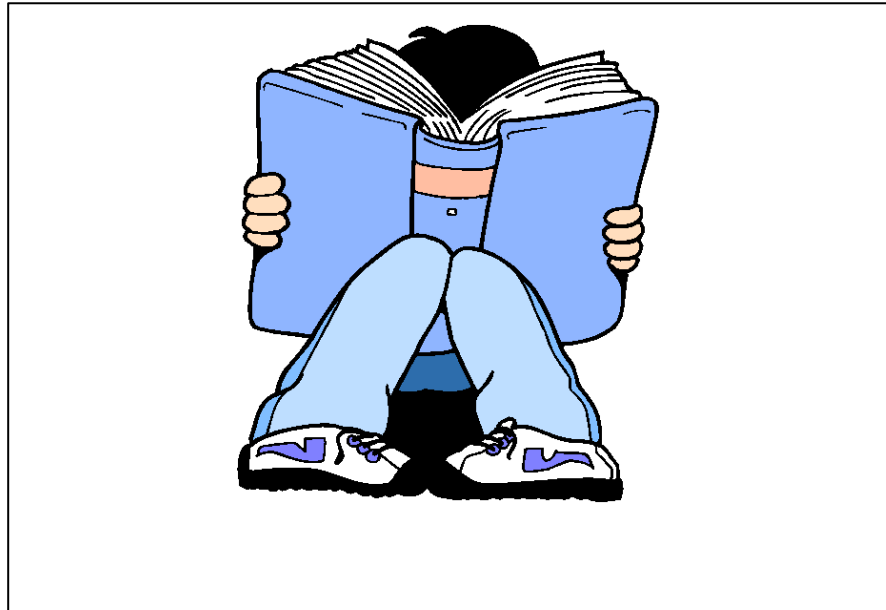# ENGLISH LANGUAGE ARTS

Grade 5: Unit 3

Reading Literature/Informational Texts and Opinion 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 3

Topic: Reading Literature and Informational Texts Narrative and Research/Literary Analysis Writing	NJSLS	
DISTRICT RESOURCES **Writer's Workshop:** Journeys: Opinion Writing (Opinion essay, problem-solution composition, persuasive letter, prewrite a persuasive essay, write a persuasive essay). **Reading Instruction:** Journeys: Early American government, independence, life on the battlefield, African American history, Patriotism) **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.	**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.5.10 **Informational** RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5 RI.5.6, RI.5.7, RI.5.9, RI.5.10 **Reading Foundational Skills:** RF.5.3A, RF.5.4A,B,C **Writing Standards:** W.5.1A,B,C,D, 5.2A,B, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9B, W.5.10 **Language Standards:** L.5.1A,C,D,E L.5.2A,BC,E, L.5.3A,B L.5.4A,B, C, L.5.5A,B,C, L.5.6 **Speaking and Listening Standards:** SL.5.1,A,B,C,D, SL.5.2, SL.5.4, SL.5.5, SL.5.6	**Instruction: 8 weeks** **Assessment: 1 week**

Effective Pedagogical Routines/Instructional Strategies	
Collaborative problem solving	Word Study Drills
Writing to learn Making	Flash Cards
thinking visible	Interviews
Note-taking Rereading	Role Playing
& rewriting	Diagrams, charts and graphs
Establishing text-based norms for discussions & writing	Storytelling Coaching
Establishing metacognitive reflection & articulation as a regular pattern	Reading partners Visuals
in learning	Reading Aloud
Quick writes	Model (I Do), Prompt (We Do), Check (You Do)
Pair/trio Sharing	Mind Mapping Trackers
Turn and Talk	Multiple Response Strategies
Charting Gallery	Choral reading
Walks	Reader's/Writer's Notebooks
Whole class discussions	Conferencing
Modeling	

Educational Technology

Standards

8.1.5.A.2, 8.1.5.A.3, 8.1.5.A.4, 8.1.5.E.1

➤ **Technology Operations and Concepts**
- □ Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- □ Use a graphic organizer to organize information about a problem or issue.

Examples: Students can format a document using a word processing application to enhance text when publishing Writer's Workshop piece. Students can use a graphic organizer to organize information for their IFL essay.

➤ **The Nature of Technology: Creativity and Innovation**
- □ Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

Example: Students can use a Venn Diagram to compare and contrast how technologies have changed over time, from The Great Depression, to the present, due to economic influences.

➤ **Research and Information Fluency**
- □ Use digital tool to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Example: Students can evaluate and select digital tools based on the appropriateness for the IFL tasks and for the Writer's Workshop tasks.

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
CRP1, CRP2, CRP4, CRP8

· **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: In this unit, students will demonstrate their understanding of the obligations and responsibilities of being a member of a community by collaborating with peers when participating in group discussions.

· **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 access and use the knowledge acquired through experience and education by reading an excerpt from *Esperanza Rising*, to determine how a character used knowledge and skill to solve a problem.

· **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 verbal and written communication during the Writer's Workshop culminating activity.

· **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Example: In this unit, students can understand the nature of problem-solving by choosing a problem from one of the IFL readings and devise ways to address and solve the problem.

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:

Level	Descriptors
6- Reaching	· 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
5- Bridging	· 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.
4- Expanding	· 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
3- Developing	· 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
2- Beginning	· 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

Time/General	Processing	Comprehension	Recall
· Extra time for assigned tasks	· Extra Response time	· Precise step-by-step directions	· Teacher-made checklist
· Adjust length of assignment	· Have students verbalize steps	· Short manageable tasks	· Use visual graphic organizers
· Timeline with due dates for reports and projects	· Repeat, clarify or reword directions	· Brief and concrete directions	· Reference resources to promote independence
· Communication system between home and school	· Mini-breaks between tasks	· Provide immediate feedback	· Visual and verbal reminders
· Provide lecture notes/outline	· Provide a warning for transitions	· Small group instruction	· Graphic organizers
	· Reading partners	· Emphasize multi-sensory learning	

Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
· Computer/whiteboard	· Extended time	· Consistent daily structured routine	· Individual daily planner
· Tape recorder	· Study guides	· Simple and clear classroom rules	· Display a written agenda
· Spell-checker	· Shortened tests	· Frequent feedback	· Note-taking assistance
· Audio-taped books	· Read directions aloud		· 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

Social Studies: 6.1.8.D.3.b

Understanding the Declaration of Independence.

1. Provide students with various parts of the Declaration of Independence.

2. Have students work in pairs to make educated guesses as to what each part of the declaration of Independence means in "todays words."

3. After students record their responses, the instructor will lead a class discussion that gives students a thorough explanation of each aspect of the document.

4. Students will then create a class poster with all of the final modern day "translations," and create a mural that highlights how the Declaration forever changed the world.

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	Suggested Formative/Summative Classroom Assessments

· DRA2
 	
 -Study Island Benchmarks
 	
 · End of Unit Assessment
    (Students with CPL ≥3.5)
 	
 · ESL Unit Level 1-2 Assessment
    (Students with CPL ≤3.4)
 	
 ·   W-APT oral language proficiency test / ACCESS
 	
 ·   PARCC
	· 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				
		11	12	13	14	15
	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	X		
L.5.1B	Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.					
L.5.1C	Use verb tense to convey various times, sequences, states, and conditions.	X		X		
L.5.1D	Recognize and correct inappropriate shifts in verb tense.		X		X	
L.5.1E	Use correlative conjunctions (e.g., *either/or, neither/nor*).	X	X			
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.				X	
L.5.2B	Use a comma to separate an introductory element from the rest of the sentence.				X	
L.5.2C	Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).				X	
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				
L.5.3B	Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.				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.					

Code	Description					
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.					
L.5.4B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).				X	
L.5.4C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	X		X	X	
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

Code	Standard					
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., *however, although, nevertheless, similarly, moreover, in addition*).	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.	X				
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				
RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.			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
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		
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
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described	X		X		X

| RL.5.7 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | X | | | | |
| 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.						
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		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	X	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	X	X	X	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.				X	X
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*.	X	X	X	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.				X	X
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		X			
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			
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	
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	X	X	X	X

WRITING

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 | X | X | X | | X |

	logically grouped to support the writer's purpose.					
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		X
W.5.1C	Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).	X	X	X		X
W.5.1D	Provide a conclusion related to the opinion presented.	X	X	X		X
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., *in contrast*, *especially*).					
W.5.2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.					
W.5.2E	Provide a conclusion related to the information of explanation presented.					
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.					
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.					
W.5.3C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.					
W.5.3D	Use concrete words and phrases and sensory details to convey experiences and events precisely.					
W.5.3E	Provide a conclusion that follows from the narrated experiences or events.					
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		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 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. | X | | | | X |

Code	Description					
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 *grade 5 Reading standards* 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]").					
W.5.9B	Apply *grade 5 Reading standards* 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]").		X			X
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

Code	Description					
SL.5.1A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, 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
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.					
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	
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			X		

| SL.5.6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | X | X | X | X | |

Grade: 5	Unit: 3	Topic: Reading Literature and Informational Texts Narrative and Research/LiteraryAnalysis Writing

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.5.10

Informational

RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5 RI.5.6, RI.5.7, RI.5.9, RI.5.10

Reading Foundational Skills:

RF.5.3A, RF.5.4A,B,C

Writing Standards:

W.5.1A,B,C,D, 5.2A,B, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9B, W.5.10

Language Standards:

L.5.1A,C,D,E L.5.2A,BC,E, L.5.3A,B L.5.4A,B, C, L.5.5A,B,C, L.5.6

Speaking and Listening Standards:
SL.5.1,A,B,C,D, SL.5.2, SL.5.4, SL.5.5, SL.5.6

New Jersey Student Learning Standard (NJSLS)

NJSLS: 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.

Essential Element of the NJSLS: Identify words in the text to answer a question about explicit information.

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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	· 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?	· 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.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group ·	· Identify details and examples in a text · Cite specific examples and details to support inferences · Understand author's point of view	▪ 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?	· 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 explain inferences drawn from the text (e.g. this means that _____; the author thinks that_____; this makes me reach the conclusion that_____.

			· Use pre-identified words and phrases and complete graphic organizers to complete sentence starters or cloze paragraphs that describe the responses of story characters.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Orally identify details and examples in a text · Cite specific examples and details to support inferences · Understand author's point of view	▪ 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? ▪ What inferences can you make? ▪ In the end, what do you understand from the story	· 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 nad multiple questions? For example, "The author wrote this story to say ___? Yes/No · Do you think the author wants to say ____or _____. · Use pre-taught words and phrases from previously completed graphic organizers to complete sentence starters that describe the responses of story characters.

B. "There was my miracle."

C. "They were so plain . . . ."

D. ". . . I couldn't help but understand them."

Sample Test Released Item: EBSR(2021_A) Associated Text: "Where the Red Fern Grows"			

TASK

New Jersey Student Learning Standard (NJSLS)			
NJSLS: RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. **Essential Element of the NJSLS: Identify the central idea or theme of a story, drama or poem.**			

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Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**	
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	· 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?	· 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.	standar d and additio nal resourc es)		
· ESL Levels 2.5-3.9	· Identify the universal theme	▪ What is the theme of the story?	· Teacher models how to read and analyze a text and identify the theme using specific details and quotes that support the theme.
· WIDA 2: Reading,	· Locate details to support	▪ How can I know the	

Speaking · Special Education Students - Mid Group	the theme · Summarize the text · Identify author's purpose · Summarize important key events and details	theme or message 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?	· In small group, students will create a list of key details/quotes that support the theme. · 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: · 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

· ESL Levels 1-2.4	· Orally identify the main theme/message using	▪ What is the theme/message of the	· Teacher models how to read and analyze a text and identify the theme using specific

· WIDA 2: Reading, Speaking · Special Education Students - Low Group	pre-taught words · Find one word or phrase or point to an illustration to support the main message · Summarize the text using a graphic organizer with single words or phrases	story? ▪ 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? ▪ 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?	details and quotes that support the theme. · After listening to a read-aloud of a text, teacher models how the speaker in the text reflects upon a topic. · 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 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.

		▪ How can I retell what happened in the story? Can I use a graphic	

		organizer?	

Sample Test Released Item: EBSR (2029_A) Associated Text: "The Lighthouse Lamp"
TASK

Part A

Which sentence summarizes the poem "The Lighthouse Lamp"?

○ A. A father is lost at sea as his family struggles to survive through the night in a lighthouse.

○ B. A mother huddles with her baby to stay warm during a storm while her twelve-year-old daughter watches over them.

○ C. A mother and her family find courage to climb the icy steps to a lighthouse tower and turn on the lantern.

○ D. A twelve-year-old girl saves boats coming to shore by fighting through a storm to light the lantern in a lighthouse.

Part B

Which lines from the poem provide the clearest evidence for the summary in Part A? Select **two** answers.

☐ A. "And the light-house lamp, a golden star,
Flamed over the waves' white yeast." (lines 7-8)

☐ B. "In the room at the foot of the light-house
Lay mother and babe asleep," (lines 9-10)

☐ C. "And little maid Gretchen was by them there,
A resolute watch to keep." (lines 11-12)

☐ D. "The mother stirred on her pillow's space,
And moaned in pain and fear," (lines 21-22)

☐ E. "She fed the lamp, and she trimmed it well,
And its clear light glowed afar," (lines 41-42)

☐ F. "There was joy in the hearts of the fisher folks
Along the stormy bay." (lines 47-48)

New Jersey Student Learning Standard (NJSLS)

NJSLS: RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama on specific details in the text (e.g., how characters interact).

Essential Element of the NJSLS: Compare two characters in a familiar story.

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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts · Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or even	· What can you tell me about these characters? · In what ways do the characters think alike/differently? · How does this contrast affect the outcome? · In what way do different settings in the story affect the outcome? · Which details does the author provide to show us how the characters act with each other? · What attitude did the characters display? · What do_____ and _____ have in common?	· Students explore picture books to identify the characteristics of four types of conflict: character vs. character, character vs. self, character vs. nature, and character vs. society. Next, students write about conflict in their own lives and look for similarities among all the conflicts shared by the class, ultimately classifying each conflict into one of the four types. Finally, after investigating the compare and contrast format. · After reading a story, students make a foldable graphic organizer where they fold a sheet of construction paper horizontally, open it up, take the short edges and bring each edge to the center fold, creating 2 doors that open from the center. On each side write the name of a main character. Open the doors and inside, student list 3 – 4 characteristics of the character, drawing on specific details from the text, to compare and contrast the 2 characters. They will then meet with a small group and share their details and observations. ***Small group, pairs***

		· How does the dialogue help you understand the characters and their actions?	· Students select a perfect birthday gift for the main characters of a story, by drawing on the specific details of the story. They defend their choices with details from the text and compare and contrast the characters in this way. They could meet in a small group, tell their gift and see if fellow classmates can predict who the gift is for, using details from the text and their understanding of the characters.
· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Read adapted or appropriately leveled text · Identify the characters, setting and major events of a story · Compare and contrast characters, settings and events in a story or drama · Provide specific details when describing the interactions between characters	· Can I use a T-chart to compare and contrast a character's point of view with pre-identified words and phrases? · Why is it important to compare and contrast a character, a setting or an event within a story? · Do I know how to find specific details from the text? · How does the dialogue or the words they speak help you understand the characters and their actions?	· Students will complete a Venn Diagram comparing and contrasting two character's points of view from a known story with pre-identified words and phrases. · After reading or listening to a story, students will compare and contrast characters, settings and events with the aid of a graphic organizer and word bank · Students will highlight important details from the text to compare and contrast characters, settings or events with modeling from teacher. · Use WH questions

· ESL Levels 1-2.4	· Read adapted or appropriately leveled text	· Can I use a T-chart to help me understand a character's thinking with	· Students will complete a Venn Diagram comparing and contrasting two character's points of view from a known story with pre-

· WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Identify the characters, setting and major events of a story · Compare and contrast characters, settings and events in a story or drama · Provide specific details when describing the interactions between characters	pre-taught words/phrases or illustrations? · Why do we compare and contrast? …. · Do I know how to find details in a story using words and illustrations? · Can there be more than one detail? · Can the picture show details? · How does what the character say help you understand their actions or feelings?	identified words and phrases. · After reading or listening to a story, students will compare and contrast characters, settings and events with the aid of a graphic organizer and word bank · Students will highlight important details from the text to compare and contrast characters, settings or events with modeling from teacher. · Teacher provides Yes/No questions and/or multiple choice: For example, Is ____the same as _____? Y/N · Is ____the same or different? Y/N

Sample Test Released Item: TECR(2026_A) Associated Text: "The Lighthouse Lamp"

TASK

Part A

Which **two** character traits describe both the narrator in the story and Gretchen in the poem as they respond to the challenges they must face?

☐ A. courageous

☐ B. adventurous

☐ C. persistent

☐ D. impatient

☐ E. clumsy

☐ F. bossy

Part B

Choose **two** pieces of evidence from *Where the Red Fern Grows* and **two** pieces of evidence from "The Lighthouse Lamp" that demonstrate the traits from Part A.

From *Where the Red Fern Grows*	"The Lighthouse Lamp"
"I shouted as loud as I could." (paragraph 1)	"In the room at the foot of the light-house / Lay mother and babe asleep, . . ." (lines 9–10)
"I shivered from the freezing cold of my wet shoes and overalls." (paragraph 4)	". . . And little maid Gretchen was by them there, . . ." (line 11)
"I couldn't figure out what I had heard." (paragraph 6)	"'I'll go,' said Gretchen, 'a step at a time; / Why, mother, I'm twelve years old, . . .'" (lines 33–34)
"As I stared at the yellow glow of my light, the last bit of hope faded away." (paragraph 9)	". . . And I've learned to do as I'm told.'" (line 36)
"I took off my clothes, picked up my ax, and stepped down into the hole in the icy water." (paragraph 14)	"Then Gretchen up to the top of the tower, . . ." (line 37)
"Closing my eyes and gritting my teeth, I moved on." (paragraph 15)	"The sleet in her eyes and hair. / She fed the lamp, and she trimmed it well, . . ." (lines 40–41)

New Jersey Student Learning Standard (NJSLS)

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.

Essential Element of the NJSLS: Determine the intended meaning of multi-meaning words in a text.

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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	· 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?	· 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.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· 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	· What is figurative language? · 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?	· 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 symbol? In this story, what is a symbol of ____? · The author said _____. Does he mean_____or _____?

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education	· Use context clues to help determine meaning of words · Understand the words and phrases often have literal and figurative meanings	· What is figurative language? · Why is it important to find the difference between metaphor and simile? Will a picture help me see the	· 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 - Low Group			
	· Know that similes and metaphors are words used to compare two objects	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?	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 story, what is a symbol of ____? · The author said _____. Does he mean _____or _____?

Sample Test Released Item: EBSR (2649_A) "Feathers"

TASK

Read the story "Feathers," a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

Feathers

1 A sharp-tongued woman was accused of starting a rumor. When she was brought before the village rabbi, she said, "I was only joking. My words were spread by others, and so I am not to blame."

2 But the victim demanded justice, saying, "Your words soiled my good name!"

3 "I'll take back what I said," replied the sharp-tongued woman, "and that will take away my guilt." When the rabbi heard this, he knew that this woman truly did not understand her crime.

4 And so he said to the woman, "Your words will not be excused until you have done the following. Bring my feather pillow to the market square. Cut it and let the feathers fly through the air. Then collect every one of the feathers from the pillow and bring them all back to me. When you have done this, you will be absolved of your crime."

5 The woman agreed, but thought to herself, The old rabbi has finally gone mad!

6 She did as he asked, and cut the pillow. Feathers blew far and wide over the square and beyond. The wind carried them here and there, up into trees and under merchants' carts. She tried to catch them, but after much effort it was clear to her that she would never find them all.

7 She returned to the rabbi with only a few feathers in her hand. Facing the rabbi, she said, "I could not take back the feathers any more than I could take back my words. From now on I will be careful not to say anything that would harm another, for there is no way to control the flight of words, any more than I could control the flight of these feathers." From that day, the woman spoke kindly of all she had met.

—A Hasidic tale from Eastern Europe

"Feathers"—Public Domain

Part A

What is the meaning of **soiled** as it is used in paragraph 2?

○ A. involved

○ B. damaged

○ C. emphasized

○ D. identified

Part B

Which **two** phrases help the reader understand the meaning of **soiled**?

☐ A. ". . . starting a rumor." (paragraph 1)

☐ B. ". . . I was only joking.'" (paragraph 1)

☐ C. ". . . my good name!'" (paragraph 2)

☐ D. "'I'll take back . . .'" (paragraph 3)

☐ E. ". . . take away my guilt.'" (paragraph 3)

☐ F. ". . . understand her crime." (paragraph 3)

New Jersey Student Learning Standard (NJSLS)

NJSLS: 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.

Essential Element of the NJSLS: Identify a story element that undergoes change from beginning to end.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc.) · Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text	· How is the text organized? · Can you explain the difference between a chapter in a book and a scene in a play? · How many stanzas or verses does the poem have? Explain. · What is the key event/idea in this chapter/stanza? · Why do you think the author wrote this? Use evidence from the text to support your response?	· Given a text (story, drama, poem) students will explain the overall structure of the text. · After reading a story, students will identify the conflict in the text and use explicit details to support their response. · Students in pairs in a group are given separate scenes from a play. Each pair of students reads their scene. Next, they get back together with their group and discuss the events in their particular scene. Finally they decide the correct order of the scenes and defend their decisions based on their knowledge of overall structure of a drama. As a challenge, some scenes could be omitted when giving them to the group. They would then need to try to figure out where these gaps occur and what happened during those scenes. ***Small group, pairs***

· ESL Levels 2.5-3.9 · WIDA 2: Reading,	· Understand that stories, poems and dramas have different	· How is the text organized? · Can you explain the	· Given a text (story, drama, poem) students will complete a graphic organizer to show the overall structure of the text. Think pair share with a

Speaking · Special Education Students - Mid Group	organizational elements · Follow the message of the story, poem, or drama · · Understand that stories have beginnings, conflicts/problems and conclusions	difference between a chapter in a book and a scene in a play? Which one will have more dialogue, a chapter or a scene? · How many stanzas or verses does the poem have? Can you count them? · What is the main event/idea in this chapter/stanza? · Why do you think the author wrote this? Where in the story does it show you to support your response?	partner to practice oral language before sharing. · After a read aloud (or approximately leveled text) of a drama or poem · Students will identify the conflict in the text and use one or more details to support their response. May refer to model or word bank.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand that stories, poems and dramas can be presented in different ways. · Have a general idea	· How is the story presented? · How is a chapter book different from a scene in a play?	· Given a text (story, drama, poem) students will fill in a partially completed graphic organizer showing the structure of a text using pre-taught vocabulary and/or word bank. Think pair share with a partner to practice oral language before sharing.

	of the message in a story, poem, or drama · Understand that stories have beginnings, conflicts/problems and conclusions	· Can you count the sections of the poem? What are they called, stanzas/verses or parts? · What is the chapter/stanza about? · Why do you think the author wrote this? Where in the story does it show you to support your response? · Can you point to where in the book you see it? Or a picture?	· After a read aloud, orally identify the problem in the text with one or more details or complete graphic organizer using one word or simple pre-identified phrases to support their response. May refer to model or word bank. · Teacher uses Yes/No or multiple choice questions. For example, "Is the chapter/stanza about ___or ____? · What are the sections of a poem called? Stanzas, verses or parts?

Sample Test Released Item: EBSR (2564_A) "Feathers"

TASK

Read the story "Feathers," a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

Feathers

1 A sharp-tongued woman was accused of starting a rumor. When she was brought before the village rabbi, she said, "I was only joking. My words were spread by others, and so I am not to blame."

2 But the victim demanded justice, saying, "Your words soiled my good name!"

3 "I'll take back what I said," replied the sharp-tongued woman, "and that will take away my guilt." When the rabbi heard this, he knew that this woman truly did not understand her crime.

4 And so he said to the woman, "Your words will not be excused until you have done the following. Bring my feather pillow to the market square. Cut it and let the feathers fly through the air. Then collect every one of the feathers from the pillow and bring them all back to me. When you have done this, you will be absolved of your crime."

5 The woman agreed, but thought to herself, The old rabbi has finally gone mad!

6 She did as he asked, and cut the pillow. Feathers blew far and wide over the square and beyond. The wind carried them here and there, up into trees and under merchants' carts. She tried to catch them, but after much effort it was clear to her that she would never find them all.

7 She returned to the rabbi with only a few feathers in her hand. Facing the rabbi, she said, "I could not take back the feathers any more than I could take back my words. From now on I will be careful not to say anything that would harm another, for there is no way to control the flight of words, any more than I could control the flight of these feathers." From that day, the woman spoke kindly of all she had met.

—A Hasidic tale from Eastern Europe

"Feathers"—Public Domain

Part A

What is the purpose of the dialogue between the woman and the victim in the beginning of the story?

○ A. to introduce the causes for the woman's negative actions

○ B. to introduce the conflict that will be resolved later in the story

○ C. to connect the woman's thoughts and actions to important events

○ D. to develop background information for events later in the story

Part B

Which sentence from the story makes a connection to the answer to Part A?

○ A. "When she was brought before the village rabbi, she said, 'I was only joking.'" (paragraph 1)

○ B. "The wind carried them here and there, up into trees and under merchants' carts." (paragraph 6)

○ C. "She tried to catch them, but after much effort it was clear to her that she would never find them all." (paragraph 6)

○ D. "From that day, the woman spoke kindly of all she had met." (paragraph 7)

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.

Essential Element of the NJSLS: Determine the point of view of the narrator

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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Identify the narrator's point of view · Explain how the point of view impacts the events in the text	· 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?	· 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.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· 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	· 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?	· 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.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Orally identify or name the person who is speaking in the story. · Understand that how a person tells a story	· Who is telling this story? · Is the person telling the story part of the story?	· 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.

| | influences the way the story ends.

· With visual representations, understand how the thoughts and feelings of the person telling the story influence how the events are described or explained. | · What is the narrator's perspective?

· Did the author's thoughts or feelings in this (passage/sentence) influence how he described the event?

· Do you think the story would change if another character/person told the story? Yes/No? | · 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 _____?

· Is the person telling the story saying "I"? Yes/No? |

Sample Test Released Item: TECR(2030_A) Associated Text: "Where the Red Fern Grows"

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.

New Jersey Student Learning Standard (NJSLS)

NJSLS: RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Essential Element of the NJSLS: Identify illustrations, tactual or multimedia elements that add to understanding of a text.

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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Synthesize information from multiple sources · Use media efficiently to answer questions and to solve problems	· How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read? · How does adding photo images or video help increase your understanding of the text? · What audio elements can you add to your presentation of that story, folktale, myth, or poem? · When reading this graphic novel, be sure to notice how the creator uses words and images to convey the story. · Think about how visual images influence your perspective.	· Students read a portion of a text such as a poem or myth, then create and share visuals they would have included had they been the illustrator. Students then discuss whether their initial reactions to the poem would have been different if the visuals were changed, but the text remained the same. · Students can listen to a poem or text, or a portion of a poem or text, without seeing the visuals. Have them write an initial response. Next, students listen to the poem while looking at the visuals. Then, students share how their responses to the two exposures to the text were different, based on the inclusion of visuals. Discuss in pairs how visual and multimedia contributions can change how readers' view the text. · Using traditional fairy tales or folk tales, students create their own version after careful study of a culture in which they are interested. The students can rewrite the tales into a multimedia presentation using online tools to include visual elements of

			the culture. Once complete, the class can discuss the various versions and analyzes how the cultural additions contributed, or changed, the meaning or beauty of the text. The teacher chooses several music clips of all types of genres, including familiar classical, movie soundtracks, and appropriate popular selections. While the music is playing, students record what they feel is the tone, or meaning of the music. · Students take a scene from a novel or story and find music that would fit as a score for the scene or event. They write an explanation of why they chose the music present the scene, with the music to the class. This could also be done with a video piece if technology allows, contributing to · the tone of the scene. ***Small group, pair, individual***
· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Outline the major events and setting of the story. · Incorporate narrative techniques	· Who, when and where will your story be about? · What is the problem in the story? · Who is telling the story?	· Model how to create an outline and use prior and during writing. · Given a narrative writing have students identify the narrative techniques and engage in a discussion about them

· ESL Levels 1-2.4 · WIDA 2: Reading,	· List the major events and places of the story.	· Who, when and where will your story be about? About you?	· Model how to complete a graphic organizer which outlines narrative writing and use prior and during

Speaking · Special Education Students - Low Group	· Orally incorporate narrative techniques	About a family member? · What is the problem in the story?	writing using pre-taught vocabulary. · Model and give a few sentences in narrative form and have students circle, underline or highlight narrative techniques and engage in a discussion about them. · Teacher provides Yes/No questions for choice, for example: What is the problem in the story? Is it _____or _____?

New Jersey Student Learning Standard (NJSLS)

NJSLS: 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.

Essential Element of the NJSLS: Compare stories, myths, or texts with similar topics or themes.

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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Find similarities and differences in themes and topics when reading stories of the same genre · Connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, background knowledge) · Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g., stories, myths, traditional literature from different cultures)	· How are _____ and _____ alike? · How are _____ and _____ different? · How do the ideas in _____ compare to the ideas in _____? · What characteristics does the character, _____, have that contrast the character of _____? · How does _____ from the _____culture, compare to _____ from the _____culture? · Why do you think the author of _____ used the same pattern of events that was used in _____? · What kind of writing does	Students read a variety of stories or novels in a given genre. Then students prepare and participate in a talk show, with the teacher as the host. The students are asked questions as characters (or as the author) from those novels to elicit higher level thinking responses. Students are evaluated on their ability to compare and contrast stories in the same genre with similar themes and topics. ***whole group, small group*** **Variation.** The teacher divides the class into groups, pairing two small groups for a panel discussion. Example: Adventure Novels -- One group of 3-4 members could portray Brian from *Hatchet (Paulsen)* and another group could be Cole from *Touching Spirit Bear* (Mikaelssen) Then any of the participants could respond to the teacher's questions, either collaboratively or individually. After reading multiple books or stories in the same genre, the student selects one that they believe would make the best movie. They compare and contrast the stories they

		the author use to tell the story?	considered, reflecting on the individual themes and topics, and defend why they chose the book they did to make a film. ***small group, pair individual***
		· How did the author organize the story?	
		· What are some of the characteristics found in a fable? mystery? poem?	

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Understand how to find similarities and differences in themes and topics when reading stories of the same genre · Understand how to connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, background knowledge) · Understand how to identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g., stories, myths, traditional literature from different cultures)	· Are ____ and ____ alike because of …? · Are ____ and ____ different because of …? · Do the ideas in ____ compare to the ideas in ____? · Do the characters _____ and _____ have traits that contrast each other? · Did the author of ____ use the same pattern of events that was used in ____? · Does the author use_____ kind of writing to tell the story? · Did the author organize the story by _____?	· Students will be provided excerpts of two stories or novels. As a small group, students will choose two characters that are similar and act out a scene from the novels/stories as each character. · Students will complete a Venn Diagram comparing two stories/novels. They will then complete a character graphic organizer based on one character from each novel. The students can make character trait posters to compare those characters. · After reading/listening to multiple books or stories in the same genre, the students will work in a small group and select the one that would make the best board game. Students will then create a board game using the characters as the pieces and will write questions cards based on the story/novel. Teacher will provide a rubric and assistance as needed.

		· What are some of the characteristics found in a fable___, ____, ___? Mystery _____, _____, ____? Poem ____, ____, ?	

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Similarities · Differences · Understand how to connect a text · Understand structure	· Are ____ and ____ alike? · Are ____ and ____ different? · Are the ideas in ____ and ____ similar? · Do the characters _____ and _____ have different traits? · Did the author of ____ use _____ pattern of events? Were they also used in ____? · Does the author use_____ kind of writing? · Did the author organize the story by _____? · What is one characteristic found in a fable? Mystery? Poem?	· Students will complete a character Venn diagram based on a story they have read. The teacher will provide the students with a word/phrase bank to assist the students. · Students will listen to an excerpt from to novels/stories and will draw or create an image or two characters and their traits. Students will use a word bank to write about their characters. · Students will complete a matching worksheet provided by the teacher to match fables, mysteries and poems to their characteristics.

New Jersey Student Learning Standard (NJSLS)

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.

Essential Element of the NJSLS: Identify words in the text to answer a question about explicit information.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	· 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?	· 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.

· ESL Levels 2.5-3.9 · WIDA 2: Reading,	· Identify details and examples in a text	▪ Why is it important to make inferences from the excerpt I just read?	· Model to students how to use words and phrases to reference a quote from a text (e.g. The author (name) states "(quotation)" (and

Speaking · Special Education Students - Mid Group	· Cite specific examples and details to support inferences · Understand author's point of view	▪ 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?	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 explain inferences drawn from the text (e.g. this means that _____; the author thinks that_____; this makes me reach the conclusion that_____. · Use pre-identified words and phrases and complete graphic organizers to complete sentence starters or cloze paragraphs, · that describe the responses of characters.

· ESL Levels 1-2.4	· Orally identify details	▪ Why is it important to make inferences from	· Model to students how to use words and

· WIDA 2: Reading, Speaking · Special Education Students - Low Group	and examples in a text · Cite specific examples and details to support inferences · Understand author's point of view	what I just read? ▪ How can I determine if my inferences are accurate based on the text 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? ▪ What inferences can you make? ▪ In the end, what do you understand from the text	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 wrote this text to say ___? Yes/No Do you think the author wants to say ____or _____. · Use pre-taught words and phrases from previously completed graphic organizers to complete sentence starters that describe the responses of characters.

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.

Essential Element of the NJSLS: 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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	· 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?	· 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. *Pair, individual* · 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.
· ESL Levels 2.5-3.9	· Summarize key points of a text	· What is this text about?	· Students will read an excerpt from a text. Working with a partner, students can use a

· WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Identify details · Understand main idea · Understand how the author supports main idea	· Are the main ideas _____ and _____? · After listening to the text, did these details _____, _____, _____, support the main ideas? · Can you decide if this detail is important? · Does the author use _____ kinds of details to support the main ideas? · What did you learn from the text? · Which sentence summarizes the main idea?	partially completed graphic organizer (with main ideas listed) to list the details from the excerpt. Together they can verbally state a one or two sentence summary. · Students will work with a partner to match text summary to an excerpt of two texts that they read. The students will share out two or three details that led them to choose that summary. · Students read an excerpt from a nonfiction text. They create a picture, illustrating the main ideas and at least one key detail for support. They may have the option of using clipart images for their illustrations.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Summarize text · Identify details · Understand main idea · Find supporting details	· Is the text about _____? · Is _____ the main idea? · Is this detail important? · Did you learn _____ or _____ from the text? · Does _____ sentence summarize the main idea?	· Students will listen to an excerpt from a text. The teacher will then model how to complete a graphic organizer to list the main ideas and at least two details from the excerpt. They can create an anchor chart with those details including visual reminders. · After listening to an excerpt of a text, students will work with a partner to match the main ideas to details. They will use a teacher provided worksheet with visual cues.

			· Students listen to an excerpt from a nonfiction text. They create a picture of what they learned in the excerpt. They may have the option of using clipart images for their illustrations.

New Jersey Student Learning Standard (NJSLS)

NJSLS: W.5.3. . **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.**

Essential Element of the NJSLS: 5.3 Write about events or personal experiences.
a. Write about an experience or event including three or more events in sequence.
b. Not applicable, c. Not applicable, d. Not applicable, e. Not applicable

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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Compose a story hook to engage the reader · Establish the story's background or situation · Introduce a narrator and/or characters · Purposefully arrange events to make the story flow · Use dialogue and description to develop experiences and events · Show the responses of characters to situations, when appropriate	· Who, when and where will your story be about? · What is the problem in the story? · Who is telling the story? · Describe how _____ felt when _____. · What happened after _____? · What if _____ would have happened first? How would that affect the plot? · How will you use dialogue to develop the plot?	· **Introducing Characters:** the teacher places a top hat full of pictures upside down on a table in front of the class. Next, the teacher explains that creating stories is like magic. When you write a story, it lets you magically become the hero that saves the day. The teacher then taps the brim of the hat with the magic wand and then pulls out one or more of the character/hero pictures from the hat. The teacher shows the picture(s) to the class and explains who it is a picture of if they don't already know. The teacher continues to say that not only do stories let you magically become the book's hero, but when you write stories you can choose to become whatever hero you want. These heroes are the story's main characters. · The teacher hands out a graphic organizer

	· Use a variety of transitional words and phrases to manage the sequence of events · Use concrete words and phrases to relay story details · Use sensory details to convey experiences and events precisely · Provide a conclusion that follows from the narrated experiences or events	· What problems will the characters face in the story? · What actions will the characters take in response to the events in the story? · How does the character change throughout the story? · Remember to show the reader with precise words. · What events will lead to the conclusion/resolution of your story?	and asks the students to try to identify and write down the characters, settings, major events and plots in the books as they individually read each book or as the teacher reads the books to the class. · Students select a topic for a personal narrative and then do the prewriting in comic-strip format to reinforce the plot structure. Finally, they write their own original narratives based on the comic strip prewriting activity, keeping the elements of narrative writing in mind. The lesson can use a version of "The Three Little Pigs" fairy tale to demonstrate the literary element; however, any picture book with a strong plot would work for this lesson.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Understand how to compose a story hook to engage the reader · Include the story's background or situation · Introduce a narrator and/or characters · Arrange events to make the story flow · Understand how to use dialogue and description to develop experiences and events · Show the responses of characters to situations, when appropriate	· D you know who and what your story will be about? · Is there a problem in the story? · Who is telling the story? · Did _____ feel _____ when _____ happened? · Did _____ happen after? · What if _____ would have happened first? Would that affect the plot? · How will you use dialogue	· The teacher will model for the class how to write a detailed story. The teacher will pick an event from his/her life and share that event with the students. The teacher will then list the characters and the order of events from her story and show students visual go with the events. The teacher will then share how the story ends. As a class they will create an anchor chart of the key information and how to include the information into a writing piece (characters, introduction, sequence of events, and conclusion). They will also discuss how word choice affects the overall tone of the story. · The teacher will provide the student with a model graphic organizer as well as a blank

	· Include transitional words and phrases · Use concrete words and phrases to relay story details · Use sensory details · Provide a conclusion	to develop the plot? · Did the character face _____ problems in the story? · Did the character take _____ actions in response to the events in the story? · Does the character change throughout the story? · Did you include events will lead to the conclusion of your story?	one. The students will then write down the characters, settings, and major events. The teacher will then conference with the students how the student will transfer this information onto paper and into a story. · Teacher will model for students how to select a topic for a personal narrative and then how to do a prewriting comic-strip to reinforce the plot structure. The teacher will then show the students how they can write their own original narratives based on the comic strip prewriting activity.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand a story hook · Know the story's background or situation · Introduce a character · Sequence events · Understand dialogue · Character response · Transitional words and phrases · Concrete words · Sensory details · A conclusion	· Is your story about _____? · Is _____ in your story? · Is there a problem in the story? · Is _____ telling the story? · Did _____ feel _____ when _____ happened? · Did _____ happen after? · Do you know how will to use dialogue to develop the plot?	· The teacher will model for the class how to write a detailed story. The teacher will pick an event from his/her life and share that event with the students. The teacher will then list the characters and the order of events from her story and show students visual go with the events. The teacher will then share how the story ends. As a class they will create an anchor chart of the key information and how to include the information into a writing piece (characters, introduction, sequence of events, and conclusion). They will also discuss how word choice affects the overall tone of the story. · The teacher will provide the student with a

| | | · Did the character face _____ problem in the story?

· Does the character change throughout the story?

· Do you have a conclusion to your story? | model graphic organizer as well as a blank one. The students will then draw about the characters, settings, and an event. The teacher will then conference with the students how the student will transfer this information onto paper and into a story.

· Teacher will model for students how to select a topic for a personal narrative and then how to do a prewriting comic-strip to reinforce the plot structure. The teacher will then show the students how they can write their own original narratives based on the comic strip prewriting activity. |

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.

B *I* U ☰ ☰ ↶ ↷

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.)

Essential Element of the NJSLS: Produce writing that is appropriate for an explicitly stated task or purpose.

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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	· 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	· 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.

		the reader easily from one part to another?	
· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Determine the audience or purpose of writing task · Organize a clear and coherent writing piece · Write in a logical, sequential manner using transitional words.	▪ 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?	· 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.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· 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.	▪ 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	· 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.

		sense? Can the reader follow?	

Sample Test Released Item: PCR(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.

B I U ☰ ☰ ↶ ↷

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.)

Essential Element of the NJSLS: 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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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)	· 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	· 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.

		group?	
		· What feedback did they give you?	
		· Is there a better way to start or end your writing?	

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· 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)	· 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?	· 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.

		· Can you share your ideas and thoughts with your group? · Is there a better way to start your writing?	

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· 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.	· 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? · Can you share your ideas and thoughts with your partner?	· 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.

| | | · Did you start your writing? | |

New Jersey Student Learning Standard (NJSLS)

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.

Essential Element of the NJSLS: : 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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	· 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?	· 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.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Use digital tools · Use technology for producing and publishing writing · Demonstrate keyboarding skills · Collaborate with peers to improve writing	· 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?	· 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. · eer edit, based on rubric.
· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand types of digital tools · Understand how to create and save a document · Demonstrate keyboarding skills · Collaborate with peers to improve writing	· 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?	· 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 (NJSLS)

NJSLS: W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Element of the NJSLS: Use information from literary and informational text to support writing.

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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Use strategies for reading literary and informational text to investigate topics · Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events · Explain how an author uses proof to support a point in informational text · Prove each point with evidence from the text · Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject	· What evidence did the author use to support his/her claims? · Explain the evidence the author used to support the claim, _____. · Compare the two events in each of the two sources on the topic _____. · Describe what you have learned on this topic. · Which details can you add that will make your writing stronger? · What caused you to think or believe that? · Has studying this topic caused you to change your thinking? How will your writing reflect that change?	· Students investigate the history of communication and the various ways that people can communicate and connect with one another all over the world, noting the evolution of innovations in communication (e.g., printing press, sign language, hearing aids, telephones, email, etc.) They then prepare a written report detailing the invention and evolution of one communication innovation. · Given a text, have students identify two plot conflicts (Character vs. Character and Character vs. Self) · With the use of a graphic organizer, students compare and contrast two setting in a story.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Know that you can use strategies for reading literary and informational text to investigate topics · Understand how to refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events · Know that an author uses proof to support a point in informational text · Understand that you need to prove each point with evidence from the text · Combine information from two or three texts about the same subject in a written or oral response that demonstrates knowledge of the subject	· Can you show me the evidence the author used to support his/her claims on page ____? · Does the evidence the author used to support the claim state _____. · Are _____ events talking about the same thing in both sources? · Did you learn _____ or _____ on this topic? · Can you add details to make your writing stronger? · What caused you to think or believe that? · Did studying this topic cause you to change your thinking?	· Teacher can provide the students with information on the ways that people can communicate and the evolution of communication. The students can then complete a report on their form of communication. Teacher will provide excerpts of information as well as a question sheet for the students to answer. · Given an excerpt of a text, have students work in small groups to identify two plot conflicts (Character vs. Character and Character vs. Self). Teacher will provide an outline/rubric to assist. · With the use of a graphic organizer, students will work with a partner to compare and contrast two settings in a story.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand how to investigate topics and that strategies for reading literary and informational text can be used · Understand how to refer to	· Does the author state _____ as evidence to support the claim on page _____? · Does the evidence the author used to support the claim state _____?	· Teacher can provide the students with verbal/written information on the ways that people can communicate and the evolution of communication. The students can then answer questions about their form of communication. Teacher will provide excerpts with

	specific details in literary text to find similarities and differences between two characters, settings or events	· Are _____ and ____ the same?	highlighted information as well as a question sheet and word bank for the students use while answering.
	· Understand proof	· Did you learn _____ on this topic?	· Teacher will model how to identify two plot conflicts (Character vs. Character and Character vs. Self) from a provided text.
	· Understand that you need to prove each point with evidence from the text	· Can you add _____ detail to make your writing stronger?	
		Did _____ cause you to think or believe that?	· With the use of a graphic organizer, students will work with a partner to compare and contrast two pictures of settings from a story.
	· Understand how to combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject	· Did studying this topic cause you to change what you thought?	

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.

Essential Element of the NJSLS: Write routinely for a variety of tasks, purposes, and audiences.

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

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	· 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?	· 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).

		· Did you edit and revise your writing using the proofreading checklist?	
· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Produce numerous pieces of writing over various time frames · Develop skills in research · Understand the choices made while writing · Revise writing · Develop a topic	· Did you pick your topic? · Will you use _____ or _____ to organize your thought? · What will you write about? · Today you will have ____ minutes to write about… · Do you know where will you find your sources? · Did you re-read your writing? Do you need to make any revisions? · Did you think about your audience? · Do you know how to edit and revise your writing using the proofreading checklist?	· Students produce several pieces of writing to be revised using a teacher provided rubric as a guide. · Teacher projects and reads aloud a mentor text. Students will highlight on the board what effective writers do to be able to create a well-developed piece of writing. Create a class anchor chart. · Students work with a partner and revise their teacher's work using the checklist. · Students will use a graphic organizer to gather their writing ideas. They will meet with a partner and then the teacher to discuss their ideas prior to writing.

| · ESL Levels 1-2.4 ·

WIDA 2: Reading,

Speaking | · Produce pieces of writing over time frames | · Is your topic _____?

· Will you use _____ to organize your thought? | · Students produce several pieces of pre-writing/writing on the same topic to be kept in a writing folder. Teacher will sit with students to show them how they can revise their writing. |

· Special Education Students - Low Group	· Understand how to do research · Reflect on writing · Understand you can revise writing · Develop a topic	· Will you write about _____? · Today you will have _____ minutes to write about… · Do you know how to find your sources? · Did you re-read your writing? Did anyone else re-read your writing? · Do you know how to edit? · Do you know how to use a proofreading checklist?	· Teacher projects and reads aloud a mentor text. Teacher will then highlight on the board what effective writers do to be able to create a well-developed piece of writing. Create a class anchor chart. · Students work with a partner and correct errors on a teacher created piece. The errors can be highlighted and an answer bank and checklist can be provided. · Students will use a graphic organizer to gather their writing ideas. They will meet with a partner and then the teacher to discuss their ideas prior to writing.

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

	Target Vocabulary			
Lesson 6	**Lesson 7**	**Lesson 8**	**Lesson 9**	**Lesson 10**
➢adaptive ➢endangered ➢collapsed ➢Specialty	➢honored ➢decisiveness ➢ maturity ➢obligation	➢carbon ➢footprint ➢natural ➢resource	➢bold ➢competent ➢humility ➢purpose	➢adaptation ➢observation ➢development ➢instinctive
	Domain Specific Vocabulary			
Lesson 11	**Lesson 12**	**Lesson 13**	**Lesson 14**	**Lesson 15**
➢cramped ➢viewpoint ➢pressing ➢conduct	➢benefit ➢repeal ➢ midst ➢prohibit	➢legendary ➢formal ➢retreat ➢foes	➢persaude ➢gushed ➢aspects ➢tentative	➢mimic ➢efficient ➢rural ➢peal

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.

| Domain Specific Vocabulary				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
➢congress ➢declaration ➢representation ➢individual rights	➢colonies ➢freedom ➢ patriots ➢revolution	➢duty ➢general ➢regiment ➢officer	➢abolitionist ➢humanity ➢slavery ➢ethics	➢defense ➢democracy ➢pride ➢union

Writing		
Primary Focus: Writing Unit	Secondary Focus	Routine Writing

Lesson 11 ➢Opinion Writing: Opinion Essay Focus Trait: Voice 　➢Language: ➢Spelling: VCCV Pattern ➢Reference materials **Lesson 12** ➢ Opinion Writing: 　　Problem-Solution composition Focus Trait: Organization 　➢Language: ➢Spelling: VCV Pattern ➢Figurative language **Lesson 13** ➢ Opinion Writing: Persuasive letter Focus Trait: Ideas 　➢Language: ➢Spelling: VCCCV ➢Regular and irregular verbs **Lesson 14** ➢ Opinion Writing: Prewrite a 　　persuasive letter Focus Trait: Organization 　➢Language: ➢Spelling: VV Pattern 　　　　➢Greek and Latin roots Lesson 15 Opinion writing: Write a persuasive essay Focus Trait: Word choice -Final Schwa /I/ sounds -Prefixes in-, im-, il-, ir-	**PARCC LAT Writing** **Lesson 8**: Reading Paired Texts for LAT **Lesson 9**: Creating an Outline for LAT **Lesson 10**: Writing Workshop, The Introductory Paragraph for LAT **Lesson 11**: Evaluating an Exemplar Introductory Paragraph for LAT **Lesson 12**: Writing Workshop, The First Body Paragraph for LAT **Lesson 13**: Evaluating an Exemplar First Body Paragraph for LAT **Lesson 14:** Writing Workshop, The Second Body Paragraph for LAT **Lesson 15:** Evaluating an Exemplar Second Body Paragraph for LAT **Lesson 16:** Writing Workshop, Using Transitions **Lesson 17:** Evaluating the Organizational Structure of an Analytical Essay **Lesson 18:** Writing Workshop, The Concluding Paragraph for LAT **Lesson 19:** Evaluating an Exemplar Concluding Paragraph for LAT **Lesson 20**: Essay to Outlie Analysis for Essay on Theme for LAT **Lesson 21:** Essay to Outline Analysis	·　Reader's Response Notebook ·　Journals ·　Blogging ·　Quick Writes ·　Interactive Writing

Students will have the opportunity to celebrate *and* share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators.
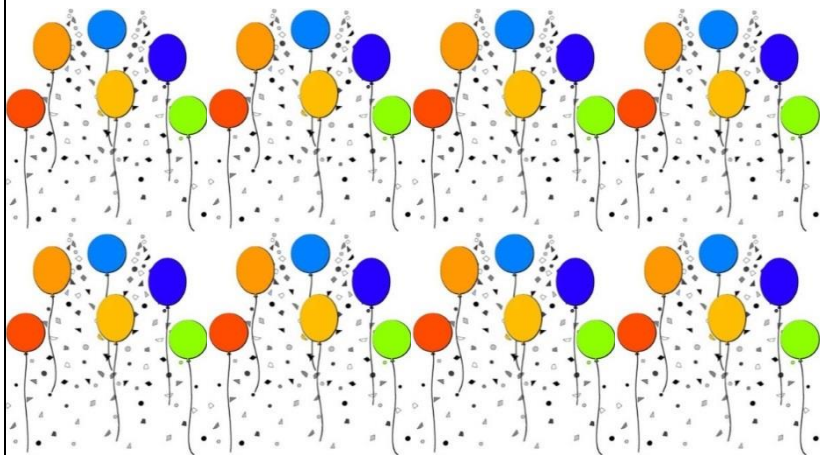
for Essay on Characters for LAT

Lesson 22: Using a Template for a Compare and Contrast Essay for LAT

Lesson 23: Using a Template for Point of View Essay for LAT

Lesson 24: Using a Writing Rubric for a Compare and Contrast Essay for LAT

Lesson 25: Using a Rubric for a Point of View Essay for LAT

Lesson 26: Classroom Quiz on Essay Terms and Skills for LAT

IFL Culminating Assignment

Students read the excerpt of a chapter from Ryan's novel, *Becoming Naomi Leon*. Then write an essay that explains how this text is representative of Ryan's narrative techniques and content.

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
Writing Written Expression	The student response · 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.	The student response · 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.	The student response · 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.	The student response · 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 Knowledge of	The student response to the prompt demonstrates **full**	The student response to the prompt demonstrates **some**	The student response to the prompt demonstrates	The student response to the prompt demonstrates

Writing Rubrics

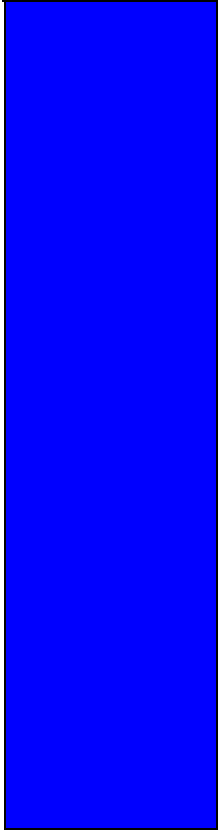| Language and Conventions	command of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear.**	command of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	**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.**	**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 unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied.

Rubric for Narrative Writing—Fifth Grade

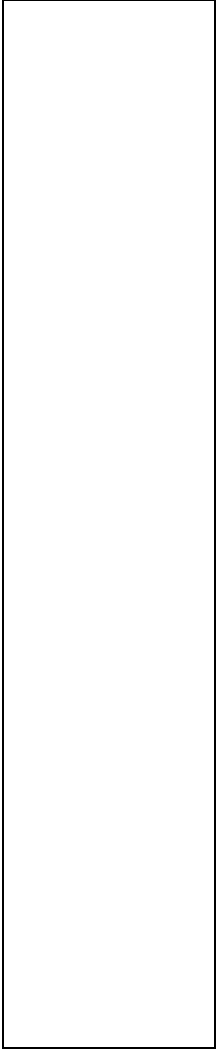|	Grade 3 (1 POINT)	1.5PTS	Grade 4 (2POINTS)	2.5PTS	Grade 5 (3POINTS)	3.5PTS	Grade 6 (4POINTS)	SCORE
STRUCTURE								
Overall	The writer told the story bit by bit.	Mid-level	The writer wrote the important part of an event bit by bit and took out unimportant parts.	Mid-level	The writer wrote a story of an important moment. It read like a story, even though it might be a true account.	Mid-level	The writer wrote a story that had tension, resolution, and realistic characters and conveyed an idea or	
Lead	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	Mid-level	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	Mid-level	beginning in which he not only showed what was happening and where, but also gave some clues to what would later become a problem for the main The writer wrote a	Mid-level	beginning in which she not only set the plot or story in motion, but also hinted at the larger meaning the story would The writer wrote a	
Transitions	The writer told her story in order by using phrases such as a little later and after that.	Mid-level	The writer showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a	Mid-level	transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash- The writer used	Mid-level	The writer used transitional phrases to connect what happened to why it happened such as If he hadn't . . . he might not have . . . , because of . . . , although. . . , and little did she know that. . . . convey	

Writing Rubrics

| Ending | The writer chose the action, talk, or feeling that would make a good ending and worked to write it well. | Mid-level | The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a close. | Mid-level | The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. | Mid-level | The writer wrote an ending that connected to what the story was really about. Thewriter gave readers a senseofclosureby showing a new | |

Thewriter gave   realization or insight or

	Grade 3 (1 POINT)	1.5PTS	Grade 4 (2POINTS)	2.5PTS	Grade 5 (3POINTS)	3.5PTS	Grade 6 (4POINTS)	SCORE
				STRUCTURE (cont.)				
Organization	Thewriter used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	Mid-level	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	Mid-level	The writer used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were	Mid-level	Thewriter used paragraphs purposefully,perhaps to show time or setting changes, new parts of the story, or to create suspenseforreaders.He	
					longer and more		createdasequenceof	TOTAL
				DEVELOPMENT				

Elaboration*	The writer worked to show what was happening to (and in) his characters.	Mid-level	The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	Mid-level	Thewriter developed characters, setting, and plot throughout his story, especially the heart of the story.To do this,he used a blend of description, action, dialogue, and	Mid-level	Thewriter developed realistic charactersand developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story.	(X2)

Writing Rubrics

Craft*	The writer not only told Mid-her story, but also wrote level it in ways that got readers to picture what was happening and that brought her story to life.	The writer showed why characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. Thewriter included precise andsometimes sensory details and used figurative language (simile, metaphor,	Mid- Mid-level	The writer showed why characters did level what they did by including their thinking and their responses to what happened. The writer slowed down the heart of the story. She made less important parts shorter and less detailed and ~~blended storytelling and~~	Thewriter developed (X2) character traits and emotions through what characters said and did.Hedeveloped some relationships among characters to show why they acted and spoke as they did. He told the internal as well as the external story. Thewriter choseseveral ~~key parts to stretch out~~	
	Grade 3 (1 POINT)	1.5PTS	**Grade 4** (2POINTS)	2.5PTS	**Grade 5** (3POINTS)	3.5PTS

Grade 6 (4POINTS)	SCORE

DEVELOPMENT (cont.)

Writing Rubrics

Craft* (Continued)			The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.		The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. She used some objects or actions as symbols to bring forth her meaning. The writer varied her sentences to create the pace and tone of her narrative.		The writer wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events and to bring forth meaning. The writer not only varied his sentences to create the pace and tone of his narrative and to engage his readers, but also used language that fit his story's meaning, for example, in	
							parts that had dialogue,	TOTAL
LANGUAGE CONVENTIONS								
Spelling	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	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 when needed.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.	Mid-level	The writer used resources to be sure the words in her writing were spelled correctly.	
	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 (cont.)								

Writing Rubrics

Punctuation	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression,readingsome parts quickly,someslowly, some parts in one sort of	Mid-leve l	When writing long, complex sentences,the writer used commas to make them clear and correct.	Mid-leve l	Thewriter used commas to set off introductory parts of sentences,suchasOneday at the park, I went on the slide; shealsoused commas to show talking directly to someone, such asAre you mad,Mom?	Mid-leve l	The writer used punctuation to help set a mood, convey meaning, and/or build tension in his story.	
	voice and others in another.							TOTAL

District Resources	
Journey Readings	**CCSS: Exemplars (Appendix B)**

Texts:	Stories:
Fife and Drum Boys, C.M Sanchez **A Night to Remember, Holly Melton** **An Artist for the Revolution, Mary Davis** **A Special Night, Holly Melton** **A Song Heard 'Round the World, Mary Kindcaid** **Pamphleteers of the Revolution, Pauline Rawley** **A Home at Mount Vernon, Jonathan Stein** **Printed Words of the Revolution, Pauline Rawley** **Emily Greiger's Dangerous Mission, Dyana Stan** **An Unsung American Hero, Sasha Griffin** **George Washington's Invisible Army, Marie Richter** **Joesph Warren: An American Hero, Sasha Griffin** **Now is Your Time, Walter Dean Myers** **The Oneidas, Audrey Stansbury** **The Extraordinary Life of Thomas Peters, Susannah Flaherty** **A Noble French Patriot, Alexandria King** **Thomas Peters: A Remarkable Man, Susannah Flaherty** **Benedict Arnold, Timothy Corbett** **Phillis Wheatley, Max Tensing,** **Abigail Adams, Liz Ray**	**Dangerous Crossing, Stephen Krensky** **Can you make them Behave King George?, Jean Fritz** **They called her Molly Pitcher, Anne Rockwell** **A Spy for Freedom** **We Were There, Too!, Phillip Hoose** Informational Text: Modern Minute Man Poetry: Patriotic Poetry

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
Reading ● 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 http://www.state.nj.us/education/cccs/frameworks/ela/	Writing/Language ● 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 http://www.state.nj.us/education/cccs/frameworks/ela/	Speaking & Listening ● Notes for Discussions Video ● Text Talk Time ● Literature Circles ● Speaking and Listening Rubric ● In Character Presentation ● Crafting a Persuasive Speech ● New Report http://www.state.nj.us/education/cccs/frameworks/ela/	Critical Thinking ● Current Event Articles ● Smithsonian TweenTribune ● Newsela ● Critical Thinking ● HandbookCritical Thinking ● Lessons in Literacy ● Whole Brain Teaching Video ● Critical Thinking Lesson Plans http://www.state.nj.us/education/cccs/frameworks/ela/

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 enhances 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/

Field Trip Ideas

Unit 1

AFRO-AMERICAN HISTORICAL AND CULTURAL SOCIETY MUSEUM is located is 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/**afro**am.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 ome was used by Mott and his wife, Elizabeth AnnThomas 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

Field Trip Ideas

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

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.aaamatematicas.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

  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

ELL Resources

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

- **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

· **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

- **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

·   **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/

·   **Webspriration**

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/

·   **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/