foundational Skills: RF.5.3A, RF.5.4A,B</p> <p>Writing Standards:W.5.1A,B,C, W.5.2,B,E, W.5.3A, B,D,E, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9A, W.5.10</p> <p>Language Standards: L.5.1A, L.5.2A,C,E, L.5.3,A,B, L.5.4A,B,C L.5.5,A L.5.6</p> <p>Speaking and Listening Standards: SL.5.1,A,B,C,D SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6</p> | | |

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| <u>New Jersey Student Learning Standard (NJSL)</u> | | | |
| <p>NJSL: RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Modified Learning Objective: RL.5.1. Identify words in the text to answer a question about explicit information.</p> | | | |
| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |

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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read · Make personal connection, make connections to other texts, and/or make global connections when relevant · Use quotes or references from a text when explaining what the text | <ul style="list-style-type: none"> · Why is it important to make inferences from the excerpt I just read? · How can I determine if my inferences are accurate based on the story events/details? · How can I demonstrate an understanding of the text recalling details and citing textual evidence to support my response? | <ul style="list-style-type: none"> · Locate literature quotes accurately to support explanations or inferences. · Given an excerpt, highlight the quote that aligns with the question being asked to use as support. · Incorporate Accountable Talk to discuss quotes from a text that can be used to cite evidence. · Given a paragraph, students will make inferences and support the inference with an accurate quote from the text. |
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| | says explicitly and/or when drawing inferences drawn from the text | <ul style="list-style-type: none">· Why did the author write this passage?· What inferences can you make?· What can you conclude from this passage? | |
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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education · Students - Mid Group | <ul style="list-style-type: none"> · Identify details and examples in a text · Cite specific examples and details to support inferences · Understand author's point of view | <ul style="list-style-type: none"> · Why is it important to make inferences from the excerpt I just read? · How can I determine if my inferences are accurate based on the story events/details? · How can I demonstrate an understanding of the text recalling details and citing textual evidence to support my response? · Why did the author write this passage? · What inferences can you make? · What can you conclude from this passage? | <ul style="list-style-type: none"> · Model to students how to use words and phrases to reference a quote from a text (e.g. The author (name) states "(quotation)" (and cite author). · Given a passage, students highlight a direct quote that answers the question. · As a class create a list of Accountable Talk stems for students to reference during discussions. · With a paragraph, teacher models aloud for students how to make inferences and support the inference with an accurate quote from the text. · Use a three column chart with text, meaning, and inference. Teacher will chart responses to support the inference. · In small group/whole class discussion, ask students to use introductory words and phrases to quote facts from the text. (e.g. The author (name) states "(quotation)"). · Use introductory words and phrases to |
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| | | | <p>explain inferences drawn from the text (e.g. this means that _____; the author thinks that _____; this makes me reach the conclusion that _____).</p> <ul style="list-style-type: none">· Use pre-identified words and phrases and complete graphic organizers to complete sentence starters or cloze paragraphs that describe the responses of story characters. |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Orally identify details and examples in a text · Cite specific examples and details to support inferences · Understand author's point of view | <ul style="list-style-type: none"> · Why is it important to make inferences from the what I just read? · How can I determine if my inferences are accurate based on the story events/details? OR · How can I tell if my meaning is correct? Can I find or point to a quote from the text? · How can I demonstrate an understanding of the text recalling details and citing textual evidence to support my response? · Why did the author write this passage? | <ul style="list-style-type: none"> · Model to students how to use words and phrases to reference a quote from a text (e.g. The author (name) states "(quotation)" (and cite author). · Given a sentence, students highlight a direct quote that answers the question. · Teacher models Accountable Talk using quotes from a text that can be used to cite evidence. · Select a sentence or illustration and model aloud for students how to make an inference or guess using a direct quote from the text. · In small group/whole class discussion, ask students to use introductory words and phrases to quote facts from the text. (e.g. The author (name) states "quotation"). · Teacher uses Yes/No and multiple questions? For example, "The author |
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| | | <ul style="list-style-type: none">· What inferences can you make?· In the end, what do you understand from the story | <p>wrote this story to say ___? Yes/No · Do you think the author wants to say ___ or ____.</p> <ul style="list-style-type: none">· Use pre-taught words and phrases from previously completed graphic organizers to complete sentence starters that describe the responses of story characters. |
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Sample Test Release Item TECR (2030_A) Associated Text: “Where the Red Fern Grow”

Task

Part A

Which emotions are emphasized through the author’s use of first-person point of view?

- A. frightened, but driven
- B. powerful, but insecure
- C. forceful, but respectful
- D. excited, but confused

Part B

Drag and drop **two** sentences from paragraphs 14–17 of the passage that support both parts of the answer in Part A.

<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSL) NJSL:

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

Modified Learning Objective: RL.5.2. Identify the central idea or theme of a story, drama or poem.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Identify the key details · Analyze the actions and thoughts of characters or speakers in texts, looking for patterns · Identify the theme of the text · Determine the central message or theme | <ul style="list-style-type: none"> · What is the theme of the story? · How can I determine the universal theme of the text? · How can I demonstrate understanding of the theme? · Can I compare and contrast themes across a variety of texts? · How can I determine the key events or details in the story? · How can I summarize the text identifying specific details/events from the text? | <ul style="list-style-type: none"> · Read and analyze a text and identify the theme using specific details that support the theme. · After listening to a read-aloud of a text describe how the speaker in the text reflects upon a topic. · Given a text read, discuss and identify the author's purpose. · After reading a text, summarize using important key events and details. |

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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education | <ul style="list-style-type: none"> · Identify the universal theme · Locate details to support the theme | <ul style="list-style-type: none"> · What is the theme of the story? · How can I know the theme or message of the text? | <ul style="list-style-type: none"> · Teacher models how to read and analyze a text and identify the theme using specific details and quotes that support the theme. · In small group, students will create a list of key details/quotes that support the theme. |
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| <p>Students - Mid Group</p> | <ul style="list-style-type: none"> · Summarize the text · Identify author's purpose · Summarize important key events and details | <ul style="list-style-type: none"> · How can I demonstrate understanding of the theme? · Can I compare and contrast themes across a variety of texts? · How can I determine the key events or details in the story? · How can I summarize the text identifying specific details/events from the text? | <ul style="list-style-type: none"> · After listening to a read-aloud of a text, teacher models how the speaker in the text reflects upon a topic by completing a graphic organizer using content vocabulary, simple sentences and phrases. · Given a leveled text, students read, discuss and identify the author's purpose. · Use a Fishbone graphic organizer to identify main idea/theme and supporting details · Provide students with the following sentence frames to summarize story: <ul style="list-style-type: none"> · In the beginning.... · In the middle..... · In the end · As a class, list possible themes for a text. In small groups discuss different themes across multiple texts. Chart and share with class. · Students show how a message or theme is the same and different using two or more texts by completing a Venn Diagram |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education | <ul style="list-style-type: none"> · Orally identify the main theme/message using pre-taught words · Find one word or phrase or point to an illustration | <ul style="list-style-type: none"> · What is the theme/message of the story? · How can I demonstrate understanding of the | <ul style="list-style-type: none"> · Teacher models how to read and analyze a text and identify the theme using specific details and quotes that support the theme. · After listening to a read-aloud of a text, teacher models how the speaker in the text |
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| <p>Students - Low Group</p> | <p>to support the main message</p> <ul style="list-style-type: none"> · Summarize the text using a graphic organizer with single words or phrases | <p>theme?</p> <ul style="list-style-type: none"> · Can I compare and contrast themes across a variety of texts? · How can I determine the key events or details in the story? · How can I summarize the text identifying specific details/events from the text? · Can I use a word/phrases or point to an illustration to show that I know the message of the story? · How can I show that I understand the message of the story? Can I draw the message and add some key words? · How can I retell what happened in the story? Can I use a graphic organizer? | <p>reflects upon a topic.</p> <ul style="list-style-type: none"> · Have students complete a graphic organizer using content vocabulary, simple sentences and phrases. May refer to a model or word bank. · Students can use pictures to complete a storyboard · Students with list of possible themes · Students can show understanding of a theme/message by drawing an illustration and adding key words or simple phrases. · Students will match pictures to statements about theme across multiple texts. · Given a text, model how to read and identify the author's purpose. · Teacher uses Yes/No or multiple choice type questions. |
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New Jersey Student Learning Standard (NJSL)

NJSLS: RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Modified Learning Objective: R.L.5.4. Determine the intended meaning of multi-meaning words in a text

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) · Identify metaphors and similes · Analyze similes and metaphors in text and how it impacts the reader | <ul style="list-style-type: none"> · What is figurative language? · How can I determine the deeper meaning an author may be alluding to when using figurative language? · Why is it important to distinguish the difference between metaphor and simile? · How can I interpret figurative language? · Are there any clues around the word that can help you determine the meaning? · What strategies can you use to help you determine the meaning of a word? | <ul style="list-style-type: none"> · Given an excerpt from a text which includes figurative language, students will write the deeper meaning that the author is indicating. · Students will have to create 3-5 of their own similes and metaphors and discuss in a small group. · Given an excerpt which includes figurative language, students will highlight and describe the meaning of the metaphors and similes. |

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| · ESL Levels 2.5-3.9 | · Use context clues to help determine meaning of words | · What is figurative language? | · Given an excerpt from a text which includes figurative language, students will write the |
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| <ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | <ul style="list-style-type: none"> · Understand the words and phrases often have literal and figurative meanings · Know that similes and metaphors are words used to compare two objects | <ul style="list-style-type: none"> · How can I determine the meaning an author is trying to give using figurative language? Is there a symbol? · Why is it important to distinguish the difference between metaphor and simile? · How can I understand figurative language? · Are there any clues or illustrations around the word that can help you determine the meaning? · What strategies can you use to help you determine the meaning of a word? | <p>deeper meaning that the author is indicating using symbols, illustrations, word bank and pre-identified words.</p> <ul style="list-style-type: none"> · Students will read and identify 3-5 similes and metaphors and discuss in a small group. · Challenge students to create one or two similes and metaphors and discuss with a higher CPL partner · Have student show understanding that words and phrases often have literal and figurative meanings with the aid of pictures and illustrations. · Use Yes/No questions or Multiple choices, for example: Is it the opposite of literal? Yes/No OR...Is there a symbol? In this story, what is a symbol of ____? · The author said _____. Does he mean _____ or _____? |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Use context clues to help determine meaning of words · Understand the words and phrases often have literal and figurative meanings · Know that similes and metaphors are words used to | <ul style="list-style-type: none"> · What is figurative language? · Why is it important to find the difference between metaphor and simile? Will a picture help me see the difference? | <ul style="list-style-type: none"> · Given a sentence from a text which includes figurative language, students will orally (or write) the deeper meaning that the author is indicating by referring to illustrations, pictures, and pre-taught words. · Create a multiple choice activity where students circle the correct answer describing figurative or literal language. |
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| | compare two objects | <ul style="list-style-type: none">· How can I understand figurative language with or without an illustration?· Are there any clues or pictures around the word that can help you understand the meaning?· Can you use definitions of words and pictures or illustrations to help you understand the meaning? | <ul style="list-style-type: none">· After listening to a sentence, students will orally say if it is a simile or a metaphor. Challenge students to write one sentence with a simile or a metaphor working with a higher CPL partner.· Have student show understanding that words and phrases often have literal and figurative meanings with the aid of pictures and illustrations.· Use Yes/No questions or Multiple choices, for example: Is it the opposite of literal? Yes/No OR...Is there a symbol? In this story, what is a symbol of ____?· The author said _____. Does he mean _____ or _____? |
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Sample Test Released Item EBSR (9257_A) Associated Text: "Where the Red Fern Grows"

Task

Part A

What does the phrase **bored its way into my brain** mean in paragraph 9 of *Where the Red Fern Grows*?

- A. formed an idea
- B. made a hole in
- C. created a lack of interest
- D. forced through an object

Part B

Which quotation from paragraph 9 helps the reader understand the meaning of the answer to Part A?

- A. "... the last bit of hope faded away."
- B. "There was my miracle."
- C. "They were so plain"
- D. "... I couldn't help but understand them."

New Jersey Student Learning Standard (NJSLS)

NJSLS: RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

Modified Learning Objective: RL.5.6 Determine the point of view of the narrator.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Identify the narrator's point of view · Explain how the point of view impacts the events in the text | <ul style="list-style-type: none"> · Who is telling these events? · Is the narrator part of the story? Is this story being told in first-person? · What is the narrator's perspective? Are they in the story, or is the story being told by an outside observer? · How does the narrator's point of view influence how the events are described? · Why do you think the narrator described the events the way he/she did? · How would the story be different if another character was telling the story? | <ul style="list-style-type: none"> · Given an event, students will identify two different narrators and how they may describe the same event differently. · Students can create four comic strips showing four different points of views. · Given a list of characters from a selection, chose the one who is the speaker. · Engage in an Accountable Talk discussion and use explicit details from the text to support the response. |
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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education · Students - Mid Group | <ul style="list-style-type: none"> · Identify the person who is telling the story (narrator) · Understand that how a person tells a story influences the outcome of the story. · Understand how the narrator's point of view influences the description of events | <ul style="list-style-type: none"> · Who is telling these events? · Is the person telling the story part of the story? · What is the narrator's perspective? · Did the author's thoughts or feelings in this (passage/sentence) influence how he described the event? · How would the story change if another character told the story? | <ul style="list-style-type: none"> · Given an event, students will identify two different narrators and how they may describe the same event differently using a graphic organizer with pre-taught vocabulary and simple sentences. · Students can complete 3-4 comic strips showing 3-4 different points of views with content vocabulary and simple sentences or a matching activity. · Describe how point of view of author influences events by answering simple analytical questions using adapted text with key content based grade vocabulary in simple sentences. · Use teacher created partially completed T-Chart (POV/event), sentence strips, and illustrations. |

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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Orally identify or name the person who is speaking in the story. · Understand that how a person tells a story influences the way the story ends. · With visual representations, understand how the thoughts and feelings of the person telling the story influence | <ul style="list-style-type: none"> · Who is telling this story? · Is the person telling the story part of the story? · What is the narrator’s perspective? · Did the author’s thoughts or feelings in this (passage/sentence) influence how he described the event? | <ul style="list-style-type: none"> · Given an event, and with teacher guidance, students will identify two different narrators and how they may describe the same event differently using a graphic organizer and with single words, phrases and illustrations. · Students will complete 2 or more comic strips showing different points of views using pre-taught single words and phrases. · Teacher uses Yes/No or multiple choice questions. For example, “Who is telling the story? The _____ or the _____?” |
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| | how the events are described or explained. | · Do you think the story would change if another character/person told the story? Yes/No | · Is the person telling the story saying “I”? Yes/No |
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Sample Test Released Item EBSR (2808_A) Item: 2028 Associated Text: "Where the Red Fern Grows" and "The Lighthouse Lamp"

Task

Where the Red Fern Grows and "The Lighthouse Lamp" are written from different points of view. Write an essay analyzing the impact of point of view on events in the passage from *Where the Red Fern Grows* and the impact of point of view on events in the poem, "The Lighthouse Lamp." Use specific examples from **both** texts to support your answer.

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New Jersey Student Learning Standard (NJSL)

NJSLS: RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Modified Learning Objective: RI.5.1. Identify words in the text to answer a question about explicit information

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read · Make personal connection, make connections to other texts, and/or make global connections when relevant · Use quotes or references from a text when explaining what the text says explicitly and/or when drawing inferences drawn from the text | <ul style="list-style-type: none"> · Why is it important to make inferences from the excerpt I just read? · How can I determine if my inferences are accurate based on the text details? · How can I demonstrate an understanding of the text recalling details and citing textual evidence to support my response? · Why did the author write this passage? · What inferences can you make? · What can you conclude from this passage? | <ul style="list-style-type: none"> · Locate quotes accurately to support explanations or inferences. · Given an excerpt, highlight the quote that aligns with the question being asked to use as support. · Incorporate Accountable Talk to discuss quotes from a text that can be used to cite evidence. · Given a paragraph, students will make inferences and support the inference with an accurate quote from the text. |

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| <ul style="list-style-type: none">· ESL Levels 2.5-3.9· WIDA 2: Reading, | <ul style="list-style-type: none">· Identify details and examples in a text | <ul style="list-style-type: none">· Why is it important to make inferences from the excerpt I just read? | <ul style="list-style-type: none">· Model to students how to use words and phrases to reference a quote from a text (e.g. the author (name) states “(quotation)” (and |
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| <p>Speaking</p> <ul style="list-style-type: none"> · Special Education · Students - Mid Group | <ul style="list-style-type: none"> · Cite specific examples and details to support inferences · Understand author's point of view | <ul style="list-style-type: none"> · How can I determine if my inferences are accurate based on the text events/details? · How can I demonstrate an understanding of the text recalling details and citing textual evidence to support my response? · Why did the author write this passage? · What inferences can you make? · What can you conclude from this passage? | <p>cite author).</p> <ul style="list-style-type: none"> · Given a passage, students highlight a direct quote that answers the question. · As a class create a list of Accountable Talk stems for students to reference during discussions. · With a paragraph, teacher models aloud for students how to make inferences and support the inference with an accurate quote from the text. · Use a three column chart with text, meaning, and inference. Teacher will chart responses to support the inference. · In small group/whole class discussion, ask students to use introductory words and phrases to quote facts from the text. (e.g. The author (name) states ("quotation"). · Use introductory words and phrases to explain inferences drawn from the text (e.g. this means that _____; the author thinks that _____; this makes me reach the conclusion that _____). |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education | <ul style="list-style-type: none"> · Orally identify details and examples in a text · Cite specific examples and details to support inferences | <ul style="list-style-type: none"> ▪ Why is it important to make inferences from the what I just read? ▪ How can I determine if my inferences are | <ul style="list-style-type: none"> · Model to students how to use words and phrases to reference a quote from a text (e.g. the author (name) states “(quotation)” (and cite author). · Given a sentence, students highlight a |
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| <p>Students - Low Group</p> | <ul style="list-style-type: none"> · Understand author's point of view | <p>accurate based on the events/details?</p> <ul style="list-style-type: none"> ▪ How can I tell if my meaning is correct? Can I find or point to a quote from the text? ▪ How can I demonstrate an understanding of the text recalling details and citing textual evidence to support my response? ▪ Why did the author write this passage? ▪ What inferences can you make? ▪ In the end, what do you understand from the text? | <p>direct quote that answers the question.</p> <ul style="list-style-type: none"> · Teacher models Accountable Talk using quotes from a text that can be used to cite evidence. · Select a sentence or illustration and model aloud for students how to make an inference or guess using a direct quote from the text. · In small group/whole class discussion, ask students to use introductory words and phrases to quote facts from the text. (e.g. The author (name) states "quotation"). · Teacher uses Yes/No and multiple questions? For example, "The author wrote this story to say ___? Yes/No · Do you think the author wants to say ___ or ___? |
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Sample Test Release Item EBSR (VF579969) Associated Text: "Play, Play Again"

Task

Part A

Read the sentences from paragraph 2 of the passage.

And play is risky. Animals can break bones, pull muscles, or get bitten or scratched. Why is play worth the risk?

How does the author support the idea that play is worth the risk?

- A. by showing how play helps animals prepare to survive in their environment
- B. by showing how play teaches behaviors that help animals work together
- C. by showing how play trains animals to react to unexpected dangers
- D. by showing how play provides exercise that makes animals strong

Part B

Which detail from the passage supports the answer to Part A?

- A. "... yanks it back and forth ..." (paragraph 3)
- B. "... leaping wildly in the air ..." (paragraph 4)
- C. "... rehearsing skills they'll need one day ..." (paragraph 4)
- D. "... monitor their behavior ..." (paragraph 5)

New Jersey Student Learning Standard (NJSLS)

NJSLS: RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Modified Learning Objective: RI.5.2 Identify the main idea of a text when it is not explicitly stated.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Summarize the key points of a text · Identify details to support the main idea · Identify at least two main ideas in informational texts · Explain how the author supports main ideas in informational text with key details | <ul style="list-style-type: none"> · What is this text about? · What are the main ideas developed in the text? · After reading the text, which details support the main ideas? · How did you decide that these details are important? · What kind of details does the author use to support the main ideas? · Write a short summary about what you have learned? · Can you summarize the main ideas of the text in a sentence? | <ul style="list-style-type: none"> · Students read a social studies passage. They use a graphic organizer to determine the main ideas of the passage and under each main idea, list key details. Finally students write a one or two sentence summary of the passage. They can either turn this in, or compare it with a partner to see if they found similar information. <i>Pair, individual</i> · Students in a group are given different passages on the same general subject to read and write a brief summary. After they complete the task, all students read all of the passages and decide which summary matches which passage. Students will then discuss what they thought was the correct summary, what was strong and what could be improved. · Students read a nonfiction text. Without using words they create a picture, illustrating the main ideas and key details for support. They may have the option of using clipart images for their illustrations. |
| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 | <ul style="list-style-type: none"> · Identify the main idea · Locate details to support | <ul style="list-style-type: none"> · What is the main idea of the text? | <ul style="list-style-type: none"> · Teacher models how to read and analyze a text to identify the main idea. |

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| <ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | <p>the main idea.</p> <ul style="list-style-type: none"> · Summarize the text · Identify author's purpose · Summarize key events and details | <ul style="list-style-type: none"> · How do I know the message of the text? · How can I determine key events or details from the text? · How can I summarize the text identifying specific events/details from the text? | <ul style="list-style-type: none"> · In small group, create a list of details and events in the text that support the main idea. · Using a graphic organizer, students will identify the main idea and supporting details · Given a leveled text, students work in pairs to identify main idea and discuss author's purpose. |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Identify the main idea · Find one word or phrase that supports the main idea · Summarize the text using single words or phrases | <ul style="list-style-type: none"> · What is the main idea of the text? · How can I determine key events or details from the text? · How can I summarize the text identifying specific events/details from the text? | <ul style="list-style-type: none"> · Teacher models how to read and analyze a text to identify the main idea. · After listening to a text read aloud, teacher models how to identify key details in the text. · Have students complete a graphic organizer to identify the main idea and key details. Word bank may be used. · Students show understanding of the main idea by dragging a picture and labeling with key words or phrases from the text. · Match pictures to statements from text. |
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Sample Test Released Item TECR(VF670944) Associated Text: "Play, Play Again"

TASK

Part A

Which sentence contains **two** main ideas from the passage?

- A. Some animals engage in risky play; goats prefer rugged play areas.
- B. Animals develop physical abilities in play; play increases their intelligence.
- C. Play is different for various animals; some animals play more than others.
- D. Large animals play more than small ones; prey animals play more roughly.

Part B

Drag and drop **one** detail from the list that supports the first main idea, and then drag and drop **one** detail from the list that supports the second main idea.

"animals constantly monitor their behavior to keep play going" (paragraph 5)

"play exercises the brain" (paragraph 10)

"more creative and complex ways" (paragraph 9)

"more likely to get hurt" (paragraph 7)

"when animals play, they are practicing skills" (paragraph 4)

"different kinds of animals play in different ways" (paragraph 3)

"they often reverse roles" (paragraph 5)

"animals sometimes seem to prefer play that is a bit dangerous" (paragraph 6)

Main Idea 1

Main Idea 2

New Jersey Student Learning Standard (NJSLS)

NJSLS: RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Modified Learning Objective: RI.5.4. Determine the meanings of domain-specific words and phrases.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) · Identify metaphors and similes · Analyze similes and metaphors in text and how it impacts the reader | <ul style="list-style-type: none"> · Can you read the sentences around the word/phrase to help you determine its meaning? · What does the word, _____, mean in this sentence? · What does the phrase, _____, mean in this selection? · What tools can you use to help you find the meaning of this word? · Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word? · What does the prefix _____ mean in the word _____ ? | <ul style="list-style-type: none"> · Given a list of eight to twelve academic and domain specific vocabulary words, students in small groups select six of the eight or ten of the twelve words and create a dialog using those words to demonstrate that they know and understand the words. · Divide the class into five groups and give each group one Figurative Language Strip. Hand out one copy of a poem to each group and read it aloud. Have students read the definition and example on their Figurative Language Strip. Instruct each group to find at least one example of the type of Figurative Language on their strip. Ask groups to write a word or phrase from the poem that matches the type of figurative language they were assigned. Each group will read the sentence that corresponds with their Figurative Language Strip. · Read a poem (containing metaphors and similes) aloud to students and asking student to focus on the similes and the metaphors the author uses. Have students |
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| | | <ul style="list-style-type: none">· Where else in the book might you look at to help you figure out what the word means?· What word would be the best choice in searching for _____ on the Internet? | <p>close their eyes as they listen. Each time they hear a simile or metaphor, raise their hand. Distribute the poem to students and have them work in pairs or groups to highlight the similes in one color and the metaphors in a different color. Students have an Accountable Talk discussion about what its use evokes in the reader.</p> |
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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | <ul style="list-style-type: none"> · Use context clues to help determine meaning of words · Understand the words and phrases often have literal and figurative meanings · Know that similes and metaphors are words used to compare two objects | <ul style="list-style-type: none"> · How can I determine the meaning an author is trying to give using figurative language? Is there a symbol? · Why is it important to distinguish the difference between metaphor and simile? · How can I understand figurative language? · Are there any clues or illustrations around the word that can help you determine the meaning? · What strategies can you use to help you determine | <ul style="list-style-type: none"> · Given an excerpt from a text which includes figurative language, students will write the deeper meaning that the author is indicating using symbols, illustrations, word bank and pre-identified words. · Students will read and identify 3-5 similes and metaphors and discuss in a small group. · Challenge students to create one or two similes and metaphors and discuss with a higher CPL partner · Have student show understanding that words and phrases often have literal and figurative meanings with the aid of pictures and illustrations. · Use Yes/No questions or Multiple choices, for example: Is it the opposite of literal? Yes/No OR...Is there a |
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| | | the meaning of a word? | symbol? In this text, what is a symbol of ____? |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Use context clues to help determine meaning of words · Understand the words and phrases often have literal and figurative meanings · Know that similes and metaphors are words used to compare two objects | <ul style="list-style-type: none"> · What is figurative language? · Why is it important to find the difference between metaphor and simile? Will a picture help me see the difference? · How can I understand figurative language with or without an illustration? · Are there any clues or pictures around the word that can help you understand the meaning? · Can you use definitions of words and pictures or illustrations to help you understand the meaning? | <ul style="list-style-type: none"> · Given a sentence from a text which includes figurative language, students will orally (or write) the deeper meaning that the author is indicating by referring to illustrations, pictures, and pre-taught words. · Create a multiple choice activity where students circle the correct answer describing figurative or literal language. · After listening to a sentence, students will orally say if it is a simile or a metaphor. Challenge students to write one sentence with a simile or a metaphor working with a higher CPL partner. · Have student show understanding that words and phrases often have literal and figurative meanings with the aid of pictures and illustrations. · Use Yes/No questions or Multiple choices, for example: Is it the opposite of literal? Yes/No OR...Is there a symbol? In this text, what is a symbol of ? |
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Sample Test Released Item: **EBSR** (VH013157) Associated Text: "Play, Play Again"

Task

Part A

Read the sentence from paragraph 3 of the passage.

They're honing their skills for when they will run down, catch, and kill prey.

What does the word **honing** mean as used in paragraph 3?

- A. demonstrating, displaying
- B. identifying, recognizing
- C. improving, sharpening
- D. changing, reversing

Part B

Which phrase from the passage **best** supports the answer to Part A?

- A. "... try out different ways of doing things ..." (paragraph 3)
- B. "... the pup is rehearsing skills ..." (paragraph 3)
- C. "... animals constantly monitor their behavior ..." (paragraph 5)
- D. "... animals develop flexibility ..." (paragraph 8)

New Jersey Student Learning Standard (NJSLS)

NJSLS: RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Modified Learning Objective: RI.5.6. Compare two books on the same topic.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Discuss the similarities and differences unique to the various perspectives presented in text · Give descriptions about how the information is presented for each perspective | <ul style="list-style-type: none"> · Who is the author? · What is the author's perspective on this topic? · How does the author's point of view influence how the events/details are described? | <ul style="list-style-type: none"> · Given a topic, students will identify two different authors and how they may describe the same topic differently. · Students can create four comic strips showing four different points of view · Using a graphic organizer such as a compare and contrast map. Allow whole group, small group and finally individuals to note the similarities and differences in the points of view that are represented from a particular time period or concept. |

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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | <ul style="list-style-type: none"> · Identify the author of an article · Understand how the author's point of view influences the description of events | <ul style="list-style-type: none"> · Who is the author? · What is the author's perspective on this topic? · What is his point of view? · How does the author's point of view influence how the events/details are described? | <ul style="list-style-type: none"> · Given a topic students will identify two different authors and compare how they may describe the same topic differently with the aid of graphic organizers, word wall and teacher guidance and modeling. · Students can create one or more comic strips showing different points of view |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Identify/name the author of an article · Understand how events develop or things that happened based on the author's point of view. | <ul style="list-style-type: none"> · Who is the author? Who wrote the story? · What is the author's point of view? · How does the author's point of view influence how the things that happened are described? | <ul style="list-style-type: none"> · Given a topic students will identify two different authors and compare how they may describe the same topic differently with the aid of graphic organizers, word wall and teacher guidance and modeling. · Students can create one or more comic strips showing different points of view |
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New Jersey Student Learning Standard (NJSLS)

NJSLS: W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reason and information.

- W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from the text when appropriate.
- W.5.1.C. Link opinions and reasons using words, phrases and clauses (e.g., consequently, specifically).
- W.5.1.D. Provide a conclusion related to the opinion presented.

Modified Learning Objective: Write opinions about topics or text.

- W.5.1.A. Introduce a topic or text and state an opinion about it.
- W.5.1.B. Provide reasons to support the opinion.
- W.5.1.C- D. Not applicable

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Distinguish fact from opinions · Organize text by using a specific organizational structure (i.e.: cause/effect chronological order, etc.) · Group supporting details to support the writer's purpose · Introduce a topic or text clearly · State an opinion to be supported with evidence | <ul style="list-style-type: none"> · What is your writing about? · How will you support your opinion? · What reasons do you state to explain your opinion? · Which facts and details have you included that support your opinion? · Should your reasons be placed in a specific order? Why, or why not? · Is your writing logical? · Does your concluding | <ul style="list-style-type: none"> · Mini lesson on opinion writing words and phrases, with use of graphic organizer · Place fact and opinion signs in two corners of the room. Say a fact or opinion aloud. Students move to the correct corner of the room to show if the statement is a fact or opinion. · Students read various articles/texts as exemplars. Highlight or underline the writer's opinion, reasons, support, conclusion, etc. · Use of graphic organizer to write opinion essay. · Teacher will model how to accurately and appropriately group/link ideas across categories of information. |
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| | <ul style="list-style-type: none">· Write a thesis statement to focus the writing· Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose· Logically order reasons that are supported by facts and details· Quote directly from text when appropriate· Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)· Provide a conclusion or section related to the opinion presented | <p>statement relate back to the opinion(s) you presented earlier in your writing?</p> | <ul style="list-style-type: none">· Given a writing piece, students will insert transitional words and phrases were necessary.· Peer editing, based on rubric |
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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education · Students - Mid Group | <ul style="list-style-type: none"> · Distinguish the difference between facts and opinions. · Be able to give an opinion about a topic · Develop an introduction and conclusion · Provide details in writing | <ul style="list-style-type: none"> · What is a fact? An opinion? · Who is your audience? · What is your opinion about _____? · What are two details that support your opinion? · How can we introduce your topic? | <ul style="list-style-type: none"> · Students will work with a partner to match facts to opinions provided by the teacher. · Teacher will model use of key words and phrases in an opinion writing piece. Students will highlight key words. · Students will use graphic organizer to write their opinion on a given topic with 2-3 details that support it. · Given an opinion essay, students will work in |
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| | | | <p>pairs or small group to find opinions to support the topic. Students will then give their own opinion on the topic and discuss as a whole group. Answers can be charted on an anchor chart.</p> <ul style="list-style-type: none"> · Teacher will assist students in writing an introductory sentence about their topic · Peer editing, based on rubric |
| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education · Students - Low Group | <ul style="list-style-type: none"> · Understand what a fact is · Understand what an opinion is · Develop an opinion about a topic. · Write an introduction | <ul style="list-style-type: none"> · Is _____ a fact or opinion? · What is your opinion about _____? · Give a detail to support your opinion. | <ul style="list-style-type: none"> · Students will work in small groups to sort teacher provided statements into the correct category – fact or opinion. · Teacher will provide a list of key words and phrases used in opinion writing. · Students will use graphic organizer to write their opinion on a given topic. · Teacher will assist students in writing an introductory sentence about their topic · Peer editing, based on rubric |

New Jersey Student Learning Standard (NJSLS)

NJSLS: W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
(Grade-specific expectations for writing types are defined in standards 1-3 above.)

Modified Learning Objective: W.5.4. Produce writing that is appropriate for an explicitly stated task or purpose.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Produce writing that is clear and understandable to the reader · Unpack writing tasks (type of writing assignment) · Unpack writing purpose (the writer's designated reason for writing) · Focus the organization and development of a topic to reflect the task and purpose | <ul style="list-style-type: none"> · Who will be reading your writing? · Are you writing to tell a story or to help someone learn more about...? · What form of writing does the prompt call for? · What is the text structure? · Is there a thinking map or graphic organizer you can use to help organize your writing? · What facts, events, dialogue, examples are you including that will help make your writing clearer? · Does your writing move the reader easily from one part to another? | <ul style="list-style-type: none"> · After reading a variety of topics/prompts, students will engage in an Accountable Talk discussion to determine the audience that they will write for. · Independently write a clear and coherent writing piece. · Given a writing piece, students will use a grade-appropriate rubric to determine if the correct audience was targeted and if it was written in a clear and coherent manner. · After writing, students peer edit their partner's writing piece. |
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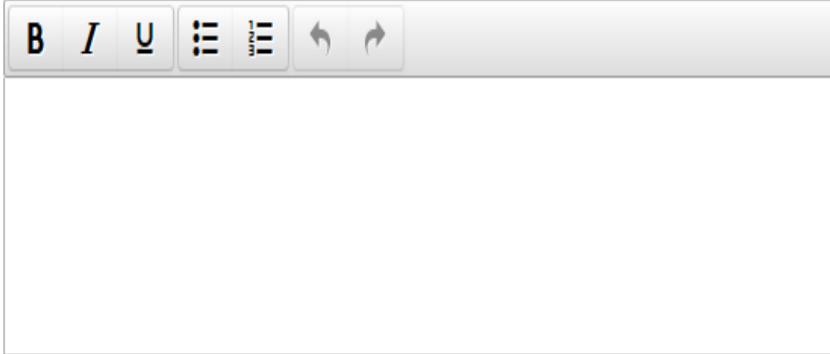
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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education · Students - Mid Group | <ul style="list-style-type: none"> · Determine the audience or purpose of writing task · Organize a clear and coherent writing piece · Write in a logical, sequential manner using transitional words. | <ul style="list-style-type: none"> · How can I explain the purpose of the writing task? · Who will be reading your writing? · What steps will you take to organize your writing piece? · What is your text structure? · Is there a thinking map or graphic organizer you can use to help move your reader from one part to another? | <ul style="list-style-type: none"> · Model the steps for how to organize a clear and coherent writing piece · Complete a story map or graphic organizer that supports audience/purpose of the task. · Teacher models explicit text structures. For example, comparing/contrasting or cause/effect. |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Determine who you are writing for. · Determine the audience or purpose of writing task · Organize a clear and coherent writing piece · Write in a logical, sequential manner using transitional words. | <ul style="list-style-type: none"> · Can you say why you are writing? E.g.: Are you writing to (<u>entertain</u>) or to <u>inform</u>? · Who will be reading your writing? · What is the first thing you would do when starting a writing piece? Second? Can you add on? · Does your writing make sense? Can the reader follow? | <ul style="list-style-type: none"> · Teacher models the steps for how to organize a clear and coherent simple writing piece and displays on an anchor chart for students to refer to. · Student completes graphic organizers that address audiences/writing tasks using sentence frames, simple sentences and phrases. |
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Sample Test Released Item PCR(2187) Associated Text: "The Bread Winner"

TASK

Write a journal entry about the day the table arrived from the point of view of either Sarah, Daddy, or Mama. Use details from the story to describe how the table was used, the emotional effect the table had on the family member chosen, and thoughts about how the table will affect business in the future.



A rich text editor toolbar with buttons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Undo, and Redo, positioned above a large empty text area for writing.

New Jersey Student Learning Standard (NJSLS)

NJSLS: W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

Modified Learning Objective: W.5.5. With guidance and support from adults and peers, plan before writing and revise own writing.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Practice revising and editing skills · Change word choice and sentence structure in writing to strengthen the piece · Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing · Recognize spelling, grammar, and punctuation errors · Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) | <ul style="list-style-type: none"> · What will you use to help organize your ideas? · Which would be the best opening sentence? · What is the best title for this selection? · Can you rewrite this so that the ideas/details are clearer? · Which sentence can best be added? · Which sentence would be the best topic sentence? · You have tried organizing your writing this way; have you thought of using another approach? · Did you share your ideas and thoughts with your group? | <ul style="list-style-type: none"> · Use graphic organizers to help students connect ideas for designing a coherent structure for their writing piece. · Teacher models reading their own writing and do a think aloud about how to add more details to make writing clearer. · Students reread their own work aloud to classmate to see if their piece really conveys what they want to say. · Peer edit based on checklist and rubric. |
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| | | <ul style="list-style-type: none">· What feedback did they give you?· Is there a better way to start or end your writing? | |
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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education · Students - Mid Group | <ul style="list-style-type: none"> · Understand how to revise and edit · Know that changing word choice in writing will strengthen the piece · Use at least two or three graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing · Recognize spelling, grammar, and punctuation errors · Understand how to employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) | <ul style="list-style-type: none"> · Do you need help organize your ideas? · Which would be the best opening sentence _____ or _____? · What is the best title for this selection _____ or _____? · If you rewrite this will it make your ideas clearer? · Which sentence can best be added _____ or _____? · Would _____ be the best topic sentence? · You have tried organizing your writing this way; have you thought of using another approach? · Can you share your ideas and thoughts with your | <ul style="list-style-type: none"> · Students will use a partially completed graphic organizer to write their ideas down. The teacher will model how to connect those ideas to structure for their writing piece. · Teacher models reading their own writing and do a think aloud about how to add more details to make writing clearer. · Students reread their own work aloud to the teacher to see if their piece really conveys what they want to say. · Peer edit based on checklist and rubric. |
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| | | <p>group?</p> <ul style="list-style-type: none"> · Is there a better way to start your writing? | |
| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education · Students - Low Group | <ul style="list-style-type: none"> · Understand how to revise · Understand that changing a word during writing will strengthen the piece · Use at least one or two graphic organizers · Understand how to recognize spelling, grammar, and punctuation errors · Understand the importance of conferences, check sheets, and peer editing. | <ul style="list-style-type: none"> · Did you organize your ideas? · Would this be the best opening sentence _____? · Would this be the best title for this selection _____? · Do you know how to rewrite this to make your ideas clearer? · Can this sentence be added _____? · Could _____ be a topic sentence? · Do you know how to use a graphic organizer to organize your writing? | <ul style="list-style-type: none"> · Teacher will model for students how to use a graphic organizer to write their ideas down. The teacher will model how to connect those ideas to structure for their writing piece. · Teacher models reading own writing and do a think aloud and how to use a rubric to add more details to make writing clearer. · Teacher will read the students work to them while they listen to see if the piece really conveys what they want to say. · Peer edit based on checklist and rubric. |

New Jersey Student Learning Standard (NJSL)

NJSLS: W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Modified Learning Objective: W.5.6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
|---------------------------|--------------------------------------|----------------------------|--|
|---------------------------|--------------------------------------|----------------------------|--|

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Use digital tools to collaborate on written works · Ask for guidance when appropriate · Use technology for producing and publishing writing, and collaborating with others · Demonstrate keyboarding skills | <ul style="list-style-type: none"> · What software would you use to create this document? · Where/how would you save your document? · How do you spell check a document? · How do you access _____? · How would you find _____ on the Internet? · How did your group divide up the responsibilities for the task? · What online resources might you use to help write your paper? | <ul style="list-style-type: none"> · Students work in pairs or groups to illustrate their writing, using digital images and media. · Students type final writing piece on computer. · Peer edit, based on rubric. |
|--|--|--|--|

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | | <ul style="list-style-type: none"> · What software would you use to create this document? · Where/how would you save your document? · How do you spell check a document? · How do you access _____? · How would you find _____ on the Internet? | <ul style="list-style-type: none"> · With teacher support and guidance, students will select program to create a document. · Teacher will demonstrate how to create and save a document; students will work in pairs to create/save document. · In small group, students will work with teacher to access appropriate information on the internet. · Students type final writing piece on computer or utilize text-to-speech tools. · Peer edit, based on rubric. |
| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Understand types of digital tools · Understand how to create and save a document · Demonstrate keyboarding skills · Collaborate with peers to improve writing | <ul style="list-style-type: none"> · What program do you use for this document? · Do you know how to locate information on the internet? · How do you save your work? · How did collaborate with peers and provide feedback? | <ul style="list-style-type: none"> · Teacher will model for students how to access programs for document they are creating. · Teacher will model how to access appropriate information on the internet. · Students will practice keyboarding skills and/or utilize text-to-speech tools to create their document. · Peer edit based on rubric. |

New Jersey Student Learning Standard (NJSL)

NJSLS: W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

Modified Learning Objective: W.5.7. Conduct short research projects using two or more sources.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
|---------------------------|--------------------------------------|----------------------------|--|
|---------------------------|--------------------------------------|----------------------------|--|

| | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Research a topic through investigation of the topic · Explore a topic in greater detail by developing a research question that helps bring focus to the topic · Gather information from multiple sources to support a topic · Select relevant information from texts to support main ideas or claims · Group like ideas to organize writing | <ul style="list-style-type: none"> · What sources could you use to investigate _____ and write about it? · What question does your research report answer? · What online sources will you use? · Will you be able to finish this research in one or two periods? · Did you research both the positive and negative sides of the issue? · How will you keep track of the sources you use? · Which bibliography entry is cited correctly? · How do you cite a bibliography entry for a _____? | <ul style="list-style-type: none"> · Create an anchor chart with students listing possible online resources for research. Plan an asterisk next to those sources that are considered credible. · Students choose a topic card (rectangle) and four detail cards (oval). Use the note-taking paper to record their research sources and information on each detail. Have them use their notes to write an essay or presentation on their topic. <p>https://www.havefunteaching.com/activities/common-core-activities/fifth-grade-common-core-activities/common-core-activity-w-5-7</p> |
|--|---|---|---|

| | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education · Students - Mid Group | <ul style="list-style-type: none"> · Understand how to conduct research. · Ask questions about a topic to guide research · Develop ideas about a topic · Choose details related to the topic found in two different sources · Understand how to use the internet for research and appropriate websites · Work with peers to review information gathered in researching a topic | <ul style="list-style-type: none"> · Where can I look to find more information on _____? · What sources can I use to research a topic? · How do I search the internet for information on _____? · How did you cite your work? · How did I collaborate with my peers? | <ul style="list-style-type: none"> · Teacher will provide topic to students and they will work in pairs to research information on two given websites. Students will use a graphic organizer to write 2-3 details found in research. · Students will use multi-media source (videos, websites, books, pictures, etc.) to gather information on a topic. · Students will create an anchor chart of the details they gathered through their research. Teacher will model how to write a research essay with these details. |
|--|--|---|---|

| | | | |
|--|---|--|---|
| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Understand what research is · Understand how to use the internet for research · Connect information found through research to the topic appropriately | <ul style="list-style-type: none"> · Where can I look to find more information on _____? · What sources can I use to research a topic? · How do I search the internet for information on _____? · How do you cite your work? · How did I collaborate with my peers? | <ul style="list-style-type: none"> · Teacher will conduct a mini lesson on how to do research using the internet, providing appropriate websites. · Teacher will model how to use multiple sources to find information (i.e. books, pictures, videos, websites, etc.) · With support from the teacher, students will work in pairs to search a topic on the internet. Students will write down two facts they learned about the topic and discuss in a whole group discussion. |
|--|---|--|---|

New Jersey Student Learning Standard (NJSLS)

NJSLS: W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Modified Learning Objective: W.5.10 Write routinely for a variety of takes, purposes and audiences.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
|---------------------------|--------------------------------------|----------------------------|--|
|---------------------------|--------------------------------------|----------------------------|--|

| | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Produce numerous pieces of writing over various time frames · Develop skills in research · Reflect on the choices made while writing · Reflect on and revise writing · Develop a topic related to the content area they are writing about to reflect task, audience, and purpose | <ul style="list-style-type: none"> · How did you pick your topic? · How will you organize your thoughts (graphic organizers, Thinking Maps) ? · Write about... · Today you will have _____ minutes to write about... · Where will you find your sources? Do you have a variety of sources from which you can pull information? · Re-read your writing and ask a peer to read it to see if there are additions you need to make. · Did you think about your audience when you were writing? | <ul style="list-style-type: none"> · Students produce several pieces of writing to be revised. · Teacher reads aloud a mentor text. Students then develop a checklist to help them see what effective writers do to be able to create a well-developed piece of writing. · Students revise their teacher's work using the checklist. · Students communicate their ideas for revision of their peers' work through written conversation so that peers can remember and reflect upon their thoughts. (Sentence starters can be provided). |
|--|--|---|---|

| | | | |
|--|---|---|---|
| | | <ul style="list-style-type: none"> · Did you edit and revise your writing using the proofreading checklist? | |
| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education · Students - Mid Group | <ul style="list-style-type: none"> · Practice writing for different purposes and audiences · Understand the writing process · Plan & self-monitor when writing · Understand and use of reflective writing | <ul style="list-style-type: none"> · What is the purpose of this task? · What is the time frame of the task? · Who is the audience? · What steps will you take to complete the task? · Will your style be formal? Informal? Why? | <ul style="list-style-type: none"> · Students can write narratives, dialogues, or make periodic journal entries for a specific purpose or audience using simple related sentences and key content based vocabulary. |
| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education · Students - Low Group | <ul style="list-style-type: none"> · Understand the writing process · Determine purpose and audience · Use of revision strategies (checklist) | <ul style="list-style-type: none"> · Who is the audience? · Did you write your thoughts about something you learned or wondered today? | <ul style="list-style-type: none"> · With prompting and support, students can write reflective journal entries for a specific purpose or audience by utilizing words from a word bank. · What do you think was the most important word you heard today? The most important passage? Why is it important to you? |

District Resources

Guided Reading

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.



Running Records

A running record is a tool used to assess students' reading behaviors and comprehension. A benchmark book and a running record form, with text from the book, are used for assessment. Analyzing students' performance will help teachers identify students' reading levels, check their fluency, find weaknesses in comprehension and plan effective guided reading instruction.

Running records will be administered to students as part of the ELA unit assessments. **Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.**

District Resources

Guided Reading

A student **on-grade level** should display the following reading behaviors by the end of the school year.

Fifth Grade Level V

- Understands and talks about complex themes, analyzing them and applying them to current life situations ·
- Understands many different perspectives that are encountered in fiction and nonfiction texts
- Evaluates both fiction and nonfiction texts for their authenticity and accuracy ·
- Deals with mature topics such as death, war, prejudice and courage
- Thinks critically about and discusses the content of a literary work or the quality of writing ·
- Notices aspects of the writer's craft and looks at the text from writer's point of view
- Sustains attention and thinking over the reading of texts that are long and have smaller fonts
- Tries new genres, topics, and authors and is able to compare them with known genres, topics, and authors ·
- Makes connections across texts to notice an author's style or technique
- Understands symbolism in both realistic fiction and fantasy; discusses what symbols mean in terms of today's society ·
- Brings prior knowledge to bear in understanding literary references
- Learns technical language and concepts through reading
- Learns about self and others through reading, especially about societies that are different from one's own

Vocabulary

When teaching vocabulary,

- Introduce students to 10-12 words per week
- Use the identified words as those you are teaching to the students (additional words may be selected by the teacher)
- Use the various learning modalities and sample menu in order to deliver instruction.
- Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

Target Vocabulary

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|--|--|--|---|--|
| <ul style="list-style-type: none"> ➤ numb ➤ shifted ➤ collapsed ➤ Specialty | <ul style="list-style-type: none"> ➤ honored ➤ secretive ➤ interior ➤ primitive | <ul style="list-style-type: none"> ➤ debate ➤ inflated ➤ shaken ➤ prodded | <ul style="list-style-type: none"> ➤ unison ➤ mastered ➤ recite ➤ element | <ul style="list-style-type: none"> ➤ brutal ➤ obvious ➤ sweeping ➤ gorgeous |

Domain-Specific Vocabulary

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---|--|--|---|--|
| <ul style="list-style-type: none"> ➤ consumer ➤ marketing ➤ persuasion ➤ propaganda | <ul style="list-style-type: none"> ➤ assembly ➤ judicial ➤ legislation ➤ suffrage | <ul style="list-style-type: none"> ➤ germinate ➤ life cycle ➤ maturity ➤ seeding | <ul style="list-style-type: none"> ➤ adaption ➤ community ➤ shelter ➤ survive | <ul style="list-style-type: none"> ➤ disc ➤ records ➤ scanner ➤ storage |

Spelling Words

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---|---|--|--|--|
| <ul style="list-style-type: none"> ➤ breath ➤ wobble ➤ grasp ➤ feather | <ul style="list-style-type: none"> ➤ awake ➤ feast ➤ thief ➤ waist | <ul style="list-style-type: none"> ➤ sign ➤ groan ➤ strike ➤ define | <ul style="list-style-type: none"> ➤ glue ➤ flute ➤ mighty ➤ silent | <ul style="list-style-type: none"> ➤ ounce ➤ sprawl ➤ cruise ➤ poison |

Terms About Reading/Language Arts

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|--|---|---|---|---|
| <ul style="list-style-type: none"> ➤ story ➤ conflict ➤ resolution ➤ plot | <ul style="list-style-type: none"> ➤ theme ➤ scenes ➤ prefix ➤ affix | <ul style="list-style-type: none"> ➤ idioms ➤ context ➤ dialouge ➤ predicate | <ul style="list-style-type: none"> ➤ sequence ➤ pacing ➤ suffix ➤ dialogue | <ul style="list-style-type: none"> ➤ theme ➤ dialogue ➤ base word ➤ voice |

| <p style="text-align: center;">Journeys Readings</p> | <p style="text-align: center;">CCSS: Exemplars (Appendix B)</p> |
|--|--|
| <p style="text-align: center;"> <i>The Cafeteria Contest, Mary Bendix</i> <i>Serves Two Hundred, Grace Fairweather</i> <i>Project Bag, Sofia Noble</i> <i>Dinner for two Hundred, Grace Fairweather</i> <i>Ella's Big Night, Luke Berman</i> <i>City Cousin, Country Cousin, Jackie Churchill</i> <i>Jack and the Mean Beans, Hal Ober</i> <i>In the City, Jackie Churchill</i> <i>The Mighty, Mighty Daffodils, Brad Miller</i> <i>The Geography Bee, P.G Holzhaus</i> <i>A Better Plan, August Gaudino</i> <i>Games We Play, Julia Lee</i> <i>Patsy Mink, Jeanne Glaser</i> <i>Title IX, Emily Courtney</i> <i>Patsy Mink and Title IX, Jeanne Glaser</i> <i>Not Just Second Place, Tracey Dils</i> <i>Baseball Blues, Kelly Murphy</i> <i>Far From Home, Joeseeph Brennan</i> <i>Baseball Memories, Kelly Ann Murphy</i> </p> | <p style="text-align: center;"><u>Stories:</u></p> <p style="text-align: center;"> Wayside School is Falling Down, Louis Sachar Questioning Gravity A Royal Mystery The Princess and the Pea Off and Running, Gary Soto Vote for Me! Double Dutch, Veronica Chambers Score! Elisa's Diary Words Free as Confetti </p> |

Writing

Primary Focus: Writing Unit

Lesson 1

➤ Narrative Writing: Short Story

Focus Trait: Ideas

➤ Language:

➤ Spelling: Short Vowels

➤ Complete Sentences

Lesson 2

➤ Narrative Writing: Description

Focus Trait: Voice

➤ Language:

➤ Spelling: Long A and E

➤ Prefixes non-, un-, dis-, mis-

Lesson 3

➤ Narrative Writing: Dialogue

Focus Trait: Word Choice

➤ Language:

➤ Spelling: Long I and long o

➤ compound sentences

Lesson 4

➤ Narrative Writing: Prewrite a

Fictional Narrative Essay Focus

Trait: Ideas

➤ Language:

➤ Spelling: Vowel sounds /ooo/,

/yoo/

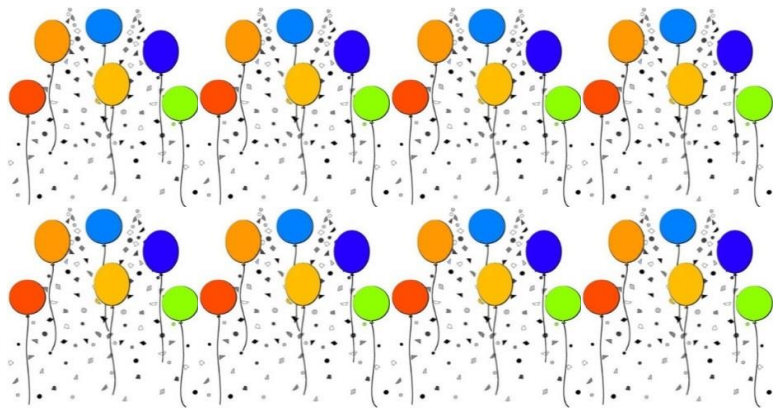
➤ Common and proper nouns

Secondary Focus

- Research writing (i.e., African American History during and immediately following the Civil War)

Routine Writing

- Reader's Response Notebook
- Journals
- Blogging
- Quick Write
- Interactive Writing
- Writing in response to literature



Lesson 5

- Narrative Writing: Write a fictional narrative Focus Trait: Voice
 - Language:
 - Spelling: Vowel sounds /ou/, /o/, /oi/
- Singular and Plural nouns

NOTE: It is recommended that you make use of the Writer's Workshop mentor text library for immersion

in this writing genre and as models for students, both in the mini-lesson and while conferring.

Writing Rubrics

GRADES 4 AND 5 CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS (Revised July 29, 2014)*

| Construct Measured | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--|--|--|---|---|
| <p style="text-align: center;">Writing Written Expression</p> | <p>The student response</p> <ul style="list-style-type: none"> · is effectively developed with narrative elements and is consistently appropriate to the task; · demonstrates effective coherence, clarity, and cohesion appropriate to the task; · uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. | <p>The student response</p> <ul style="list-style-type: none"> · is developed with some narrative elements and is generally appropriate to the task; · demonstrates coherence, clarity, and cohesion appropriate to the task; · uses language to clarify ideas, attending to the norms and conventions of the discipline. | <p>The student response</p> <ul style="list-style-type: none"> · is minimally developed with few narrative elements and is limited in its appropriateness to the task; · demonstrates limited coherence, clarity and/or cohesion appropriate to the task; · uses language that demonstrates limited awareness of the norms of the discipline. | <p>The student response</p> <ul style="list-style-type: none"> · is undeveloped and/or inappropriate to the talk · lacks coherence, clarity, and cohesion; · use of language demonstrates no clear awareness of the norms of the discipline. |

Writing Rubrics

| | | | | |
|--|--|--|---|--|
| Writing Knowledge of Language and Conventions | The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear . | The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding . | The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding . | The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding . |
|--|--|--|---|--|

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

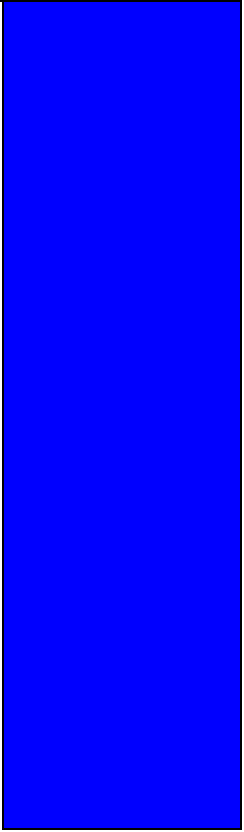
A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.

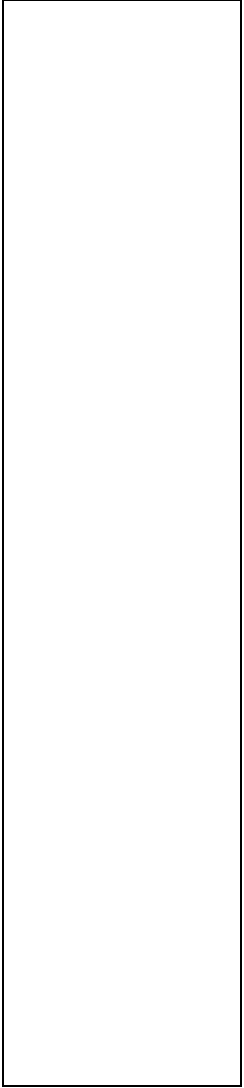
Rubric for Opinion Writing—Fifth Grade

| | Grade 3 (1 POINT) | 1.5PTS | Grade 4 (2 POINTS) | 2.5PTS | Grade 5 (3 POINTS) | 3.5PTS | Grade 6 (4 POINTS) | SCORE |
|------------------|--|-----------|--|-----------|---|-----------|--|-------|
| STRUCTURE | | | | | | | | |
| Overall | The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons. | Mid-level | The writer made a claim about a topic or a text and tried to support this reasons. | Mid-level | The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason. | Mid-level | The writer not only stated a position that could be supported by a variety of trustworthy sources, but also built his argument and led to a conclusion in each part of his text. | |
| | The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion. | Mid-level | The writer wrote a few sentences to hook her readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated her claim. | Mid-level | The writer wrote an introduction that led to a claim or thesis and got his readers to care about his opinion. He got readers to care by not only including a cool factor or a jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state his claim; he let readers know the reasons she would develop | Mid-level | The writer wrote an introduction that helped readers to understand and care about the topic or text. She thought backwards between the piece and the introduction to make sure that the introduction fit with the whole. The writer not only clearly stated her claim, but also named the reasons she would develop later. She also told her readers how her text would unfold. | |

Writing Rubrics

| | Grade 3 (1POINT) | 1.5PTS | Grade 4 (2 POINTS) | 2.5PTS | Grade 5 (3 POINTS) | 3.5PTS | Grade 6 (4 POINTS) | SCORE |
|--------------------------|---|--|---|--|---|---|--|---|
| STRUCTURE (cont.) | | | | | | | | |
| Transitions | The writer connected her ideas and reasons with her examples using words such as for example and because. She connected one reason or example using words such as also and another. | Mid-level | The writer used words and phrases to glue parts of his piece together. He used phrases such as for example, another example, one time, and for instance to show when he was shifting from saying reasons to giving evidence and in addition to, also, and another to show when he wanted to make a new point. | Mid-level | The writer used transition words and phrases to connect evidence back to her reasons using phrases such as this shows that. . . . The writer helped readers follow her thinking with phrases such as another reason and the most important reason. She used phrases such as consequently and because to show what happened. The writer used words such as specifically particular and in | Mid-level | The writer used transitional phrases to help readers understand how the different parts of his piece fit together to support his argument. | |
| | Ending | The writer worked on an ending, perhaps a thought or comment related to his opinion. | Mid-level | The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written. | Mid-level | The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph. | Mid-level | The writer wrote a conclusion in which she restated the main points of her essay, perhaps offering a lingering thought or new insight for readers to consider. Her ending added to and strengthened the overall argument. |





Writing Rubrics

| | | | | | | |
|---------------------|--|--|---|--|--|--|
| Organization | <p>The writer wrote several</p> <p>Mid-reasons or examples of why</p> <p>level readers should agree with</p> | | <p>so that each part of her writing</p> | <p>The writer separated sections of information using paragraphs.</p> <p>level</p> | | <p>The writer grouped Mid-information and related ideas into paragraphs. She put the parts of her writing in the order that most suited her purpose and helped her prove her reasons and claim.</p> <p>level</p> |
| | her opinion and | | g was | | | |
| | wrote | | most | | | |
| | at least several sentences | | stly about | | | |
| | but each reason | | t on e thi ng. | | | |
| | The writer organized her information | | | | | |

The writer arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or

reason to another. He wrote more than one paragraph to develop a claim or reason.

Total

Grade 3
(1 POINT)

Grade 4 1.5PTS (2

2.5PTS

Grade 5 (3 POINTS)

3.5PTS
Grade 6
(4 POINTS)
SCORE

DEVELOPMENT

Elaboration*

The writer not only named his

Mid-reason to support this

level opinion, but also wrote more about each one.

The writer gave reasons to Mid-support her opinion. She chose the reasons to convince her readers.

The writer included examples and information to support her reasons, perhaps from a text, her knowledge, or her life.

level

The writer gave reasons to Mid-support this opinion that parallel and did not overlap. He put them in an order that he thought would be most convincing.

The writer included evidence such as facts, examples, quotations, micro-stories, and information to support this claim.

The writer discussed and unpacked the way that the evidence went with the claim.

level were

The writer included and arranged a variety of evidence to support her reasons.

The writer used trusted sources and information from authorities on the topic.

The writer explained how her evidence strengthened her argument. She explained exactly which evidence supported which point.

The writer acknowledged different sides to the

(X2)

| | Grade 3 (1 POINT) | 1.5PTS | Grade 4 (2 POINTS) | 2.5PTS | Grade 5 (3 POINTS) | 3.5PTS | Grade 6 (4 POINTS) | SCORE |
|-----------------------------|----------------------|--------|-----------------------|--------|-----------------------|--------|-----------------------|-------|
| LANGUAGE CONVENTIONS | | | | | | | | |

| Writing Rubrics | | | | | | | | |
|------------------------|---|-----------|--|-----------|--|-----------|--|-------|
| Craft* | <p>The writer not only told readers to believe her, but also wrote in ways that got them thinking or feeling in certain ways.</p> | Mid-level | <p>The writer made deliberate word choices to convince his readers, perhaps by emphasizing or repeating words that would make his readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make his points and used figurative language to draw the readers into his line of thought.</p> <p>The writer made choices about which evidence was best to include or not include to support his points.</p> <p>The writer used a</p> | Mid-level | <p>The writer made deliberate word choices to have an effect on her readers. The writer reached for the precise phrase, metaphor, or image that would convey her ideas.</p> <p>The writer made choices about how to angle her evidence to support her points.</p> <p>When it seemed right to do so, the writer tried to use a scholarly voice and varied her sentences to create the pace and tone of the different sections of her piece.</p> | Mid-level | <p>The writer chose words deliberately to be clear and to have an effect on his readers.</p> <p>The writer reached for precise phrases, metaphors, analogies, or images that would help to convey his ideas and strengthen his argument.</p> <p>The writer chose how to present evidence and explained why and how the evidence supported his claim.</p> <p>The writer used shifts in his tone to help readers follow his argument; he made his piece sound serious.</p> | (X2) |
| | | | | | | | | Total |

Writing Rubrics

| | | | | | | | | |
|-----------------|--|---|--|---|--|---|--|---|
| Spelling | <p>The writer used what he knew about word families and spelling rules to help him spell and edit.</p> <p>The writer got help from others to check his spelling and punctuation before he wrote his final draft.</p> | Mid -lev el | <p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.</p> | Mid -lev el | <p>The writer used what he knew about word patterns to spell correctly and he used references to help him spell words when needed. He made sure to correctly spell words that were important to his topic.</p> | Mid -lev el | <p>The writer used resources to be sure the words in her writing were spelled correctly, including returning to sources to check spelling.</p> | |
| | Punctuation | <p>The writer punctuated dialogue correctly with commas and quotation marks.</p> <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p> | Mid -lev el | <p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p> <p>The writer used periods to fix his run-on sentences.</p> | Mid -lev el | <p>The writer used commas to set off introductory parts of sentences, for example, At this time in history, and it was common to</p> <p>The writer used a variety of punctuation to fix any run-on sentences.</p> <p>The writer used punctuation to cite her sources.</p> | Mid -lev el | <p>The writer used punctuation such as dashes, colons, parentheses, and semicolons to help him include or connect extra information in some of his sentences.</p> |
| | | | | | | | | |

District Resources

Toolkit Texts

Texts:

You Have a Choice! pp. 18

The Struggle for Equal Rights pp. 19

Words of Peace pp. 20

War: What Happens When Nations Don't Work It Out? pp.22

CCSS: Exemplars (Appendix B)

Stories:

Babbitt, Natalie. *Tuck Everlasting*

Poetry:

Sandburg, Carl. "Fog."

Informational Text:

Ruurs, Margriet. *My Librarian Is a Camel: How Books Are Brought to Children Around the World*

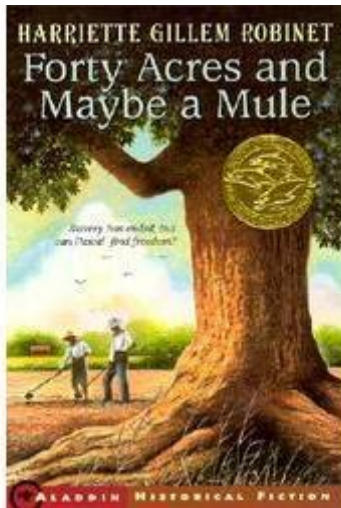
http://www.corestandards.org/assets/Appendix_B.pdf

http://www.tcoe.org/ERS/CCSS/ELA/Templates_04.pdf
(performance task examples for appendix B)

District Resources

Novel

Robinet, Harriette. *Forty Acres and Maybe a Mule*



Like other ex-slaves, Pascal and his brother, Gideon, have been promised forty acres and maybe a mule. With the family of friends they have built along the way, they claim a place of their own. Green Gloryland is the most wonderful place on earth; their own family farm with a healthy cotton crop and plenty to eat. But the notorious night riders have plans to take it away, threatening to tear the beautiful freedom that the two boys are enjoying for the first time in their young lives. This story of Reconstruction following the Civil War is one you will never forget.

Additional Resources: Suggested in the NJ Curriculum Framework

| Reading | Writing | Speaking and Listening | Language |
|--|--|--|--|
| <p>Reading</p> <ul style="list-style-type: none"> • North Carolina-5th Gr. ELA Unpacking the Standards • PARCC Evidence Tables • Point of View Video • Main Idea Practice • Inference Practice • Read Aloud Strategy • Circle Plot Diagram • Fluency Packet <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p> | <p>Writing/Language</p> <ul style="list-style-type: none"> • Brainstorm before Writing • Conferencing Video • Writing Narratives • Narrative Lessons • Compare/Contrast Map • Essay Map • Implementing the Writing Process • Mini Lessons • Writing Samples • Spelling practice • Various ELA Practices • Word Relationships • Grammar Practice • More Grammar Practice • Flocabulary • Context Clues <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p> | <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Notes for Discussions Video • Text Talk Time • Literature Circles • Speaking and Listening Rubric • In Character Presentation • Crafting a Persuasive Speech • New Report <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p> | <p>Critical Thinking</p> <ul style="list-style-type: none"> • Current Event Articles • Smithsonian TweenTribune • Newsela • Critical Thinking • HandbookCritical Thinking • Lessons in Literacy • Whole Brain Teaching Video • • Critical Thinking Lesson Plans <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p> |

Suggested Websites

Reading Rockets

Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. The reading resources will assist in helping struggling readers build fluency, vocabulary, and comprehension skills. <http://www.readingrockets.org/>

Writing Fix

The writing fix offers a wealth of resources aligned to the standards as well as the 6+1 traits of writing. It provides lessons using mentor texts, sample student writing, as well as many other resources to help increase the level of writing in your classroom. <http://www.writingfix.com/>

Read Write Think

Read Write Think offers a multitude of grade level lesson plans, articles, and resources to support English Language Arts and enhance your lessons. <http://www.readwritethink.org/>

Brain Pop

Brain Pop offers educational videos and quizzes to support skills in all subject areas. Videos can be shown to introduce material to students, used independently during learning stations, and to help students become more familiar with taking assessments on the computer.

<http://www.brainpop.com/>

Tween Tribune

Tween Tribune is a daily news sites for kids, where you will find the most compelling, relevant and interesting news that will interest your students while providing cross curricular connections to enhance students learning. Students have the opportunity to post comments and take a quiz to complete a quick comprehension check. Teachers have the ability to be creative with the questioning and can post assignments aligned to the unit SLO's for the students to complete through interaction with the text. The site is completely monitored by the teacher and completely safe.

<http://tweentribune.com/>

E Reading Worksheets

Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards. <http://www.ereadingworksheets.com/>

Suggested Websites

Achieve the Core

Hundreds of literacy resources for teachers, resources for leaders who are putting college and career readiness standards into action in their own schools, and opportunities to become an advocate for the Common Core. <http://achievethecore.org/>

The Florida Center for Reading Research

The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The link will take you to a wealth of CCSS resources to guide you in finding activities and ideas for teaching the standards. Click on the grade level link next to the domain to find activities aligned to specific standards.

<http://www.fcrr.org/for-educators/sca.asp>

ReadWorks

ReadWorks provides research-based units, lessons, and authentic leveled non-fiction and literary passages that you can search by lexile level, grade and skill. This site also offers novel study units that all can be aligned to the Common Core State Standards for free. www.readworks.org

Learn Zillion

This site will provide you with PowerPoint presentations aligned to the Common Core State Standards, and provide an alternate approach to teaching standards. The lessons are scaffolded to provide a clear understanding of the standard being addressed, and enhance the use of technology in your classroom. You must complete the free registration before using learnzillion. www.learnzillion.com

News ELA

News ELA provides a wealth of informational articles that can be geared to multiple lexile levels. They will give you an opportunity to embed Social Studies and Science into your lessons as well as give you an opportunity to increase text complexity within your instruction. In addition, News ELA offers a variety of topics and current events that will engage your students by providing material that is interesting and relevant. Students also have the ability to access that material at home. <http://www.newsela.com/>

TCOE

Tulare County Office of Education provides a bookmark version of the Common Core State Standard unpacked – a great resource to have when planning your lessons. Additional resources are available including the continuum of the standards, cross disciplinary learning progressions, and sample performance tasks. <http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

Field Trip Ideas

Unit 1

AFRO-AMERICAN HISTORICAL AND CULTURAL SOCIETY MUSEUM is located on the upper floor of the Greenville Branch of the Jersey City, New Jersey. Public Library. Its collection is dedicated to the African American experience. The museum has galleries for lectures, special exhibits, and a permanent collection of material culture of New Jersey's African Americans as well as African artifacts. The collection includes books, newspapers, documents, photographs and memorabilia regarding African American history and information about the slave trade in New Jersey, the underground railroad, a replica of an urban 1930s kitchen, the Pullman Porters (a black labor union), the Civil Rights Movement, the NAACP in New Jersey, New Jersey's historic African American churches, and genealogical records.

www.cityofjerseycity.org/docs/afroam.shtml

AFRICAN AMERICAN HERITAGE MUSEUM OF SOUTHERN NEW JERSEY the Newtonville location is home to unique permanent collections that focus on generations of African American history.

www.aahmsnj.org/

PETER MOTT HOUSE was built around 1845 by Peter Mott, an early Black landowner of Mount Pisgah AME church in Lawnside. This one was used by Mott and his wife, Elizabeth Ann Thomas Mott, to harbor escaped slaves in the years leading up to the Civil War. The house features an old trapdoor suggesting that the Motts hid runaways in their basement.

www.petermotthouse.org/museum.htm

Unit 2

LIBERTY SCIENCE CENTER - An interactive science museum and learning center located in Liberty State Park. The center, which first opened in 1993 as New Jersey's first major state science museum, has science exhibits, the largest IMAX Dome theater in the United States, numerous educational resources, and the original *Hoberman sphere*.

<http://lsc.org/plan-your-visit/>

Field Trip Ideas

BUEHLER CHALLENGER & SCIENCE CENTER in New Jersey provides students, scouts, homeschoolers, and youth groups with the opportunity to “fly” simulated space missions using applied science and inquiry-based learning in our state-of-the-art simulators. Participants work as a team as they take on the role of astronauts and mission controllers to Rendezvous with Comet Halley, Return to the Moon, or Voyage to Mars. Students, scouts, and youth groups use team-building and hands-on learning with a focus on STEM to complete their mission goal.

www.bcsc.org

Unit 3

ELLIS ISLAND/STATUE OF LIBERTY - Today the Ellis Island Immigration Museum is part of the Statue of Liberty National Monument and is under the care of the National Parks Service. It is a place where visitors can spend hours learning about Ellis Island's history before, during, and after its use as America's immigration station. The museum also tells the stories of why so many people immigrated to America and what became of them after they arrived.

<http://www.statueoflibertytickets.com/Ellis-Island/>

JERSEY CITY MUSEUM is housed in a fully renovated 80-year-old landmark building. It strives to reflect the cultural diversity of the region.

www.jerseycitymuseum.org

NEWARK MUSEUM is New Jersey's largest museum, featuring 80 galleries of inspiration and exploration. It holds a wealth of treasures from the worlds of art and natural science, including a planetarium and mini zoo. Extensive collections of American, Tibetan, African, and Latino art can be seen throughout the year.

www.newarkmuseum.org

NEWJERSEY STATE MUSEUM - Since 1965, this collection of fine artwork and artifacts has grown to be one of the most impressive in the state. Exhibits have included Jack Delano's works from Puerto Rico, and the permanent collection includes pieces from Paulo Chávez, Marisol Escobar and many other Latino artists.

www.state.nj.us/state/museum

Field Trip Ideas

Unit 4

LAMBERT CASTLE – Tour the home of the silk mill owner, Catholina Lambert, on land purchased by his wife Isabella. Explore the grounds and visit the museum's rich variety of historical artifacts, maps, and pictures about the area and the castle.

<http://www.lambertcastle.com/>

KIP'S CASTLE is a magnificent 9,000 square foot mansion that replicates a medieval Norman castle. The estate spans eleven acres of land on the ridge of First Mountain, resting in both Montclair and Verona townships, and provides spectacular views of New York City. The exteriors of both the castle and the 6,000 square foot, two story carriage house are constructed of local trap rock trimmed with sandstone. The interior of the castle consists of thirty distinguished rooms of varying shapes which include vaulted ceilings and six ornate fireplaces.

www.essexcountyparks.org/parks/kips-castle-park

ELL Resources

- **Learning style quiz for students-** <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml> ▪

“Word clouds” from text that you provide-<http://www.wordle.net/>

- **Bilingual website for students, parents and educators:** <http://www.colorincolorado.org/> ▪

Learn a language for FREE-www.Duolingo.com

- **Time on task for students-**<http://www.online-stopwatch.com/>

- **Differentiation activities for students based on their lexile-** www.Mobymax.com ▪

WIDA- <http://www.wida.us/>

- **Everything ESL -** <http://www.everythingESL.net>

Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers

- **ELL Tool Box Suggestion Site** <http://www.wallwisher.com/wall/elltoolbox>

best practices for various aspects of an English language classroom

- **Hope4Education -** <http://www.hope4education.com>

Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass

- **Learning the Language** <http://blogs.edweek.org/edweek/learning-the-language/>

Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners

- **FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki:** <http://www.flenj.org/Publications/?page=135> ▪

OELA - <http://www.ed.gov/offices/OBEMLA>

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

- **New Jersey Department of Education- Bilingual Education information** <http://www.state.nj.us/education/bilingual/> ▪

Learning Resource Centers (LRC Network) <http://www.state.nj.us/education/lrc>

supported through the NJDOE, Office of Special Education Programs.

Click on "Services" and scroll down to the library in your region.

• **1-Language.com** - <http://www.1-language.com>

ELL Resources

Activities, exercises, worksheets, forums, chats, articles, and more

- **Repeat After Us** - <http://repeatafterus.com/>

The best collection of copyright-free English texts and scripted recordings

- **Learning Vocabulary Can Be Fun** - <http://www.vocabulary.co.il>

Games and quizzes for practicing vocabulary

Students K-8

- **Kindersite** - <http://www.kindersite.org>

1,000s of links to graded English content suitable for 2 to 6 year olds

- **Learning Games for Kids** - <http://www.learninggamesforkids.com>

Learning games and songs for preschool and elementary children

- **SpellingCity.com** - <http://www.SpellingCity.com>

Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words

- **Starfall.com** - <http://www.starfall.com>

Phonics lessons, interactive books, and word games

- **AAA Math** - <http://www.aaamaticas.com>

over 2500 interactive math lesson pages

- **NASA's Space Place** - <http://spaceplace.nasa.gov>

NASA's education program; also available in Spanish

- **Achieve 3000**-<http://www.achieve3000.com/>

Students K-12

- **Teaching Reading and Language Arts** - <http://teachingreadingandla.pbworks.com>

ELL Resources

Sites and resources for classroom instruction compiled by Keith Schoch

- **Mrs. Hurley's ESL Page** <http://www.mrshurleysesl.com>
Tips, activities, information & links for students and teachers
- **Children's Literature Web Guide** - <http://www.ucalgary.ca/~dkbrown/index.html>
Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
- **21st Century Centers** <http://www.21stcenturycenters.com/21cc/Home.html>
Implement "Centers" in a high school classroom using the i-pod touch
- **Windows to the Universe** - English: <http://www.windows.ucar.edu> Spanish: <http://www.windows.ucar.edu/spanish>
A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities
- **ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18**
<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>
Search by college or location. Updated annually

Special Education Resources and Websites

- **Animoto**

Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share.

<https://animoto.com>

- **Bookbuilder**

Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

<http://bookbuilder.cast.org/>

- **CAST**

CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.

<http://www.cast.org>

- **CoSketch**

CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.

<http://www.cosketch.com/>

- **Crayon**

The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper.

<http://crayon.net/>

Special Education Resources and Websites

Education Oasis

Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more!

<http://www.educationoasis.com/printables/graphic-organizers/>

Edutopia

A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration.

<http://www.edutopia.org/>

Glogster

Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends.

<http://edu.glogster.com/?ref=personal>

Interactives – Elements of a Story

This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.

<http://www.learner.org/interactives/story/index.html>

Special Education Resources and Websites

- **National Writing Project (NWP)**

Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.

<http://www.nwp.org>

- **Pacecar**

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

<http://pacecar.missingmethod.com/>

- **Plickers**

Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices. Use Plickers for quick checks for understanding to know whether your students are understanding big concepts and mastering key skills.

<https://plickers.com/>

- **Read Write Think**

ReadWriteThink provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials

<http://www.readwritethink.org>

- **RubiStar**

RubiStar is a free tool to help teachers create quality rubrics.

<http://rubistar.4teachers.org/index.php>

Special Education Resources and Websites

- **VisuWords**

Visuwords is an online graphic dictionary and thesaurus that helps develop word knowledge. Word relationships are illustrated by the color and pattern of the link between words.

<http://www.visuwords.com/>

- **Vocab Ahead**

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

<http://www.vocabahead.com/>

- **Voki**

Voki is text to speech generator that allows the user to create a personal speaking avatar that can be embedded in a website. The site offers a high level of customization ranging from the overall look of the Voki to the sound of its voice.

<http://www.voki.com/>

- **Webspiration**

Webspiration is an online visual thinking tool with features that assist students in capturing ideas, organizing information, diagramming processes, and creating concise written documents. <http://www.mywebspiration.com/>

<http://wordgen.serpmedia.org>

Special Education Resources and Websites

- **Word Generation**

Word Generation is a middle school academic language program that is strategically designed to create a coherent school-wide effort that gives students the sustained exposure to academic language they need for success in school—even while demanding relatively little (15 minutes, once a week) from any single subject area teacher.

- **Wordle**

Wordle is a toy for generating 'word clouds' from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes.

<http://www.wordle.net/>

