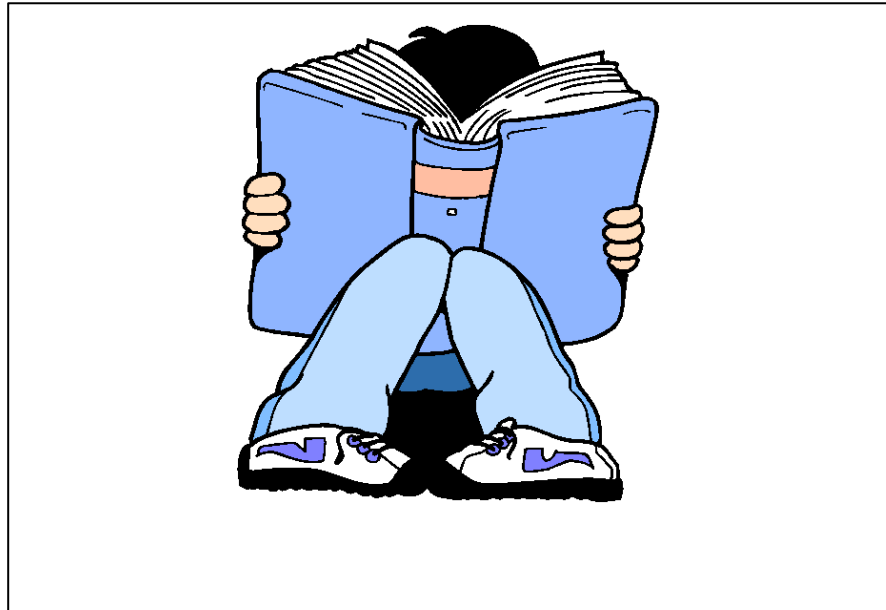


ENGLISH LANGUAGE ARTS



Grade 5: Unit 4

Reading Literature/Informational Texts and Narrative Writing

Course Description

(Workshop Model)

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

Rationale

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

ESL Framework

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

Pacing Chart – Unit 4

<p>Topic: Reading Literature and Informational Texts Research/Informative and Explanatory Writing</p>	<p>NJSLS</p>	
<p>DISTRICT RESOURCES</p> <p>Writer’s Workshop: Journeys: Opinion Writing (Friendly letter, character description, autobiography, Prewrite a personal narrative, write a personal narrative)</p> <p>Reading Instruction: Journeys: (Visual Arts, creative inventions, creative writing, community involvement, Human-Animal interaction)</p> <p>Guided Reading: Teachers will meet daily with guided reading groups using the materials to their students’ reading level, with the end goal being students reading at level R by the end of fourth grade. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on.</p>	<p>Reading Standards: Literature RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10</p> <p>Informational RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.8, RI.5.10</p> <p>Reading Foundational Skills: RF.5.3A RF.5.4A,B,</p> <p>Writing Standards: W.5.1A, B,D, W.5.2A,B,C, W.5.3A,B,C,D,E, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9A,B W.5.10</p> <p>Language Standards: L.5.1A, L.5.2D, E, L.5.3A,B, L.5.4A,B,C, L.5.5A,B,C, L.5.6</p> <p>Speaking and Listening Standards: SL.5.1A,B,C,D,E, SL.5.2, SI.5.3, SI.5.4, SL.5.2SL.5.5, SL.5.6</p>	<p>Instruction: 8 weeks</p> <p>Assessment: 1 week</p>

Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving

Writing to learn Making

thinking visible

Note-taking Rereading

& rewriting

Establishing text-based norms for discussions & writing

Establishing metacognitive reflection & articulation as a regular pattern

in learning

Quick writes

Pair/trio Sharing

Turn and Talk

Charting Gallery

Walks

Whole class discussions

Modeling

Word Study Drills

Flash Cards

Interviews

Role Playing

Diagrams, charts and graphs

Storytelling Coaching

Reading partners Visuals

Reading Aloud

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

Mind Mapping Trackers

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

Conferencing

Educational Technology

Standards

8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.E.1, 8.2.5.D.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 the publishing of their personal memoir for Writer's Workshop.

Students can use a graphic organizer to organize information about the Oklahoma Land Rush, for IFL.

➤ Creativity and Innovation

- Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

Example: Students can collaborate to produce a digital story about school lunches, based on first-person interviews.

➤ Research and Information Literacy

- Use digital tools 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 information sources and digital tools based on the appropriateness for specific IFL tasks.

➤ Abilities for a Technological World

- Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

Example: Students can collect information about a problem experienced during the Oklahoma Land Rush that could have been solved by technology, generate ideas that could have solved the problem and identify constraints and trade-offs.

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, CRP7

· **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 this unit, students can access and use knowledge acquired through experience and education by deconstructing all skills needed to write and publish a memoir.

· **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.

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

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

Example: In this unit, students can understand the difference between reliable and valid research sources within the IFL Unit.

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

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

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

1- Entering

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

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

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

Differentiated Instruction

Accommodate Based on Students' Individual Needs:

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

Interdisciplinary Connections

Health Education: 2.2.8.D.1

Students will write a short paragraph on a time that they have participated in community service (benefitting health initiative). If students have not participated in community service, they will write about a service event that would be interested in participating in. Students will then create a poster (that they will present to class) that outlines their participation and how their contributions benefited the community and how it personally impacted them.

Enrichment

Accommodate Based on Students Individual Needs: Strategies

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

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

Assessments

Required District/State Assessments

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

Suggested Formative/Summative Classroom Assessments

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

Grade: 5	ELA Standards	Standards in each Unit				
		16	17	18	19	20
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>I had walked; I have walked; I will have walked</i>) verb tenses.				X	
L.5.1C	Use verb tense to convey various times, sequences, states, and conditions.				X	
L.5.1D	Recognize and correct inappropriate shifts in verb tense.				X	X
L.5.1E	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).					
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
L.5.2A	Use punctuation to separate items in a series.					
L.5.2B	Use a comma to separate an introductory element from the rest of the sentence.					
L.5.2C	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).					
L.5.2D	Use underlining, quotation marks, or italics to indicate titles of works.					
L.5.2E	Spell grade-appropriate words correctly, consulting references as needed.	X	X	X	X	X
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
L.5.3A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			X		
L.5.3B	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) 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.				
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., <i>photograph</i> , <i>photosynthesis</i>).				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
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				

L.5.5A	Interpret figurative language, including similes and metaphors, in context.			X		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.			X		
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	X	X	X	X	X
READING: FOUNDATIONAL SKILLS						
RF.5.3A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	X	X	X	X	X
RF.5.4A	Read grade-level text with purpose and understanding.	X	X	X	X	X
RF.5.4B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	X	X			X
RF.5.4C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					
READING: LITERATURE						
RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	X	X		X	X
RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	X	X	X	X	X
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	X	X	X	X	X
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	X	X	X	X	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		X
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described	X	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	X		X	X
RL.5.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background					X

	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	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		
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.					
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	X				
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.					
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.					
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		X			
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).			X	X	X
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.					
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	
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	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., <i>consequently</i> , <i>specifically</i>).	X				
W.5.1D	Provide a conclusion related to the opinion presented.			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., <i>in contrast</i> , <i>especially</i>).					
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.		X	X	X	
W.5.3B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		X	X	X	
W.5.3C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.			X	X	
W.5.3D	Use concrete words and phrases and sensory details to convey experiences and events precisely.		X	X	X	
W.5.3E	Provide a conclusion that follows from the narrated experiences or events.		X	X	X	

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	
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	

W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.		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			X	
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
W.5.9A	Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	X			X	
W.5.9B	Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).			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	
SPEAKING AND LISTENING						
SL.5.1A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	X	X	X	X	X
SL.5.1B	Follow agreed-upon rules for discussions and carry out assigned roles.			X	X	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
SL.5.1D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		X	X	X	X
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	X	X	X	X	X
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.				X	
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		X	

SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		X		X	
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Grade: 5	Unit: 4	Topic: Lessons 16-20
<p style="text-align: center;">Reading Standards: Literature</p> <p style="text-align: center;">RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10</p> <p style="text-align: center;">Informational</p> <p style="text-align: center;">RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.8, RI.5.10</p> <p style="text-align: center;">Reading Foundational Skills:</p> <p style="text-align: center;">RF.5.3A, RF.5.4A,B,</p> <p style="text-align: center;">Writing Standards:</p> <p style="text-align: center;">W.5.1A, B,D, W.5.2A,B,C, W.5.3A,B,C,D,E, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9A,B W.5.10</p> <p style="text-align: center;">Language Standards:</p> <p style="text-align: center;">L.5.1A, L.5.2D, E, L.5.3A,B, L.5.4A,B,C, L.5.5A,B,C, L.5.6</p> <p style="text-align: center;">Speaking and Listening Standards:</p> <p style="text-align: center;">SL.5.1A,B,C,D,E, SL.5.2, Sl.5.3, Sl.5.4, SL.5.2SL.5.5, SL.5.6</p>		

New Jersey Student Learning Standard (NJSL)

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

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

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

<ul style="list-style-type: none">· ESL Levels 2.5-3.9· WIDA 2: Reading,	<ul style="list-style-type: none">· Identify details and examples in a text	<ul style="list-style-type: none">▪ Why is it important to make inferences from the excerpt I just read?	<ul style="list-style-type: none">· Model to students how to use words and phrases to reference a quote from a text (e.g. The author (name) states “(quotation)” (and
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<p>Speaking</p> <ul style="list-style-type: none"> Special Education Students - Mid Group 	<ul style="list-style-type: none"> Cite specific examples and details to support inferences Understand author's point of view 	<ul style="list-style-type: none"> How can I determine if my inferences are accurate based on the 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? 	<p>cite author).</p> <ul style="list-style-type: none"> Given a passage, students highlight a direct quote that answers the question. As a class create a list of Accountable Talk stems for students to reference during discussions. With a paragraph, teacher models aloud for students how to make inferences and support the inference with an accurate quote from the text. Use a three column chart with text, meaning, and inference. Teacher will chart responses to support the inference. In small group/whole class discussion, ask students to use introductory words and phrases to quote facts from the text. (e.g. The author (name) states ("quotation"). Use introductory words and phrases to explain inferences drawn from the text (e.g. this means that _____; the author thinks that _____; this makes me reach the conclusion that _____). Use pre-identified words and phrases and complete graphic organizers to complete sentence starters or cloze paragraphs that describe the responses of story characters.
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· ESL Levels 1-2.4	· Orally identify details and examples in a text	▪ Why is it important to make inferences from	· Model to students how to use words and phrases to reference a quote from a text (e.g.
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<ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Cite specific examples and details to support inferences · Understand author's point of view 	<p>what I just read?</p> <ul style="list-style-type: none"> ▪ 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? 	<p>The author (name) states "(quotation)" (and cite author).</p> <ul style="list-style-type: none"> · 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 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.
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Sample Test Released Item: TECR (2562_A) "Feathers"

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

Which statement contrasts the attitude of the woman with the attitude of the rabbi at the beginning of the story?

- A. The woman accepted no blame, while the rabbi realized the significance of her crime.
- B. The woman trusted the rabbi, but he thought she was playing a trick.
- C. The woman wanted to correct her behavior, while the rabbi was pleased with his own behavior.
- D. The woman thought the rabbi was wise, but the rabbi thought the woman was careless.

Part B

Select **two** sentences from the story that show how the woman changes to agree with the rabbi.

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

New Jersey Student Learning Standard (NJSL)

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.

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

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Identify the universal theme · Locate details to support the theme 	<ul style="list-style-type: none"> ▪ What is the theme of the story? ▪ How can I know the theme or message of the text? 	<ul style="list-style-type: none"> · Teacher models how to read and analyze a text and identify the theme using specific details and quotes that support the theme. · In small group, students will create a list of key details/quotes that support the theme.
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<p>Students - Mid Group</p>	<ul style="list-style-type: none"> · Summarize the text · Identify author's purpose · Summarize important key events and details 	<ul style="list-style-type: none"> ▪ How can I demonstrate understanding of the theme? ▪ Can I compare and contrast themes across a variety of texts? ▪ How can I determine the key events or details in the story? ▪ How can I summarize the text identifying specific details/events from the text? 	<ul style="list-style-type: none"> · After listening to a read-aloud of a text, teacher models how the speaker in the text reflects upon a topic by completing a graphic organizer using content vocabulary, simple sentences and phrases. · Given a leveled text, students read, discuss and identify the author's purpose. · Use a 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
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Orally identify the main theme/message using pre-taught words · Find one word or phrase or point to an illustration 	<ul style="list-style-type: none"> ▪ What is the theme/message of the story? ▪ How can I demonstrate understanding of the 	<ul style="list-style-type: none"> · Teacher models how to read and analyze a text and identify the theme using specific details and quotes that support the theme. · After listening to a read-aloud of a text, teacher models how the speaker in the text
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<p>Students - Low Group</p>	<p>to support the main message</p> <ul style="list-style-type: none"> · Summarize the text using a graphic organizer with single words or phrases 	<p>theme?</p> <ul style="list-style-type: none"> ▪ Can I compare and contrast themes across a variety of texts? ▪ How can I determine the key events or details in the story? ▪ How can I summarize the text identifying specific details/events from the text? ▪ Can I use a word/phrases or point to an illustration to show that I know the message of the story? ▪ How can I show that I understand the message of the story? Can I draw the message and add some key words? ▪ How can I retell what happened in the story? Can I use a graphic organizer? 	<p>reflects upon a topic.</p> <ul style="list-style-type: none"> · Have students complete a graphic organizer using content vocabulary, simple sentences and phrases. May refer to a model or word bank. · Students can use pictures to complete a storyboard · Students will list possible themes · Students can show understanding of a theme/message by drawing an illustration and adding key words or simple phrases. · Students will match pictures to statements about theme across multiple texts. · Given a text, model how to read and identify the author's purpose. · Teacher uses Yes/No or multiple choice type questions.
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Sample Test Released Item: EBSR(2560_A) “Feathers”

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

Which statement expresses a theme of the story?

- A. Stand up for those less fortunate.
- B. Peer pressure can be a powerful inspiration.
- C. Speak with courage.
- D. Think before you speak.

Part B

Which quotation demonstrates the theme identified in Part A?

- A. “A sharp-tongued woman was accused of starting a rumor.” (paragraph 1)
- B. “The woman agreed, but thought to herself, The old rabbi has finally gone mad!” (paragraph 5)
- C. “She returned to the rabbi with only a few feathers in her hand.” (paragraph 7)
- D. “Facing the rabbi, she said, ‘I could not take back the feathers any more than I could take back my words.’” (paragraph 7)

New Jersey Student Learning Standard (NJSL)

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

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

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Use context clues to help determine meaning of words · Understand the words and phrases often have literal and figurative meanings · Know that similes and metaphors are words used to compare two objects 	<ul style="list-style-type: none"> · 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? 	<ul style="list-style-type: none"> · Given an excerpt from a text which includes figurative language, students will write the deeper meaning that the author is indicating using symbols, illustrations, word bank and pre-identified words. · Students will read and identify 3-5 similes and metaphors and discuss in a small group. · Challenge students to create one or two similes and metaphors and discuss with a higher CPL partner · Have student show understanding that words and phrases often have literal and figurative meanings with the aid of pictures and illustrations. · Use Yes/No questions or Multiple choices, for example: Is it the opposite of literal? Yes/No OR...Is there a symbol? In this story, what is a symbol of ____? · The author said _____. Does he mean _____ or _____?
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Use context clues to help determine meaning of words · Understand the words and phrases often have literal and figurative meanings 	<ul style="list-style-type: none"> · What is figurative language? · Why is it important to find the difference between metaphor and simile? Will a picture help me see the 	<ul style="list-style-type: none"> · Given a sentence from a text which includes figurative language, students will orally (or write) the deeper meaning that the author is indicating by referring to illustrations, pictures, and pre-taught words. · Create a multiple choice activity where
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<p>Students - Low Group</p>	<ul style="list-style-type: none"> · Know that similes and metaphors are words used to compare two objects 	<p>difference?</p> <ul style="list-style-type: none"> · How can I understand figurative language with or without an illustration? · Are there any clues or pictures around the word that can help you understand the meaning? · Can you use definitions of words and pictures or illustrations to help you understand the meaning? 	<p>students circle the correct answer describing figurative or literal language.</p> <ul style="list-style-type: none"> · After listening to a sentence, students will orally say if it is a simile or a metaphor. Challenge students to write one sentence with a simile or a metaphor working with a higher CPL partner. · Have student show understanding that words and phrases often have literal and figurative meanings with the aid of pictures and illustrations. · Use Yes/No questions or Multiple choices, for example: Is it the opposite of literal? Yes/No OR...Is there a symbol? In this story, what is a symbol of ____? · The author said _____. Does he mean _____ or _____?
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Sample Test Released Item: EBSR(2558_A) “Feathers”

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 does the word **absolved** mean as it is used in paragraph 4?

- A. takes away guilt
- B. made into a joke
- C. demanded justice
- D. accused of a fault

Part B

Which word in the story has a similar meaning as **absolved**?

- A. accused (paragraph 1)
- B. demanded (paragraph 2)
- C. excused (paragraph 4)
- D. returned (paragraph 7)

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
<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Identify 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 	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · 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. <i>Pair, small group</i>

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Understand that stories, poems and dramas have different organizational elements 	<ul style="list-style-type: none"> · How is the text organized? · Can you explain the difference between a chapter in a book and 	<ul style="list-style-type: none"> · 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 partner to practice oral language before sharing.
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<p>Students - Mid Group</p>	<ul style="list-style-type: none"> · Follow the message of the story, poem, or drama · Understand that stories have beginnings, conflicts/problems and conclusions 	<ul style="list-style-type: none"> · 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? 	<ul style="list-style-type: none"> · 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.
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand that stories, poems and dramas can be presented in different ways. · Have a general idea of the message in a story, poem, or drama · Understand that stories have beginnings, conflicts/problems and conclusions 	<ul style="list-style-type: none"> · How is the story presented? · How is a chapter book different from a scene in a play? · Can you count the sections of the poem? What are they called, stanzas/verses or parts? · What is the chapter/stanza about? 	<ul style="list-style-type: none"> · 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. · 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.
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		<ul style="list-style-type: none"> · 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? 	<ul style="list-style-type: none"> · 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?
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Sample Test Released Item: EBSR(2564_A) “Feathers”

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 (NJSL)

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

<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Orally identify or name the person who is speaking in the story. 	<ul style="list-style-type: none"> · Who is telling this story? · Is the person telling the story part of the 	<ul style="list-style-type: none"> · Given an event, and with teacher guidance, students will identify two different narrators and how they may describe the same event differently using a graphic organizer and with
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<p>Students - Low Group</p>	<ul style="list-style-type: none"> · Understand that how a person tells a story influences the way the story ends. · With visual representations, understand how the thoughts and feelings of the person telling the story influence how the events are described or explained. 	<p>story?</p> <ul style="list-style-type: none"> · 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? 	<p>single words, phrases and illustrations.</p> <ul style="list-style-type: none"> · 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?
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Sample Test Released Item: EBSR(2808_A) Associated Text: "The Bread Winner"

Part A

What does the narrator's point of view reveal about Sarah?

- A. She is proud of winning a blue ribbon at the fair.
- B. She wants her Mama to start baking desserts again.
- C. She is worried about her father's actions toward the man in the truck.
- D. She is confident and willing to take a risk with the business.

Part B

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

- A. "Ma'am," he said, "I have a big table in my truck here. I thought since you folks were in the baking business, you might want it. It's been in our basement a long time and we don't need it." (paragraph 1)
- B. "Please, Daddy," Sarah cried, "let's take the table. Besides, the front of the store looks bare, and when the shop is open we can use the table as a counter." (paragraph 10)
- C. "I have an idea," he said. "After all, Sarah, you won that blue ribbon at the fair a while back." He glanced across the table at Mama. "If it wasn't for our champ here, we might have ended up in the poorhouse." (paragraph 21)
- D. "That's nice, Daddy," she said. "But I think we ought to call it Pucketts' Ribbon Bakery. It's a family business now." (paragraph 23)

New Jersey Student Learning Standard (NJSLS)

NJSLS: RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

Essential Element of the NJSLS: Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year · Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex text · Read texts with scaffolding as needed 	<ul style="list-style-type: none"> · What have you read independently lately? · What genres have you read? · What genre did you enjoy the most? · Have you read multiple books by the same author? · Who is your favorite author? · Have you read any of his/her books lately? · While offering a choice of books ask, "Have you tried reading this type of book?" · If you read that book by this author, you might 	<ul style="list-style-type: none"> · 3-2-1. Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. Grouping: <i>individual</i> · REAP Read the text. Write down the title and the author. Encode the text by putting the main ideas in your own words. Annotate the text by writing a statement that summarizes the important points. Ponder the text by thinking and talking about what you have learned. Ask yourself why the author wrote the text. What do you think the author hopes you'll learn? · Have students engage in book clubs.
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		<p>enjoy his/her latest book.</p> <ul style="list-style-type: none"> Do you think you are ready to move to the next level? 	
<ul style="list-style-type: none"> ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group 	<ul style="list-style-type: none"> Read and demonstrate understanding of a variety of leveled texts Develop language skills Read leveled texts with scaffolding as needed 	<ul style="list-style-type: none"> Have you read independently lately? What type of genre was it ___ or ___? What genre do you enjoy the most ___ or ___? Have you read two books by the same author? Is _____ your favorite author? Have you read any of his/her books lately? Do you think you are ready to move to the next level? 	<ul style="list-style-type: none"> Teacher models and creates a recording sheet to track the titles and genres of books and stories read. Teacher will model REAP Read the text. Write down the title and the author. Encode the text by putting the main ideas in your own words. Annotate the text by writing a statement that summarizes the important points. Ponder the text by thinking and talking about what you have learned. Ask yourself why the author wrote the text. What do you think the author hopes you'll learn? Students can engage in book clubs with a small group. After reading books the groups can write two – three things they learned and/or liked about the story. Teacher will provide students with word /picture banks for assistance

<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Read/listen to and demonstrate understanding of a variety of leveled texts · Develop language skills · Read leveled texts with 	<ul style="list-style-type: none"> · Have you read by yourself lately? · What type of genre was the book, _____? 	<ul style="list-style-type: none"> · Teacher creates a list of stories the students will read (including the cover of the story for visual reference). As students read the stories they can circle them on their individual recording sheet. · Teacher will model
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<p>Students - Low Group</p>	<p>scaffolding as needed</p>	<ul style="list-style-type: none"> · Do you enjoy reading _____? · Do you know if you have read two books by the same author? · Is _____ your favorite book? · Would you like to read another book like that one? · Do you think you are ready to move to the next level? 	<p>REAP Read the text. Write down the title and the author. Encode the text by putting the main ideas in your own words. Annotate the text by writing a statement that summarizes the important points. Ponder the text by thinking and talking about what you have learned. Ask yourself why the author wrote the text. What do you think the author hopes you'll learn?</p> <ul style="list-style-type: none"> · Students can engage in book clubs with a small group and led by the teacher. After reading/listening to books the students can draw and write words describing their favorite part of the stories they have read. Teacher will provide students with word banks for assistance.
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New Jersey Student Learning Standard (NJSL)

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

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

<ul style="list-style-type: none">· ESL Levels 2.5-3.9· WIDA 2: Reading,	<ul style="list-style-type: none">· Identify details and examples in a text	<ul style="list-style-type: none">▪ Why is it important to make inferences from the excerpt I just read?	<ul style="list-style-type: none">· Model to students how to use words and phrases to reference a quote from a text (e.g. The author (name) states “(quotation)” (and
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<p>Speaking</p> <ul style="list-style-type: none"> Special Education Students - Mid Group 	<ul style="list-style-type: none"> Cite specific examples and details to support inferences Understand author's point of view 	<ul style="list-style-type: none"> How can I determine if my inferences are accurate based on the text events/details? How can I demonstrate an understanding of the text recalling details and citing textual evidence to support my response? Why did the author write this passage? What inferences can you make? What can you conclude from this passage? 	<p>cite author).</p> <ul style="list-style-type: none"> Given a passage, students highlight a direct quote that answers the question. As a class create a list of Accountable Talk stems for students to reference during discussions. With a paragraph, teacher models aloud for students how to make inferences and support the inference with an accurate quote from the text. Use a three column chart with text, meaning, and inference. Teacher will chart responses to support the inference. In small group/whole class discussion, ask students to use introductory words and phrases to quote facts from the text. (e.g. The author (name) states ("quotation"). Use introductory words and phrases to explain inferences drawn from the text (e.g. this means that _____; the author thinks that _____; this makes me reach the conclusion that _____). Use pre-identified words and phrases and complete graphic organizers to complete sentence starters or cloze paragraphs, that describe the responses of characters.
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· ESL Levels 1-2.4	· Orally identify details and examples in a text	▪ Why is it important to make inferences from	· Model to students how to use words and phrases to reference a quote from a text (e.g.
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<ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Cite specific examples and details to support inferences · Understand author's point of view 	<p>what I just read?</p> <ul style="list-style-type: none"> ▪ 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 	<p>The author (name) states “(quotation)” (and cite author).</p> <ul style="list-style-type: none"> · 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.
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Sample Test Released Item: EBSR (VF670954) Associated Text: “Play, Play Again

Part A

Read the statement from paragraph 2 of the passage.

“... play is serious business.”

Which point is the author supporting with the statement?

- A. Play for animals is not filled with fun.
- B. Play helps animals learn to survive.
- C. Play can be very risky for some animals.
- D. Play helps animals communicate with one another.

Part B

Which **two** sentences from the passage **best** support the author’s point in Part A?

- A. “... they are practicing skills they’ll need later in life.” (paragraph 3)
- B. “This is why different kinds of animals play in different ways.” (paragraph 3)
- C. “Prey animals, such as elk, deer, or antelope, play differently.” (paragraph 4)
- D. “They dash about like crazy, leaping wildly in the air—twisting, turning, twirling.” (paragraph 4)
- E. “... they act like they have ‘flies in their brains.’” (paragraph 4)
- F. “But these animals are rehearsing skills they’ll need one day to escape predators and avoid becoming dinner.” (paragraph 4)

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

<ul style="list-style-type: none"> · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Identify details · Understand main idea · Understand how the author supports main idea 	<ul style="list-style-type: none"> · 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? 	<p>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.</p> <ul style="list-style-type: none"> · 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.
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Summarize text · Identify details · Understand main idea · Find supporting details 	<ul style="list-style-type: none"> · 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? 	<ul style="list-style-type: none"> · 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.
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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.

Sample Test Released Item: TECR(VF670944) Associated Text: “Play, Play Again”

Part A

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

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

Part B

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

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

“play exercises the brain” (paragraph 10)

“more creative and complex ways” (paragraph 9)

“more likely to get hurt” (paragraph 7)

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

“different kinds of animals play in different ways” (paragraph 3)

“they often reverse roles” (paragraph 5)

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

Main Idea 1

Main Idea 2

New Jersey Student Learning Standard (NJSLS)

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

Essential Element of the NJSLS: Determine the meanings of domain-specific words and phrases.

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

Part A

Read the sentence from paragraph 3 of the passage.

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

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

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

Part B

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

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

New Jersey Student Learning Standard (NJSLS)

NJSLS: RI.5.5. 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.

Essential Element of the NJSLS: Determine if a text tells about events, gives directions, or provides information on a topic.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Find the similarities and differences in the structure of two or more texts · Determine the impact of the structure on text meaning 	<ul style="list-style-type: none"> · How is this chapter/text organized? · If you compared these two books about _____, how are the ideas or concepts the same? How are they different? · Is this chapter (part of the book) organized chronologically, by cause/effect or problem/solution? · Do the authors of both of these texts agree as to the cause and effect of ...? · The author organized this chapter by chronological order; what organizational structure did the author of the other book use? 	<ul style="list-style-type: none"> · Students working in a group will select three to five key events or ideas in two or more selected texts. They will write the events on separate sheets of paper. Then students decide what overall organizational structure was used for the delivery of the information, and if it was the best way to present the information. They will then create a graphic organizer from the information. Next they will consider other organizational structures and suggest an alternate structure or defend the given one as the best one. <i>Pair, small group</i> · Students will read two or more informational texts and identify the structure(s) present in the information. They will then defend their choice with information from the text demonstrating their understanding of the structure chosen and why it is not one of the other structures. <i>Pair, individual</i> · A small group of students will read from social studies/ science texts, and then, as a
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			<p>group, decide the overall structure of the information (e.g., chronological, cause/effect, problem/solution) and create a group chart/collage that shows the structure and includes information from the text. <i>Pair, small group</i></p>
<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education · Students - Mid Group 	<ul style="list-style-type: none"> · Find the similarities and differences in the structure of two texts · Understand the impact of the structure on text meaning 	<ul style="list-style-type: none"> · Is this chapter/text organized like _____ or _____? (Give examples) · If you compared these two books about _____, is the idea _____ and _____ the same or different? · Can you tell if this chapter (part of the book) organized chronologically, by cause/effect or problem/solution? · Can you tell if the authors of both of these texts agree about _____? · Do you know how to determine organizational structure? 	<ul style="list-style-type: none"> · Teacher will provide students with a list of two to three key events or ideas in excerpts of two texts. The students will use a model of organizational structure to determine which structure the author used. They will then use a graphic organizer to list information from the excerpts and report out. · Students will listen to an informational text and identify the structure present in the information (from a teacher provided list). They will then state their choice with information from a teacher provided list. · As a whole class, teacher will read from social studies/ science texts, and then, as a group, decide the overall structure of the information (e.g., chronological, cause/effect, problem/solution) and create an anchor chart/collage that shows the structure and includes information from the text.

<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Understand structure of a text · Similarities and differences 	<ul style="list-style-type: none"> · Is this chapter/text organized _____? · Are these two books talking about _____? 	<ul style="list-style-type: none"> · Teacher will model for students how to determine the structure of a text. The class will create an anchor chart after reading a text. Teacher will ask yes or no questions about the information.
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Students - Low Group	in two texts	<ul style="list-style-type: none">· Do you know what chronological order is? Cause/effect? Problem/solution?· Are these authors saying the same things or different?· Did the author use _____ are the organizational structure?	<ul style="list-style-type: none">· Students will work with a partner to draw/write different text structures and what they would visually look like.· Students will work with a partner to complete a partially completed Venn diagram comparing two texts.
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New Jersey Student Learning Standard (NJSL)

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

Essential Element of the NJSL: Compare two books on the same topic.

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

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

NJSLS: RI.5.10. By the end of the year, read and comprehend literary nonfiction (See Appendix A) at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

Essential Element of the NJSLS: Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year · Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex text · Read texts with scaffolding as needed 	<ul style="list-style-type: none"> · Have you tried reading a book about _____? · After reading your science book, you might want to look up more information in a trade book, or on the computer. · Another book about this topic is... · The school library has a book about ... · Before reading, did you look at the headings on the page? · Did you read the bold print to help you understand what you are reading? · Were you able to read the information fluently? 	<ul style="list-style-type: none"> · Students are assigned a topic and are given an amount of time to read about the topic in a variety of sources. They then take notes and identify sources. Students will then present a written or oral presentation on the assigned topic, such as a historical figure, event, or scientific discovery. <i>Pair,, individual</i> · Give students differing points of view on a single subject. Let them debate the point from their author's point of view; using specific reasons and evidence from the text they were given. <i>Small group</i> · Hold a Learning Fair where each student researches an aspect of a topic. Each student or pair of students read and learn about their topic and present information at the fair. They will also have written information on what they have learned and where they got the information. Other classes visit and learn about the information. <i>Pair, small</i>
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			<p><i>group, individual</i></p> <ul style="list-style-type: none">· Read a section of informational text and think aloud about a connection that can be made. Model the process of creating a visual representation. Then conduct a think aloud, writing a sentence or paragraph explaining the connection you made. Read another section of the same text to students and ask them to create visual representations of their connections to the text. Next, have them write a sentence or paragraph explaining their connections in detail. Have students share their drawings and explain their work in small groups. <p><i>small group, individual</i></p>
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<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Read and demonstrate understanding of a variety of leveled texts · Develop language skills · Read leveled texts with scaffolding as needed 	<ul style="list-style-type: none"> · Have you tried reading a book about _____? · After reading about _____ in your science book, where do you think you could find more information, _____ or _____? · Another book about this topic is _____. Would you like to read it? · Do you know where headings on the page are located? · Did you know that the bold print can help you understand 	<ul style="list-style-type: none"> · Students can work in small groups and select a topic from a choice of five. The group can they read about their topic from a variety of sources and answer teacher provided questions about their topic. Students can then create a piece (written, timeline, drawing, skit) to present the information they have learned. · Have the students break into two groups and provide them with excerpts of information that has differing points of view on a single subject. The groups can collect their information and then engage in a fishbowl activity discussing what they learned about their topic. · Students can discuss a topic that
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		<p>what you are reading?</p> <ul style="list-style-type: none">· Were you able to read the information fluently?	<p>interests them from science, social studies or a technical text. After choosing a topic the students can find more sources of information about their topic and answer teacher provided questions.</p>
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Read/listen to and demonstrate understanding of a variety of leveled texts · Develop language skills · Read leveled texts with scaffolding as needed 	<ul style="list-style-type: none"> · Have you tried reading a book about ____? · After reading about ____ in your science book, do you think you could find more information about that _____? · Another book about this topic is _____. Would you like to read it? · Do you know what headings are? · Did you know that the bold print can help you understand what you are reading? · Were you able to read the information fluently? · Where there any pictures to help you understand what you were reading? 	<ul style="list-style-type: none"> · Students can work in small groups and select a topic from a choice of three. The group can they read about their topic from a variety of sources and answer teacher provided fill in the blank questions about their topic. Students can then create a piece (written, timeline, drawing, skit) to present the information they have learned. · Have the students break into two groups and provide them with excerpts of information that has differing points of view on a single subject. The groups can collect their information and then engage in a fishbowl activity discussing/showing visual representations of what they learned about their topic. · Students can find a topic that interests them from science, social studies or a technical text. After choosing a topic the teacher can provide another source of information about their topic. Student can create a Venn diagram using drawings and words to compare and contrast both sources of information.
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New Jersey Student Learning Standard (NJSL)

NJSLS: W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.E. Provide a conclusion related to the information or explanation presented.

Essential Element of the NJSL: Write to share information supported by details.

- a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.**
- b. Provide facts, details, or other information related to the topic.**
- c. Not applicable**
- d. Not applicable**
- e. Not applicable**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Organize ideas using various strategies · Introduce a topic clearly · Compose a clear thesis statement · Provide a general observation and focus · Group related information logically 	<ul style="list-style-type: none"> · How will you introduce your topic? · How will you organize and group your information? · How will you narrow the focus of your writing? · Did you include examples, quotes and details about your topic? · What do others say about 	<ul style="list-style-type: none"> · Have students take notecards and label them with their categories and sub-categories of information. Teacher then models how he/she might ‘tell the story of the information’ in a storyboard, imaging possible structures for the text that lead readers through the information in a logical way. · Create an anchor chart with students that consists of types of details that enliven and improve an information text: facts, definitions, concrete details, anecdotes, quotations, examples, rules, and
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	<ul style="list-style-type: none"> · Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate · Purposefully select information to develop the topic · Link ideas within paragraphs and sections of information · Use transitional words, phrases, and clauses · Select specific language and vocabulary to convey ideas and information · Write a conclusion that is related to the information or explanation 	<p>your topic?</p> <ul style="list-style-type: none"> · Can you include a quote from the reading you did? · Are there illustrations, or other media you can use as a source to make your text easier to understand? · What relevant facts support the topic? · What other details, facts, definitions can be added to your writing? · What words/phrases will you use to link your ideas across paragraphs and the across the text? 	<p>definitions. Encourage students to select three or more to include in their writing.</p> <ul style="list-style-type: none"> · Teacher models how to expand short sentences that have too little details. Distribute sentence strips with short sentences lacking details. Have students work with a partner to expand the sentence.
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<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Organize ideas · Introduce a topic · Compose a thesis statement · Provide a general 	<ul style="list-style-type: none"> · Do you have an introduction? · Did you organize and group your information? · What is the focus of your writing? 	<ul style="list-style-type: none"> · Teacher will model how he/she might ‘tell the story of the information’ in a storyboard. Teacher will then provide students with event cards to place in order and describe the events in a logical way. · Create an anchor chart with students that consists of types of details that enliven and
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	<p>observation and focus</p> <ul style="list-style-type: none"> · Group related information · Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate · Select information to develop the topic · Understand how to link ideas within paragraphs and sections of information · Use transitional words · Understand how to select specific language and vocabulary to convey ideas and information · Write a conclusion that is related to the information or explanation 	<ul style="list-style-type: none"> · Did you include examples, quotes and details about your topic? · Did you share your topic with anyone else? · Are there illustrations, or other media you can use? · Did you include relevant facts support the topic? · Can other details, facts, definitions be added to your writing? · Did you include linking words? 	<p>improve an information text: facts, definitions, concrete details, anecdotes, quotations, examples, rules, and definitions. Provide students with individual copies of this information and have students select at least one – two to include in their writing.</p> <ul style="list-style-type: none"> · Teacher models how to expand short sentences that have too little details. Distribute sentence strips with short sentences lacking details. Have students work with a partner to expand the sentence using a teacher provided word bank.
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking 	<ul style="list-style-type: none"> · Organize ideas · Understand topic 	<ul style="list-style-type: none"> · What is your topic? · Did you plan your writing? · Do you have a thesis statement? 	<ul style="list-style-type: none"> · Teacher will model how he/she might ‘tell the story of the information’ in a storyboard. Teacher will then provide students with 3-4 event cards to sequence from beginning to end. Student can then
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<ul style="list-style-type: none"> · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Thesis statement · Classify · Understand text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate · Develop the topic · Link ideas · Transitional words · Understand how to select vocabulary to convey ideas and information · Write a conclusion 	<ul style="list-style-type: none"> · Did you share your topic with a partner? · Did you add an illustration? Can you? · Did you include facts? · Can other details, facts, definitions be added to your writing? · Can you add a linking word? 	<p>draw a picture to represent the story being told including in words and phrases.</p> <ul style="list-style-type: none"> · Create a class anchor chart with students that consists of types of details that improve an informational text: facts, definitions, details, quotations, and/or definitions. Provide students with individual copies of this information and have students complete a worksheet filling in the missing information. (Word/definition key should be provided). · Teacher models how to expand short sentences that have too little details. Distribute sentence strips with short sentences missing transition words. Have students work with a partner to find the best transition word to fit the sentence from a teacher provided bank.
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Sample Test Released Item: PCR(2028) Associated Text: "Where the Red Fern Grows" and "The Lighthouse Lamp"

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

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New Jersey Student Learning Standard (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
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<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Produce writing that is clear and understandable to the reader · Unpack writing tasks (type of writing assignment) · Unpack writing purpose (the writer's designated reason for writing) · Focus the organization and development of a topic to reflect the task and purpose 	<ul style="list-style-type: none"> · Who will be reading your writing? · Are you writing to tell a story or to help someone learn more about...? · What form of writing does the prompt call for? · What is the text structure? · Is there a thinking map or graphic organizer you can use to help organize your writing? · What facts, events, dialogue, examples are you including that will help make your writing clearer? · Does your writing move the reader easily from one part to another? 	<ul style="list-style-type: none"> · After reading a variety of topics/prompts, students will engage in an Accountable Talk discussion to determine the audience that they will write for. · Independently write a clear and coherent writing piece. · Given a writing piece, students will use a grade-appropriate rubric to determine if the correct audience was targeted and if it was written in a clear and coherent manner. · After writing, students peer edit their partner's writing piece.
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<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Determine the audience or purpose of writing task · Organize a clear and coherent writing piece · Write in a logical, sequential manner using transitional words. 	<ul style="list-style-type: none"> ▪ How can I explain the purpose of the writing task? ▪ Who will be reading your writing? ▪ What steps will you take to organize your writing piece? ▪ What is your text structure? ▪ Is there a thinking map or graphic organizer you can use to help move your reader from one part to another? 	<ul style="list-style-type: none"> · Model the steps for how to organize a clear and coherent writing piece · Complete a story map or graphic organizer that supports audience/purpose of the task. · Teacher models explicit text structures. For example, comparing/contrasting or cause/effect.
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Determine who you are writing for. · Determine the audience or purpose of writing task · Organize a clear and coherent writing piece · Write in a logical, sequential manner using transitional words. 	<ul style="list-style-type: none"> ▪ Can you say why you are writing? E.g.: Are you writing to (<u>entertain</u>) or to <u>inform</u>? ▪ Who will be reading your writing? ▪ What is the first thing you would do when starting a writing piece? Second? Can you add on? ▪ Does your writing make sense? Can the reader follow? 	<ul style="list-style-type: none"> · Teacher models the steps for how to organize a clear and coherent simple writing piece and displays on an anchor chart for students to refer to. · Student completes graphic organizers that address audiences/writing tasks using sentence frames, simple sentences and phrases.
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Sample Test Released Item: PCR (2028) Associated Text: "Where the Red Fern Grows" and "The Lighthouse Lamp"

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

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New Jersey Student Learning Standard (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
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<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Practice revising and editing skills · Change word choice and sentence structure in writing to strengthen the piece · Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing · Recognize spelling, grammar, and punctuation errors · Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 	<ul style="list-style-type: none"> · What will you use to help organize your ideas? · Which would be the best opening sentence? · What is the best title for this selection? · Can you rewrite this so that the ideas/details are clearer? · Which sentence can best be added? · Which sentence would be the best topic sentence? · You have tried organizing your writing this way; have you thought of using another approach? · Did you share your ideas 	<ul style="list-style-type: none"> · Use graphic organizers to help students connect ideas for designing a coherent structure for their writing piece. · Teacher models reading their own writing and do a think aloud about how to add more details to make writing clearer. · Students reread their own work aloud to classmate to see if their piece really conveys what they want to say. · Peer edit based on checklist and rubric.
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		<p>and thoughts with your group?</p> <ul style="list-style-type: none">· What feedback did they give you?· Is there a better way to start or end your writing?	
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<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Understand how to revise and edit · Know that changing word choice in writing will strengthen the piece · Use at least two or three graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing · Recognize spelling, grammar, and punctuation errors · Understand how to employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 	<ul style="list-style-type: none"> · Do you need help organize your ideas? · Which would be the best opening sentence _____ or _____? · What is the best title for this selection _____ or _____? · If you rewrite this will it make your ideas clearer? · Which sentence can best be added _____ or _____? · Would _____ be the best topic sentence? · You have tried organizing your writing this way; have you thought of using another approach? 	<ul style="list-style-type: none"> · Students will use a partially completed graphic organizer to write their ideas down. The teacher will model how to connect those ideas to structure for their writing piece. · Teacher models reading their own writing and do a think aloud about how to add more details to make writing clearer. · Students reread their own work aloud to the teacher to see if their piece really conveys what they want to say. · Peer edit based on checklist and rubric.
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		<ul style="list-style-type: none">· Can you share your ideas and thoughts with your group?· Is there a better way to start your writing?	
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand how to revise · Understand that changing a word during writing will strengthen the piece · Use at least one or two graphic organizers · Understand how to recognize spelling, grammar, and punctuation errors · Understand the importance of conferences, check sheets, and peer editing. 	<ul style="list-style-type: none"> · Did you organize your ideas? · Would this be the best opening sentence _____? · Would this be the best title for this selection _____? · Do you know how to rewrite this to make your ideas clearer? · Can this sentence be added _____? · Could _____ be a topic sentence? · Do you know how to use a graphic organizer to organize your writing? Can you share your ideas and thoughts with your partner? 	<ul style="list-style-type: none"> · Teacher will model for students how to use a graphic organizer to write their ideas down. The teacher will model how to connect those ideas to structure for their writing piece. · Teacher models reading own writing and do a think aloud and how to use a rubric to add more details to make writing clearer. · Teacher will read the students work to them while they listen to see if the piece really conveys what they want to say. · Peer edit based on checklist and rubric.
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		· Did you start your writing?	
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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
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<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Use digital tools to collaborate on written works · Ask for guidance when appropriate · Use technology for producing and publishing writing, and collaborating with others · Demonstrate keyboarding skills 	<ul style="list-style-type: none"> · What software would you use to create this document? · Where/how would you save your document? · How do you spell check a document? · How do you access _____? · How would you find _____ on the Internet? · How did your group divide up the responsibilities for the task? · What online resources might you use to help write your paper? 	<ul style="list-style-type: none"> · Students work in pairs or groups to illustrate their writing, using digital images and media. · Students type final writing piece on computer. · Peer edit, based on rubric.
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<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Use digital tools · Use technology for producing and publishing writing · Demonstrate keyboarding skills · Collaborate with peers to improve writing 	<p>What software would you use to create this document?</p> <ul style="list-style-type: none"> · Where/how would you save your document? · How do you spell check a document? · How do you access _____? · How would you find _____ on the Internet? 	<ul style="list-style-type: none"> · With teacher support and guidance, students will select program to create a document. · Teacher will demonstrate how to create and save a document; students will work in pairs to create/save document. <ul style="list-style-type: none"> · In small group, students will work with teacher to access appropriate information on the internet. · Students type final writing piece on computer or utilize text-to-speech tools. · Peer edit, based on rubric.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand types of digital tools · Understand how to create and save a document · Demonstrate keyboarding skills · Collaborate with peers to improve writing 	<ul style="list-style-type: none"> · What program do you use for this document? · Do you know how to locate information on the internet? · How do you save your work? · How did collaborate with peers and provide feedback? 	<ul style="list-style-type: none"> · Teacher will model for students how to access programs for document they are creating. · Teacher will model how to access appropriate information on the internet. <ul style="list-style-type: none"> · 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.5.8. 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.

Essential Element of the NJSLS: Gather and sort relevant information on a topic from print or digital sources into given categories.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Locate information from print and digital sources · Integrate information from personal experiences · Include a list of sources used · Take notes on information gathered from the sources to support the topic · Synthesize information to avoid plagiarism · Organize information into categories 	<ul style="list-style-type: none"> · Ask yourself, “How does this support my topic?” · Is this information important to your research? · How do you know the source is credible? · How did you determine if this information is relevant to your topic? · How do you cite sources in a bibliography? · Where can you find information about how to cite Internet sources? · What do you need to do if you are using the author’s exact words? · Can you say that using your own 	<ul style="list-style-type: none"> · Students paraphrase portions of an informational text. · Provide students with samples of notes that have been jotted down about a passage from a mentor text. Students respond with red/green cards to show if the samples are helpful notes. If not, they explain what they would change to make the notes more helpful. · Teacher creates anchor chart of common phrases and language authors use to introduce and cite evidence to support a claim. Encourage students to incorporate into their writing. · Given a brief passage, students highlight 15 of the most important words and then use them to write a summary statement.
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		<p>words?</p> <ul style="list-style-type: none">· How is a digital source cited differently than a printed source?· How will you summarize the information found in this data?· What can you conclude?	
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<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Locate information from print and digital sources · Use information from personal experiences · List sources used · Take notes about a topic · Understand plagiarism · Categorize information 	<ul style="list-style-type: none"> · Does this information support your topic? · Is this information important to your research? · Do you know if the source is credible? · Is the information relevant to your topic? · Do you know how to cite sources in a bibliography? · Can you find information about how to cite Internet sources 	<ul style="list-style-type: none"> · Working with a partner and using a teacher provided rubric, students will paraphrase portions of an informational text. · Teacher will model how to find information that is relevant to a topic. Teacher will also model how to determine if the source is credible and how to cite the information. · Teacher creates anchor chart of common phrases and language authors used to introduce and cite evidence to support a claim.
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		<p>_____ or _____?</p> <ul style="list-style-type: none">· Can you use the author's exact words? What do you do after?· Can you say that using your own words?· Is a digital source cited differently than a printed source?· Can you summarize the information found in this data?· Can you conclude _____?	<ul style="list-style-type: none">· Given a brief passage, students highlight 5-10 of the most important words and then use them to complete a summary statement (teacher will provide a sample of a summary statement).
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand that information can be located from print and digital sources · Understand personal experiences can be used in writing · List at least one to two sources used · Know the topic · Understand plagiarism · Sort information 	<ul style="list-style-type: none"> · What is your topic? · Does _____ support your topic? · Does this information match your research? · Do you know how to tell if the source is credible? · Do you know how to cite sources? · Does _____ give you information about how to cite Internet sources? 	<ul style="list-style-type: none"> · Teacher will model how students can paraphrase portions of an informational text. As a class they can list the steps involved. · Teacher will model how to find information that is relevant to a topic. Teacher will also model how to determine if the source is credible and how to cite the information. · Teacher creates a class anchor chart of common phrases and language authors used to introduce and cite evidence to support a claim.
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		<ul style="list-style-type: none">· Can you use the author's exact words?· How would you say that?· Is _____ how a digital source is cited? Is _____ how a printed source is cited?· Is this a summary of the information found in this data?· Can you conclude _____?	<ul style="list-style-type: none">· Given a brief leveled passage, students highlight 3-5 of the most important words in the passage. They will complete a matching sheet matching the words to their meanings.
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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
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<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Produce numerous pieces of writing over various time frames · Develop skills in research · Reflect on the choices made while writing · Reflect on and revise writing · Develop a topic related to the content area they are writing about to reflect task, audience, and purpose 	<ul style="list-style-type: none"> · How did you pick your topic? · How will you organize your thoughts (graphic organizers, Thinking Maps) ? · Write about... · Today you will have _____ minutes to write about... · Where will you find your sources? Do you have a variety of sources from which you can pull information? · Re-read your writing and ask a peer to read it to see if there are additions you need to make. · Did you think about your audience when you were writing? 	<ul style="list-style-type: none"> · Students produce several pieces of writing to be revised. · Teacher reads aloud a mentor text. Students then develop a checklist to help them see what effective writers do to be able to create a well-developed piece of writing. · Students revise their teacher's work using the checklist. · Students communicate their ideas for revision of their peers' work through written conversation so that peers can remember and reflect upon their thoughts. (Sentence starters can be provided).
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		<ul style="list-style-type: none">· Did you edit and revise your writing using the proofreading checklist?	
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<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Produce numerous pieces of writing over various time frames · Develop skills in research · Understand the choices made while writing · Revise writing · Develop a topic 	<ul style="list-style-type: none"> · 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? 	<ul style="list-style-type: none"> · 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.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, 	<ul style="list-style-type: none"> · Produce pieces of writing over time frames 	<ul style="list-style-type: none"> · Is your topic _____? · Will you use _____ to organize your thought? 	<ul style="list-style-type: none"> · 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

<p>Speaking</p> <ul style="list-style-type: none"> · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand how to do research · Reflect on writing · Understand you can revise writing · Develop a topic 	<ul style="list-style-type: none"> · 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? 	<p>revise their writing.</p> <ul style="list-style-type: none"> · 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. · <p>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.</p>
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District Resources

Guided Reading

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



Running Records

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

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

District Resources

Guided Reading

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

Fifth Grade Level V

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

Vocabulary

When teaching vocabulary,

- Please 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 .
- Have students see the word in context first before explicit vocabulary instruction.
- Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.
- 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

Domain Specific Vocabulary				
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<ul style="list-style-type: none"> ➤ continuity ➤ frame ➤ movement ➤ storyline 	<ul style="list-style-type: none"> ➤ futuristic ➤ ingenuity ➤ revolutionize ➤ target 	<ul style="list-style-type: none"> ➤ brainstorm ➤ manuscript ➤ publication ➤ target 	<ul style="list-style-type: none"> ➤ charity ➤ coalition ➤ generoisuty ➤ volunteer 	<ul style="list-style-type: none"> ➤ behaviors ➤ cooperation ➤ patience ➤ training
Target Vocabulary				
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20

<ul style="list-style-type: none"> ➤ record ➤ mental ➤ launch ➤ episodes 	<ul style="list-style-type: none"> ➤ impressed ➤ admitted ➤ produced ➤ original 	<ul style="list-style-type: none"> ➤ career ➤ publication ➤ destruction ➤ uneventful 	<ul style="list-style-type: none"> ➤ issues ➤ dependent ➤ exception ➤ granted 	<ul style="list-style-type: none"> ➤ piercing ➤ descended ➤ quivered ➤ fitful
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Spelling Words

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> ➤ adaptive ➤ endangered ➤ collapsed ➤ Specialty 	<ul style="list-style-type: none"> ➤ honored ➤ decisiveness ➤ maturity ➤ obligation 	<ul style="list-style-type: none"> ➤ carbon ➤ footprint ➤ natural ➤ resource 	<ul style="list-style-type: none"> ➤ bold ➤ competent ➤ humility ➤ purpose 	<ul style="list-style-type: none"> ➤ adaptation ➤ observation ➤ development ➤ instinctive

Domain Specific Vocabulary

Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<ul style="list-style-type: none"> ➤ scrubbed ➤ listened ➤ stunned ➤ wandered 	<ul style="list-style-type: none"> ➤ tiring ➤ denied ➤ borrowed ➤ freezing 	<ul style="list-style-type: none"> ➤ duties ➤ loveliest ➤ sunnier ➤ iciest 	<ul style="list-style-type: none"> ➤ lately ➤ steadily ➤ noisily ➤ plentiful 	<ul style="list-style-type: none"> ➤ salsa ➤ mattress ➤ patio ➤ plaza

Terms About Reading/Language Arts

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> ➤ adaptive ➤ endangered ➤ collapsed ➤ Specialty 	<ul style="list-style-type: none"> ➤ honored ➤ decisiveness ➤ maturity ➤ obligation 	<ul style="list-style-type: none"> ➤ carbon ➤ footprint ➤ natural ➤ resource 	<ul style="list-style-type: none"> ➤ bold ➤ competent ➤ humility ➤ purpose 	<ul style="list-style-type: none"> ➤ adaptation ➤ observation ➤ development ➤ instinctive

Domain Specific Vocabulary

Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<ul style="list-style-type: none"> ➤ author's purpose ➤ voice ➤ word origin ➤ closing 	<ul style="list-style-type: none"> ➤ origin ➤ character ➤ adverb ➤ frequency 	<ul style="list-style-type: none"> ➤ facts ➤ opinion ➤ retreat ➤ foes 	<ul style="list-style-type: none"> ➤ persuade ➤ suffix ➤ theme ➤ body 	<ul style="list-style-type: none"> ➤ metaphor ➤ idiom ➤ italic ➤ setting

Writing

Primary Focus: Writing Unit

Secondary Focus

Routine Writing

Lesson 16
➤ Narrative Writing: Friendly Letter

Focus Trait: Voice

➤ Language:

➤ Spelling: Words with -ed or -ing

➤ word origins

Lesson 17

➤ Narrative Writing: Character description

Focus Trait: Character description

➤ Language:

➤ Spelling: More words with -ed or -ing

➤ Reference materials

Lesson 18

➤ Narrative Writing: Autobiography

Focus Trait: Voice

➤ Language:

➤ Spelling: Changing final y to i

➤ Using context

Lesson 19

➤ Opinion Writing: Prewrite a personal narrative

Focus Trait: Ideas

➤ Language:

➤ Suffixes -ful, -ly, -ness, -less, -ment

➤ Greek and Latin suffixes, -ism, -ist, -able

Lesson 15

Opinion writing: Write a persuasive essay

Focus Trait: Word choice

-Final Schwa /I/ sounds

-Prefixes in-, im-, il-, ir-

Informative/Explanatory

Based on what students know about the Oklahoma Land Rush of 1889, they will write a letter to people who are about to participate in the land rush of 1891 to help them be successful in their quest for land. They are to provide the potential settlers with several pieces of advice and explain how each piece of advice will help them overcome challenges that come with participating in a land rush.

- Reader's Response Notebook
- Journals
- Blogging
- Quick Writes
- Interactive Writing
- Writing in Response to Reading

Lesson 20:

Narrative writing: Write a personal narrative

Focus trait: Voice

- Spelling: Words from other language
 - Figurative language
-

Writing Rubrics

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

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

Writing Rubrics

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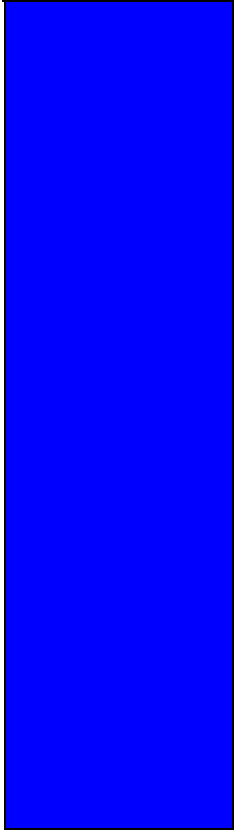
NOTE:

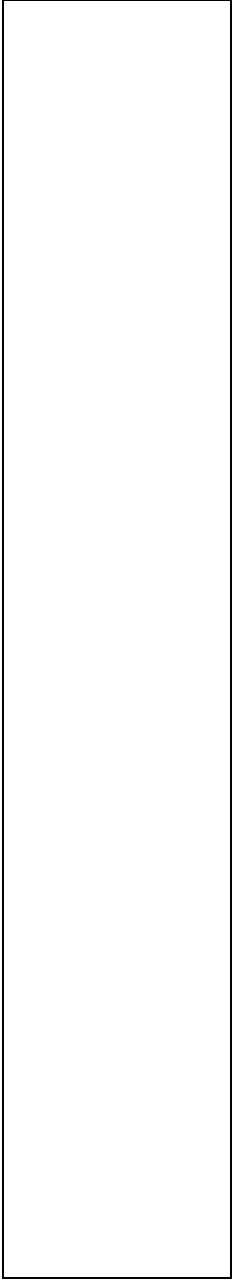
- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.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

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

Rubric for 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 true.	Mid-level 	The writer wrote a story that had tension, resolution, and realistic characters and conveyed	
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 	The writer wrote a 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	Mid-level 	The writer wrote a beginning in which she not only set the plot of story in motion, but also hinted at the larger meaning the story would convey.	
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 little time	Mid-level 	The writer used 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-forward (early that morning, three hours later).	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 . . .	





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. The writer gave readers a sense of closure by showing a new realization or insight or a change in a	Mid-level	The writer wrote an ending that connected to what the story was really about. The writer gave readers a sense of closure by showing a new realization or insight or a change in a		
	Grade 3 (1 POINT)	1.5PTS	Grade 4 (2POINTS)	2.5PTS	Grade 5 (3POINTS)	3.5PTS	Grade 6 (4POINTS)	SCORE	
STRUCTURE (cont.)									
Organization	The writer 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 longer and more developed than others.	Mid-level	The writer used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers. He created a sequence of events that was clear.		
								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 	The writer 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 thinking.	Mid-level 	The writer developed realistic characters and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story.	(X2)
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Writing Rubrics

Craft*	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	Mid-level I	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. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life.	Mid-level I	The writer showed why characters did 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 summary as needed.	Mid-level I	The writer developed character traits and emotions through what characters said and did. He developed some relationships among characters to show why they acted and spoke as they did. He told the internal as well as the external story. The writer chose several key parts to stretch out and several to move through more quickly.	(X2)
	Grade 3 (1 POINT)	1.5PTS	Grade 4 (2POINTS)	2.5PTS	Grade 5 (3POINTS)	3.5PTS	Grade 6 (4POINTS)	SCORE

DEVELOPMENT (cont.)

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, different characters used different kinds of language.	
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									TOTAL
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Writing Rubrics

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
(2POINTS)

2.5PTS

Grade 5
(3POINTS)

3.5PTS

Grade 6
(4POINTS)

SCORE

LANGUAGE CONVENTIONS (cont.)

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, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.

Mid-level
|

When writing long, complex sentences, the writer used commas to make them clear and correct.

Mid-level
|

The writer used commas to set off introductory parts of sentences, such as *One day at the park, I went on the slide; she also used commas to show talking directly to someone, such as *Are you mad, Mom?**

Mid-level
|

The writer used punctuation to help set a mood, convey meaning, and/or build tension in his story.

TOTAL

District Resources

Journey Readings

CCSS: Exemplars (Appendix B)

Texts:

Dog Walker, Inc, Christine Carlson
Incognito, Jack Lennox
The Three R's, Belinda Bear
The Lost Comic Book, Jack Lennox
Robot Rescue, Lena Castletini
The Water Girl, John Vogt
Pancakes, Diana Silver
Kendrias's Watch, John Vogt
Maria Tallchief, American Ballerina
BB King, Eryn Rosenbaum
Isabel Allende, Logan Ramsay
The Life of BB King, Eryn Rosenbaum
The Big Interview, J.J Wallom
Saving the General, Jane Schaffer
Another View, Peter W. Scott
The Old Tree, Jane Schaffer
The Deer, Rob Arego
Wilderness Rangers, Robert Windsor
Day of the Coyotes
Lost in a Canyon

Stories: Stories:

Lunch Money: Andrew Clements
Best Shorts, Katherine Peterson
Darnell Rock Reporting, Walter Dean Myers
Volunteer!
The Black Stallion, Walter Farley

Poetry:

Poetry About Poetry

Informational Text:

Zap! Pow!
From Dreams to Reality
The Dog Newspaper, Peg Kehret
Horse Power

Additional Resources: Suggested in the NJ Curriculum Framework

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

Suggested Websites

Reading Rockets

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

Writing Fix

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

Read Write Think

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

Brain Pop

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

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

Tween Tribune

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

<http://tweentribune.com/>

Suggested Websites

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/>

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/afroam.shtml

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

www.aahmsnj.org/

PETER MOTT HOUSE was built around 1845 by Peter Mott, an early Black landowner of Mount Pisgah AME church in Lawnside. This one was used by Mott and his wife, Elizabeth 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/>

BUEHLER CHALLENGER & SCIENCE CENTER in New Jersey provides students, scouts, homeschoolers, and youth groups with the

Field Trip Ideas

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

www.bcsc.org

Unit 3

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

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

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

www.jerseycitymuseum.org

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

www.newarkmuseum.org

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

www.state.nj.us/state/museum

Unit 4

Field Trip Ideas

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

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

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

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

ELL Resources

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

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

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

Learn a language for FREE-www.Duolingo.com

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

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

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

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

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

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

best practices for various aspects of an English language classroom

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

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

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

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

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

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

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

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

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

supported through the NJDOE, Office of Special Education Programs.

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

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

ELL Resources

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

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

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

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

Games and quizzes for practicing vocabulary

Students K-8

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

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

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

Learning games and songs for preschool and elementary children

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

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

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

Phonics lessons, interactive books, and word games

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

over 2500 interactive math lesson pages

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

NASA's education program; also available in Spanish

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

Students K-12

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

ELL Resources

Sites and resources for classroom instruction compiled by Keith Schoch

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

Special Education Resources

· **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 embed 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/>

· **Webspiration**

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

· **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/>