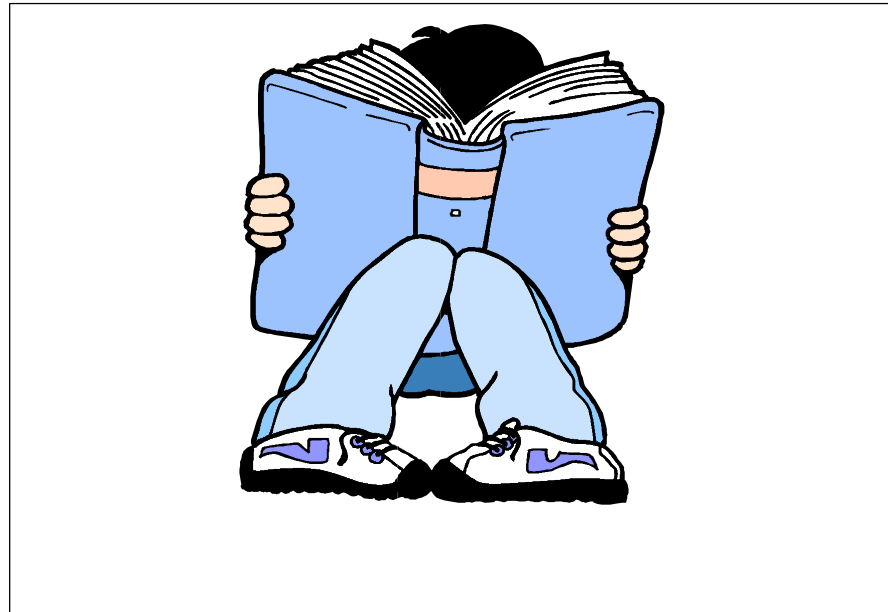


ENGLISH LANGUAGE ARTS



Grade 6: Unit 2

Reading: Literature & Informational

Writing: Research & Argument

Course Description

(Workshop Model)

Sixth 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 6th 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 6th 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 2

Topic: Reading Literature and Informational Text Research & Argument	NJSLs	
<p>DISTRICT RESOURCES</p> <p>Reading Instruction: Novel: <i>Holes</i> by Louis Sachar</p> <p>HML Unit 4: The Problem with Bullies, The Jacket</p> <p>HML Unit 7: American Sign Language: Interpret Information in Procedural Texts</p> <p>HML Unit 8: Text Analysis Workshop: Reading for Information, Supercroc, Start the Day Right, Brain Breeze, The First Emperor/Digging up the Past</p> <p>Writing Instruction: Research & Argument</p>	<p>Reading Standards:</p> <p>Literature RL.6.1, RL.6.2, RL.6.6</p> <p>Informational RI.6.1, RI.6.2, RI.6.3 RI.6.4, RI.6.5, RI. 6.6, RI. 6.7, RI. 6.8, RI. 6.9</p> <p>Writing Standards: W.6.1A,B,C,D,E, W.6.4, W.6.5, W.6.6, W.6.8 W.6.10</p> <p>Language Standards: L.6.1B,E, L.6.2A,B L.6.3A,B, L.6.4A,C,D L.6.5B, L.6.6</p> <p>Speaking and Listening Standards: SL.6.1A,B,C,D, SL.6.3, SL.6.4, SL.6.6</p>	<p>Instruction: 8 weeks</p> <p>Assessment: 1 week</p>

Effective Pedagogical Routines/Instructional Strategies

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

Standards

8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.1

Technology Operations and Concepts

- Create a document with text using a word processing program.

Example: Students will use Microsoft Word to write arguments to support claims with clear reasons and relevant evidence.

Creativity and Innovation

- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

Example: Students will create a Power Point presentation to convey their arguments. Their presentations will embed the following media-rich resources: audio (sound), graphics and videos.

Communication and Collaboration

- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

Example: Students will share their published arguments with other classes.

Research and Information Literacy

- Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

Example: Students will use the Internet to explore points of view about sleep and the amount of sleep that a teenager should get. Through their exploration, students will deepen their understanding of sleep by reading, writing, and talking about their ideas.

Computer Skills

Keyboarding - Students should have a working knowledge of:

- Alphabetic keys
- Number pad
- Function row
- Understand insert and type over functions

Basic Computer Skills – Students should have a working knowledge of:

- Copy and Paste
- Drag and Drop
- Increased knowledge of word processing functions (outlines, page numbering, highlighting, etc.)
- Play videos
- Spell Check and Grammar Check to edit
- Save and retrieve files
- Technology to publish individual work
- Domain specific vocabulary (cut, copy, paste, highlight)

Stamina – In accordance with CCSS.ELA-Literacy.W.6.6

Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.



Career Ready Practices

Standards

CRP1, CRP2, CRP4, CRP12

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: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

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: Students will apply appropriate academic and technical skills when making relevant global connections to the following IFL texts:

“Homeroom Zombies” by Lawrence Epstein

“Turn Off, Tune In” by Marissa Lang

“Rethinking Sleep” by David K. Randall

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: Students will communicate, in writing, when producing arguments.

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

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

Example: Students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk small group discussion to cite textual evidence and make relevant connections to support their analysis.

<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

6- Reaching	<p>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>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>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>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>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</p>
1- Entering	<p>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</p>

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<p>Extra time for assigned tasks</p> <p>Adjust length of assignment</p> <p>Timeline with due dates for reports and projects</p> <p>Communication system between home and school</p> <p>Provide lecture notes/outline</p>	<p>Extra Response time</p> <p>Have students verbalize steps</p> <p>Repeat, clarify or reword directions</p> <p>Mini-breaks between tasks</p> <p>Provide a warning for transitions</p> <p>Reading partners</p>	<p>Precise step-by-step directions</p> <p>Short manageable tasks</p> <p>Brief and concrete directions</p> <p>Provide immediate feedback</p> <p>Small group instruction</p> <p>Emphasize multi-sensory learning</p>	<p>Teacher-made checklist</p> <p>Use visual graphic organizers</p> <p>Reference resources to promote independence</p> <p>Visual and verbal reminders</p> <p>Graphic organizers</p>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<p>Computer/whiteboard</p> <p>Tape recorder</p> <p>Spell-checker</p> <p>Audio-taped books</p>	<p>Extended time</p> <p>Study guides</p> <p>Shortened tests</p> <p>Read directions aloud</p>	<p>Consistent daily structured routine</p> <p>Simple and clear classroom rules</p> <p>Frequent feedback</p>	<p>Individual daily planner</p> <p>Display a written agenda</p> <p>Note-taking assistance</p> <p>Color code materials</p>

Differentiated Instruction

Accommodate Based on Students' Individual Needs:

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

Interdisciplinary Connections

Science Connection:

Standard: MS-LS2-1

Point of View on Sleep: Reading and Writing Arguments

Are You Getting Enough Sleep? Students will record their sleep patterns for one week. Students will analyze their data in order to determine how sleep affects them.

http://www.educationworld.com/a_curr/curr340.shtml

Mathematics Connections:

Standard: 6.EE.B.6

Sleep Latency –Students will record the time that it takes them to fall asleep. Using this data, they will create equations using variables.

<https://faculty.washington.edu/chudler/chsleep.html>

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

Study Island

Writing Prompts

DRA2

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: 6	ELA Standards	Standards in each Unit			
		1	2	3	4
LANGUAGE					
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.6.1A	Ensure that pronouns are in the proper case (subjective, objective, possessive).	X			
L.6.1B	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).		X		
L.6.1C	Recognize and correct inappropriate shifts in pronoun number and person.			X	
L.6.1D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).			X	
L.6.1E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	X	X	X	
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.6.2A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	X	X	X	
L.6.2B	Spell correctly.	X	X	X	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
L.6.3A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.	X	X	X	
L.6.3B	Maintain consistency in style and tone.	X	X	X	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.				
L.6.4A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	X	X	X	
L.6.4B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).				X
L.6.4C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	X	X	X	
L.6.4D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context	X	X	X	

	or in a dictionary).				
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
L.6.5A	Interpret figures of speech (e.g., personification) in context			X	
L.6.5B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		X		
L.6.5C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).			X	
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X	X		
READING: LITERATURE					
RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	X	X	X	X
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			X	X
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	X		X	X
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	X		X	X
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	X	X	X	X
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.			X	

RL.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.			X	
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.				X
READING: INFORMATIONAL TEXT					
RI..1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	X	X	X	X
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		X		X
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	X	X		X
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	X	X		X
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	X	X	X	X
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		X		
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		X		
RI.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		X		
RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.				X

WRITING				
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.			
W.6.1A	Introduce claim(s) and organize the reasons and evidence clearly.		X	
W.6.1B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		X	
W.6.1C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		X	
W.6.1D	Establish and maintain a formal/academic style, approach, and form.		X	
W.6.1E	Provide a concluding statement or section that follows from the argument presented.		X	
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
W.6.2A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.	X		X
W.6.2B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	X		X
W.6.2C	Use appropriate transitions to clarify the relationships among ideas and concepts.	X		X
W.6.2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	X		X
W.6.2E	Establish and maintain a formal/academic style, approach, and form.	X		X
W.6.2F	Provide a concluding statement or section that follows from the information or explanation presented.	X		X
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
W.6.3A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			X
W.6.3B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			X
W.6.3C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			X
W.6.3D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and			X

	events.				
W.6.3E	Provide a conclusion that follows from the narrated experiences or events.			X	
W.6.4	Produce clear and coherent writing in which the development, organization, voice and style 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.6.5	With some 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.6.6	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 three pages in a single sitting.	X	X	X	X
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	X	X	X	X
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	X	X	X	X
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.6.9A	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	X	X	X	X
W.6.9B	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	X	X	X	X
W.6.10	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.6.1A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	X	X	X	X

SL.6.1B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	X	X	X	X
SL.6.1C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	X	X	X	X
SL.6.1D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	X	X	X	X
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.			X	X
SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		X		
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	X	X	X	X
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.				X
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	X	X

Grade: 6	Unit: 2	Topic: Reading Literature/Informational Text and Research & Argument
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Standards: NJSLS:		
Reading Literature: RL.6.1,RL.6.2,RL.6.4,RL.6.5, RL.6.6	Reading Informational Text: RI.6.1,RI.6.2, RI.6.4, RI.6.5, RI.6.6	
Writing: W.6.2A,B,C,D,E,F W.6.4, W.6.5, W.6.6, W. 6.8, W.6.10	Speaking and Listening: SL.6.1A,B,C,D SL.6.4, SL.6.6	
Language: L.6.1A,E, L.6.2A,B, L.6.3A,B, L.6.4A,C,D, L.6.6		

IFL Unit CCSS: Reading Literature: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10		
Writing: W.6.1, W.6.4, W.6.6, W.6.9, W.6.10	Speaking and Listening: SL.6.1	
Language: L.6.1, L.6.2, L.6.4, L.6.6		

HML Reading & Writing Unit

Points of View on Sleep: Reading and Writing Arguments

A primary focus of this unit is learning how to comprehend and analyze points of view and arguments. This unit’s texts present points of view about sleep and the amount of sleep a teenager should get. Through engaging in this unit, students will:

- read, write about, and discuss four texts
- learn how to analyze professional writer’s arguments and learn what makes arguments effective:
- use that knowledge to analyze several published arguments: and
- determine which argument is most clear and coherent and best supported with relevant and credible textual evidence.

Required Resources - HML

“Homeroom Zombies” by Lawrence Epstein
 “Turn Off, Tune In” by Marissa Lang
 “From Zzzz’s to A’s” by PBS Frontline
 “Rethinking Sleep” by David K. Randall

New Jersey Student Learning Standard (NJSLS) RL.6.1

NJSLS: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Element of the NJSLS: Determine what a text says explicitly as well as what simple inferences must be drawn.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - Special Education Students - High Group 	<p>Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</p> <p>Use evidence from the text to make and check predictions when reading</p> <p>Make personal connections, make connections to other texts, and/or make global connections when relevant</p> <p>Gather evidence from the text to support inferences or explicit meaning.</p> <p>Read and analyze a variety of literary genres</p> <p>Closely examine the text’s explicit content</p> <p>Probe a segment of text in order to study and</p>	<p>How can I provide evidence using excerpts from the text?</p> <p>How can I make inferences from the excerpt I just read?</p> <p>Do I know how to analyze the facts from the story?</p> <p>What can I interpret from the story?</p> <p>Can I demonstrate understanding of the text by making inferences based on what I already learned? How can I defend my claim using key details from the text?</p>	<p>Create a chart of evidence/inference compare and contrast.</p> <p>Use a graphic organizer to chart evidence.</p> <p>Use a double entry journal to chart details and make inferences.</p> <p>Write sentences on the board and have students create as many inferences as they can share with the class or a partner.</p>

	<p>evaluate its multiple, deeper, and varied meanings</p> <p>Reconstruct and understand the text segment's new meaning</p> <p>Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</p> <p>Refer to the text for support when analyzing and drawing inferences</p> <p>Correctly cite evidence from the text (this is the first time the term "cite" is used, before that it says quote accurately and refer to)</p>		
<p>ESL Students Levels 2.6-3.9</p> <p>Special Education Students - Mid Group</p>	<p>Read adapted or appropriately leveled text.</p> <p>Use WH-Questions to make inferences orally and written.</p> <p>Cite specific examples and details to support inferences orally and written.</p>	<p>How can I cite text to support an inference?</p> <p>How can I make an inference based on what I read?</p> <p>How do I use facts from the story to interpret text?</p>	<p>Use a partially completed three column chart text, meaning, inference</p> <p>In pairs, use a T-chart to chart claims and textual evidence.</p> <p>Model marking text and charting inferences. Use sentence frames to cite text-</p>

			On page _____, paragraph _____ states _____
<p>ESL Students Levels 1-2.5</p> <p>Special Education Students - Low Group</p>	<p>Read adapted or appropriately leveled text.</p> <p>Listen for information through audio and/or teacher read aloud.</p> <p>Identify inferences using visual representation and matching with written statements.</p> <p>Identify text that supports inferences using Yes/No or multiple choice.</p>	<p>How can I make an inference based on what I read?</p> <p>How do I use facts from the story to interpret text?</p> <p>How can I cite text to support an inference?</p>	<p>After listening to an audio or Read Aloud students will list inferences.</p> <p>Given a short phrase with illustrations, students will select an inference from a multiple choice response.</p> <p>Given an example of text- students will be given multiple choice options regarding inference.</p>

Sample Test Released Item: 3884_A EBSR; Associated Text: "A Single Shard"

Part A

Which statement about the passage from *A Single Shard* describes how Min responds to the process of pottery making?

- A. Min is in awe of pottery making.
- B. Min is pleased and entertained by pottery making.
- C. Min is dedicated to perfection during pottery making.
- D. Min is excited by the work involved in pottery making.

Part B

Which sentence supports the answer to Part A?

- A. "He was there now, his gray head bent over the wheel, chanting his wordless song." (paragraph 5)
- B. "He crossed his arms and leaned back a little, as if to see the vase from a distance." (paragraph 9)
- C. "Turning the wheel slowly with his knee, he inspected the graceful shape for invisible faults." (paragraph 9)
- D. "He took a length of twine and slipped it deftly under the vase to release it from the wheel, then placed the vase carefully on a tray to dry." (paragraph 11)

New Jersey Student Learning Standard (NJSL) RL.6.2

NJSL: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Essential Element of the NJSL: Identify details in a text that are related to the theme or central idea.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - Special Education Students - High Group 	<p>Determine the theme or central message</p> <p>Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</p> <p>Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</p> <p>Summarize texts by evaluating key details in which the central idea or theme is located</p> <p>Distinguish key (thematic) details from all other</p>	<p>What is the theme of the story?</p> <p>How can I determine the universal theme of the text?</p> <p>How can I determine the main idea of the story?</p> <p>How can I summarize the main idea in my own words?</p> <p>How can I distinguish between key details and supporting details?</p> <p>What is the central idea of the text?</p>	<p>After listening to a read-aloud of a text describe how the speaker in the text reflects upon a topic.</p> <p>Given a text, read, discuss, and identify the main idea and the key details of the text.</p> <p>After reading a text, summarize using important key events and details.</p> <p>Have students identify “significant moments” in the text.</p>

	<p>details Evaluate recurring ideas and changes in the characters and plot over the course of the text Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices</p>		
<p>ESL Students Levels 2.6-3.9 Special Education Students - Mid Group</p>	<p>Read adapted or appropriately leveled text. Identify key events and supporting details orally and written. Using simple words, students will give details/ recall key details. Using simple words students will identify theme orally and written Summarize the text using sentence frames.</p>	<p>What is the theme of the story? How can I distinguish between key details and supporting ideas? How can I summarize? What is the central idea of the text?</p>	<p>As a class, create a chart of key events. Given key events on a partially completed organizer students will explain their importance. As a class, list possible themes. Provide students with an individualized list of possible themes with pictures or leveled words. Provide students with the following sentence frames to summarize story. During the beginning of the story..... In the middle.....</p>

			<p>In the end.....</p> <p>Students will answer five leveled questions and then write the answers in paragraph form.</p>
<p>ESL Students Levels 1-2.5</p> <p>Special Education Students - Low Group</p>	<p>Identify text that is an example of a key detail orally answering using Yes/No questions or multiple choice.</p> <p>Using visual representations students will summarize story.</p> <p>Using a drawing and or simple words orally students will identify theme.</p> <p>Distinguish between key detail and main ideas using visual representation.</p>	<p>What is the theme of the story?</p> <p>How can I distinguish between key details and supporting ideas?</p> <p>How can I summarize?</p> <p>What is the central idea of the text?</p>	<p>Students will use pictures to complete a storyboard.</p> <p>With teacher assistance, students will match captions to pictures that complete a storyboard.</p> <p>Students will match pictures to statements/words about themes.</p> <p>Students will sort and categorize pictures of the main idea key details</p> <p>With teacher assistance, students will categorize a few pictures of key details and main idea. i.e., slide pictures on smartboard.</p>

Sample Test Released Item: 3635 TECR; Associated Text: “If—”

Read the paragraph below. Which sentences belong in a summary of the poem?

Select **four** sentences that make up a summary of the poem.

Summary of “If—”

Attaining happiness and success as an adult is not easy. One way to get ahead is to use tricks against your enemies and lie when necessary. You must be confident in who you are and not be swayed by the behavior of others. You must show others that you are strong, powerful, and better than everyone else. You must be patient, honest, and aware of your actions. By doing these things, you can achieve success!

New Jersey Student Learning Standard (NJSL) RL.6.6

NJSL: Explain how an author develops the point of view of the narrator or speaker in a text.

Essential Element of the NJSL: Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - Special Education Students - High Group 	<p>Identify various points of view</p> <p>Determine how the author develops the point-of-view of the narrator or speaker in the text</p> <p>Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</p> <p>Determine how the author’s word choice helps develop the narrator or speaker’s point of view</p> <p>Evaluate the effectiveness of the author’s choice in point of view</p>	<p>How does the author develop the narrator or speaker’s point of view?</p> <p>How does the author’s word choice help develop the narrator or speaker’s point of view?</p> <p>Who is the narrator?</p> <p>From whose point of view is the text written?</p> <p>How did the author help develop the character’s point of view?</p>	<p>In a particular chapter, students explain how the author’s choice of words develops the point of view of the speaker.</p> <p>In a particular chapter, students identify the technique the author uses to develop the point of view of the narrator or speaker.</p>

<p>ESL Students Levels 2.6-3.9</p> <p>Special Education Students - Mid Group</p>	<p>Understand point of view</p> <p>Identify point of view</p>	<p>How can I identify the narrator or speaker's point of view?</p> <p>How does the narrator or speaker's point of view affect the overall meaning of the text?</p> <p>How can I construct meaning from the narrator or speaker's point of view?</p> <p>How can I use evidence to support the specific points?</p> <p>What is the author's message?</p>	<p>Using an adapted text or an appropriately leveled passage, students will identify the author/narrator's point of view. Highlight words or phrases that support that author's point of view.</p> <p>With teacher assistance, read a leveled text, identify the author's point of view and highlight evidence that support particular points.</p> <p>Match author's point of view with citations.</p> <p>Complete the sentence frames about the author's point of view.</p>
<p>ESL Students Levels 1-2.5</p> <p>Special Education Students - Low Group</p>	<p>Identify author's point of view.</p> <p>Analyze purpose</p> <p>Narrator</p>	<p>What is an author's purpose?</p> <p>What is an author's point of view?</p> <p>How can I identify the narrator or speaker's point of view?</p> <p>How does the author distinguish his/her position from that of others?</p>	<p>After reading an adapted or an appropriately leveled passage, students will identify speaker's point of view using visual representations.</p> <p>Teacher will chart responses.</p> <p>Given leveled statements or visual representations,</p>

			students will match the corresponding textual evidence that supports the author’s message.
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Sample Test Released Item: 3727_A EBSR; Associated Text: “If—”

Part A

What does the poem’s point of view tell about the speaker?

- A. The speaker wants the impressionable youth to grow up quickly.
- B. The speaker is a wise mentor giving advice to a young, inexperienced person.
- C. The speaker has unrealistic expectations for people.
- D. The speaker is sharing information that has been documented in other places.

Part B

Which lines from the poem **best** support the answer to Part A?

- A. “If you can talk with crowds and keep your virtue,
Or walk with kings—nor lose the common touch;”(lines 25 and 26)
- B. “If neither foes nor loving friends can hurt you;
If all men count with you, but none too much;”(lines 27 and 28)
- C. “If you can fill the unforgiving minute
With sixty seconds’ worth of distance run—”(lines 29 and 30)
- D. “Yours is the Earth and everything that’s in it,
And—which is more—you’ll be a Man, my son!”(lines 31 and 32)

New Jersey Student Learning Standard (NJSLS) RI.6.1

NJSLS: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Element of the NJSLS: Analyze a text to determine what it says explicitly as well as what inferences should be drawn.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group 	<p>Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</p> <p>Use evidence from the text to make and check predictions when reading</p> <p>Make personal connections, make connections to other texts, and/or make global connections when relevant</p> <p>Gather evidence from the text to support inferences or explicit meaning.</p> <p>Read and analyze a variety of informational texts</p> <p>Closely examine the</p>	<p>How can I cite textual evidence to support my analysis of the text?</p> <p>What is the main idea of the passage?</p> <p>What is stated explicitly in the text?</p> <p>What inferences can I make based on the information explicitly stated?</p> <p>How can I justify and support my inferences?</p> <p>How and where can I seek additional information to justify inferences and clarify uncertainties?</p>	<p>Use a double journal entry to chart details and make inferences.</p> <p>Incorporate Accountable Talk to discuss quotes from a text that can be used to cite evidence.</p> <p>Given a paragraph, students will make inferences and support the inferences with an accurate quote from the text.</p> <p>Locate quotes or details from a given text to accurately support explanation or inferences.</p>

	<p>text's explicit content Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings Reconstruct and understand the text segment's new meaning Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences Refer to the text for support when analyzing and drawing inferences Correctly cite evidence from the text (this is the first time the term "cite" is used, before that it says quote accurately and refer to)</p>		
<p>ESL Students Levels 2.5-3.9 Special Education Students - Mid Group</p>	<p>Identify the main idea Identify supporting details Analyze details</p>	<p>What textual evidence best supports my analysis of the text? What is the main idea of the passage?</p>	<p>As a class create a list of Accountable Talk stems for discussions and quoting text to cite evidence.</p>

	<p>Organize information</p> <p>Cite evidence</p> <p>Make inferences</p> <p>Support inferences with evidence</p>	<p>What inferences can I make based on the information explicitly stated?</p> <p>How can I justify and support my inferences?</p>	<p>Use a three column chart with text/meaning/ inference. Teacher will chart responses.</p> <p>Use a partially completed T- chart for claims and textual evidence.</p> <p>Model marking text and charting inferences. Use sentence frames.</p> <ul style="list-style-type: none"> ○ The first paragraph states _____ ○ On page _____ <p>In groups, students will read a text and discuss meaning. Student will chart inferences on a graphic organizer.</p>
<p>ESL Students Levels 1-2.4</p> <p>Special Education Students - Low Group</p>	<p>Identify the main idea</p> <p>Identify supporting details</p> <p>Analyze details</p> <p>Organize information</p>	<p>How can I cite textual evidence to support my analysis of the text?</p> <p>What is the main idea of the passage?</p> <p>What is stated</p>	<p>As a class create a list of Accountable Talk stems for students to reference during discussions. These stems will be used to quote cited evidence.</p> <p>After listening to an audio</p>

	<p>Cite evidence</p> <p>Make inferences</p> <p>Support inferences with evidence</p>	<p>explicitly in the text?</p>	<p>or Read Aloud, teacher will chart student inferences.</p> <p>Match inferences to illustrations</p> <p>Using a Think Aloud, teacher will model how to identify the main idea of a passage. Students will assist in identifying supporting details (teacher will create an anchor chart).</p> <p>Given an example of text-student will be given multiple choice options regarding inference.</p>
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Sample Test Released Item: VF862746 EBSR; Associated Text : "Father of All Forecasters"

Part A

Read the sentence from paragraph 1 of "Father of All Forecasters."

Cleveland Abbe would be so proud!

How does the author support the idea expressed in this sentence?

- A. by showing the impact of Abbe's observations on the farm and the continued research into meteorology
- B. by presenting Abbe's goals and ambitions while he attended school and later when he found a job
- C. by explaining the importance of Abbe having multiple weather stations to record information
- D. by examining how effective Abbe was able to predict weather in comparison with his students

Part B

Which sentence from "Father of All Forecasters" **best** supports the answer to Part A?

- A. "In 1868, he was hired as director of Ohio's Cincinnati Observatory." (paragraph 3)
- B. "Abbe convinced the Cincinnati Chamber of Commerce to give him money to set up a network of 20 observers and help get his weather bulletin printed in the city's daily papers." (paragraph 5)
- C. "By 1872, the Weather Bureau was sending out more than 500 daily weather bulletins for locations across the country." (paragraph 8)
- D. "His hard work established today's National Weather Service (renamed from the U.S. Weather Bureau in 1967) and built the foundations of modern meteorology." (paragraph 10)

New Jersey Student Learning Standard (NJSLS) RI.6.2

NJSLS: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Essential Element of the NJSLS: Determine the main idea of a passage and details or facts related to it.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group 	<p>Determine the theme or central message</p> <p>Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</p> <p>Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</p> <p>Summarize texts by evaluating key details in which the central idea or theme is located</p> <p>Distinguish key (thematic) details from all other details</p>	<p>What is the central idea of the text?</p> <p>How can I justify my asserted central idea?</p> <p>What are the primary details that supported my asserted central idea?</p> <p>What are the supporting details that support my asserted central idea?</p> <p>How does the author develop the central idea throughout the course of the text?</p>	<p>Have students identify key points and supporting details in the text.</p> <p>In pairs, have students chart details to summarize the text. Use the summary to extrapolate the central idea.</p> <p>Create charts depicting different themes across multiple texts.</p> <p>After reading a text, complete a graphic organizer identifying the central idea and summarizing the text.</p>

	<p>Evaluate recurring ideas and changes in the characters and plot over the course of the text</p> <p>Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices</p> <p>Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment</p>		
<p>ESL Students Levels 2.5-3.9</p> <p>Special Education Students - Mid Group</p>	<p>Read adapted or appropriately leveled text.</p> <p>Identify key details orally and written.</p> <p>Identify theme orally and written.</p> <p>Summarize the text using sentence frames.</p> <p>Organize information</p>	<p>What is the central idea of the text?</p> <p>What are supporting details that support the central idea?</p>	<p>In small groups, students will create a list of key events.</p> <p>With teacher assistance, create a list of key events.</p> <p>Use a Fishbone graphic organizer to identify main idea and supporting details.</p> <p>Provide students with the following sentence frames to summarize a text.</p>

	<p>Identify central idea orally or written.</p> <p>Identify supporting details orally or written.</p>		<ul style="list-style-type: none"> ○ In the beginning,..... ○ In the middle, ○ In the end,..... <p>Use a partially completed graphic organizer to summarize a text.</p> <p>Complete a summary as a class, list possible themes for a text. In small groups discuss different themes across multiple texts. Chart and share with class.</p> <p>Using a reference sheet with possible themes, students will answer Yes/ No questions.</p>
<p>ESL Students Levels 1-2.4</p> <p>Special Education Students - Low Group</p>	<p>Identify theme using visual representation.</p> <p>Using visual representation or short phrases summarize story.</p> <p>Identifying text that is an example of a key detail</p>	<p>What is the central idea of the text?</p> <p>Which sentence best supports the central idea of the text?</p> <p>How can I summarize the text orally?</p>	<p>Students will use pictures to complete a storyboard.</p> <p>Students will use phrases and pictures to complete a storyboard</p> <p>Provide students with a list of possible themes.</p>

orally of a key detail orally by answering Yes/No or multiple choice questions.

Organize information

Main idea

Supporting details

Students will match pictures to statements about themes across multiple texts.

Students will categorize pictures of key details and the main idea.

After reading short phrases, students will circle key details that correspond to the main idea.

Sample Test Released Item: 3861_A EBSR (paper form – additional item); Associated Text: "The Alaska Start III"

Part A

Which is a summary of the blog entry "The Alaska Start III"?

- A. Dr. Robert Groves was a citizen of the village of Noorvik, Alaska, who greeted a census worker for the 2010 Census. This small village was among the last in the United States to be counted.
- B. The village of Noorvik, Alaska, greeted Dr. Robert Groves, who visited schools and brought gifts. Dr. Groves faced many challenges during his visit.
- C. Dr. Robert Groves visited Noorvik, Alaska, to count the first household for the 2010 Census. The citizens of Noorvik were excited about the arrival of the census.
- D. The village of Noorvik, Alaska, was discovered in 2010 by Dr. Robert Groves. Prior to this visit, the village did not know about the census and had likely never been counted in the survey.

Part B

Which additional evidence from the blog entry could be paraphrased and included in the answer to Part A?

- A. "There were two dog sleds nearby, one for the lieutenant governor and one for me." (paragraph 1)
- B. "At 1 p.m., I rode with the mayor of Noorvik on an ATV to visit the very first household to be enumerated in the 2010 Census." (paragraph 5)
- C. "I knocked on the door and was ushered in." (paragraph 5)
- D. "It will continue for several months—in big cities, in small towns, in institutions, among the homeless, for the rich, and for the poor." (paragraph 7)

New Jersey Student Learning Standard (NJSL) RI.6.3

NJSLS: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Essential Element of the NJSLS: Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group 	<p>Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</p> <p>Identify the structure of a text</p> <p>Distinguish between different text structures</p> <p>Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</p> <p>Analyze an author’s method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)</p> <p>Analyze how the text</p>	<p>How is an individual, event, or idea introduced?</p> <p>Why was it important for the author to introduce an individual, event, or idea at this point in the text?</p> <p>How did the individual, event, or idea change over the course of the text?</p> <p>Where does the author provide an example or anecdote to support the development of an individual, event, or idea?</p>	<p>Identify areas in text where the author gives information by: stating, describing/illustrating, quoting, and listing.</p> <p>Use a three column graphic organizer to identify the individual, event, or idea, how it is introduced, and how it is illustrated or elaborated upon.</p> <p>Underline details within a text that introduce, illustrate, or elaborate upon an individual, event of idea.</p>

	<p>structure affects the relationships between individuals, ideas, or events.</p> <p>Analyze a writer's style and presentation</p> <p>Determine the relationship between individuals, ideas, or events</p>		
<p>ESL Students Levels 2.5-3.9</p> <p>Special Education Students - Mid Group</p>	<p>Provide specific details as they relate to the text</p> <p>Understand and identify how a key individual/event/idea is introduced</p> <p>Understand and identify how a key individual/event/idea is illustrated</p> <p>Understand and identify how a key individual/event/idea is elaborated upon</p> <p>Identify examples and anecdotes</p> <p>Understand how an event or idea is introduced</p>	<p>How is an individual, event, or idea introduced?</p> <p>How did the individual, event, or idea change over the course of the text?</p>	<p>Use an adapted or leveled text to identify how the author delivers information.</p> <p>Use various colors to visually differentiate between stating, describing, illustrating, quoting or listing.</p> <p>Use a partially completed graphic organizer to identify the individual, event or idea and how it is illustrated or elaborated upon.</p> <p>Create a time line using key events.</p> <p>Given a passage use a</p>

			<p>Think Aloud to chart details that introduce, illustrate or elaborate upon an individual, event or idea.</p>
<p>ESL Students Levels 1-2.4</p> <p>Special Education Students - Low Group</p>	<p>Provide specific details as they relate to the text</p> <p>Understand and identify how a key individual/event/idea is introduced</p> <p>Understand and identify how a key individual/event/idea is illustrated</p> <p>Understand and identify how a key individual/event/idea is elaborated upon</p> <p>Identify examples and anecdotes</p> <p>Understand how an event or idea is introduced</p>	<p>Which of the following sentences represents a good example of cause and effect?</p> <p>How is an individual, event, or idea introduced?</p> <p>How did the individual, event, or idea change over the course of the text?</p>	<p>Working with a partner, match citations/example from text to the method the author uses to give information.</p> <p>As a whole group, identify a key idea from the text. Then chart how an idea is developed using a step process to dissect the author's craft.</p> <p>Given an example of an author's point of view from text, use Yes/No or multiple choice questions to determine how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p>

Sample Test Released Item: 3573_A EBSR; Associated Text: "The Alaska Start III"

Part A

Based on the information in the blog entry, what is the main responsibility of a census taker?

- A. to research effective educational programs for small villages
- B. to gather data about people across the nation
- C. to choose which families receive important visitors
- D. to report on how residents survive in remote areas

Part B

Which activity discussed in the blog entry illustrates the main responsibility of a census taker?

- A. accompanying important government officials
- B. speaking with students in classrooms
- C. visiting households to collect information with the help of residents
- D. exchanging gifts with village residents

New Jersey Student Learning Standard (NJSL) RI.6.4

NJSL: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Essential Element of the NJSL: Determine how word choice changes the meaning of a text.

Student Population	Critical Knowledge and Skills	Essential Questions (Accountable Talk)	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group 	<p>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</p> <p>Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below)</p> <p>Analyze why the author made a specific word choice</p> <p>Analyze the impact of the word choice on the reader</p> <p>Evaluate the effectiveness of the author's word choice</p>	<p>What is figurative language?</p> <p>How can I determine the deeper meaning an author may be alluding to when using figurative language?</p> <p>Why is it important to distinguish the difference between metaphors and similes?</p> <p>How can I interpret figurative language?</p> <p>Are there any clues around the word that can help me determine the meaning?</p> <p>What strategies can I use to help me determine the meaning of the word?</p>	<p>Use a word wall to identify any words for which students need clarification.</p> <p>Create a graphic organizer noting literal and implied meanings of words.</p> <p>Have students add transitional words and phrases to a document devoid of such devices.</p> <p>Given an excerpt which includes figurative language, students will highlight and describe the meaning of the figurative language examples.</p>

		<p>How can I understand and determine technical meanings?</p>	
<p>ESL Students Levels 2.5-3.9</p> <p>Special Education Students - Mid Group</p>	<p>Read adapted or leveled text.</p> <p>Identify figurative language and describe meaning orally and in short phrases.</p> <p>Know that similes and metaphors are used to compare two objects</p> <p>Use context clues to help determine the meaning of words</p> <p>Understand the words and phrases often have literal and figurative meanings</p> <p>Use key content vocabulary in short sentences to describe connotation and technical terms.</p> <p>Create a word wall</p>	<p>What is figurative language?</p> <p>How can you distinguish between metaphors and similes?</p> <p>How can you interpret figurative language?</p> <p>How can surrounding words help me understand the meaning of unfamiliar words?</p> <p>How can I see the difference between a literal meaning and a figurative meaning?</p> <p>How can I understand technical meanings?</p>	<p>Identify types of figurative language. Highlight examples in the text and discuss meaning.</p> <p>Use a Venn Diagram to compare and contrast metaphors and similes.</p> <p>As students read a text have them use a T- chart to list figurative language expressions, and meanings they negotiate in group settings.</p> <p>Model how to use context clues to determine the meaning of words.</p> <p>Use a word web to chart context clues.</p> <p>Use a partially completed graphic organizer to chart context clues.</p> <p>Use a T -chart to compare literal and non-literal meanings.</p>

	Use a bilingual dictionary		
<p>ESL Students Levels 1-2.4</p> <p>Special Education Students - Low Group</p>	<p>Identify figurative language to visual representations.</p> <p>Know that similes and metaphors are used to compare two objects</p> <p>Use context clues to help determine the meaning of words</p> <p>Understand the words and phrases often have literal and figurative meanings</p> <p>Use visual representation or short phrases to distinguish connotation and technical terms.</p> <p>Create a word wall</p> <p>Use a bilingual dictionary</p>	<p>What does the word / phrase _____ mean in the reading selection?</p> <p>Which of the following words can best replace the underlined word in the sentence?</p>	<p>Identify types of figurative language.</p> <p>Use a Venn Diagram to compare and contrast metaphors and similes.</p> <p>In groups, students will use a partially completed T chart with examples of figurative language and students create a visual representation of meaning.</p> <p>Match context clues to words or pictures.</p> <p>Use a word web to chart context clues.</p> <p>Identify new vocabulary words by answering multiple choice questions.</p> <p>Use a T chart to compare visual representations of literal and non-literal meanings of words.</p> <p>Provide students Yes/ No or multiple choice questions to identify meaning on metaphors and similes.</p>

			Identify the meaning of metaphors and similes by matching illustrations to short phrases
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Sample Test Released Item: VF862820 EBSR; Associated Text: "At Your Fingertips"

Part A

What does the word **predicted** mean as it is used in paragraph 1 of "At Your Fingertips"?

- A. decided by comparing
- B. caused damage
- C. guessed in advance
- D. watched closely

Part B

Which quotation from "At Your Fingertips" provides the **best** example of the meaning of **predicted** in Part A?

- A. "The agency, an arm of the National Oceanic and Atmospheric Administration (NOAA), has about 4,800 employees" (paragraph 2)
- B. "The Climate Prediction Center studies weather patterns" (paragraph 4)
- C. "These depend on the El Niño-Southern Oscillation (ENSO), which is a measure of the surface temperature of the tropical Pacific Ocean." (paragraph 4)
- D. "NWS information is used for adjusting airline flight routes, protecting property from floods or hurricanes, managing crop harvests, and even stocking up on toilet paper." (paragraph 5)

New Jersey Student Learning Standard (NJSLS) RI.6.5

NJSLS: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Essential Element of the NJSLS: Determine how the title fits the structure of the text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group 	<p>Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope</p> <p>Recognize how form relates to function and how a part relates to a whole</p> <p>Distinguish between different text structures</p> <p>Identify part to whole and whole to part relationships</p> <p>Observe how the individual components of the text add to the development of the theme, setting, and plot</p> <p>Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text</p>	<p>How does the author use words to establish tone?</p> <p>How does the use of specific words establish and enhance meaning?</p> <p>How does the author utilize vocabulary specific to the medium in which the piece of writing is presented?</p> <p>How do writing styles vary throughout mediums of communication?</p> <p>How are writing styles influenced by audience?</p>	<p>Given ten sentences with content specific words, students will use context clues to determine the meaning of each unknown word and match it to its definition.</p> <p>Given short excerpts and multiple choice options, students will determine the best concluding statement.</p> <p>Analyze informational texts, utilizing a graphic organizer noting the differences between how informational and narrative texts are structured.</p>

	<p>Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</p> <p>Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)</p>		
<p>ESL Students Levels 2.5-3.9</p> <p>Special Education Students - Mid Group</p>	<p>Read an adapted or leveled text.</p> <p>Using key content based vocabulary in simple related sentences to describe tone.</p> <p>Word choice</p> <p>Style</p> <p>Sentence structure</p> <p>Paragraph structure</p> <p>Word Wall</p> <p>Bilingual dictionary</p>	<p>How does the author use words to establish tone?</p> <p>How does the use of specific words establish and enhance meaning?</p> <p>How do writing styles vary throughout mediums of communication?</p> <p>How are writing styles influenced by audience?</p> <p>What text features does the author use to develop his / her ideas?</p> <p>How does the author organize and structure events?</p>	<p>As a class, use an excerpt to identify the author's tone. Highlight words or phrases that reinforce the author's tone.</p> <p>Provide students with a modified excerpt. Have students replace words using a word bank.</p> <p>Given ten sentences with content specific words, students will use Four Square Word Web to determine the meaning of unknown words.</p> <p>Sort words that have a negative and positive connotation.</p> <p>Use a Venn diagram compare and contrast different writing</p>

			<p>styles of a narrative and informational text.</p> <p>Using short sentences in a partially completed T-chart compare and contrast subject matter in two texts.</p>
<p>ESL Students Levels 1-2.4</p> <p>Special Education Students - Low Group</p>	<p>Word choice</p> <p>Use short phrases or pictures to describe tone.</p> <p>Style</p> <p>Sentence structure</p> <p>Paragraph structure</p> <p>Word Wall</p> <p>Use a bilingual dictionary</p>	<p>How does the author use words to establish tone?</p> <p>How does the use of specific words establish and enhance meaning?</p> <p>How does the author utilize vocabulary specific to the medium in which the piece of writing is presented?</p> <p>How do writing styles vary throughout mediums of communication?</p> <p>Which one of the following features does the author use to develop his / her ideas?</p>	<p>As a class use an excerpt to identify the author's tone. Highlight words or phrases that reinforce the author's tone.</p> <p>Using a modified excerpt, have students replace words using a word bank.</p> <p>Provide students with different sentences. Have students replace the underlined words with visual representation of vocabulary words.</p> <p>Sort words according to its negative and positive connotation.</p> <p>Using multiple choice or Yes or No questions, students will identify sentences that do not belong in a narrative or informational text.</p>

			<p>Using a visual representation of specific components of a narrative and informational text, students will compare and contrast different writing styles.</p> <p>Students will sort short phrases written on sentence strips in a partially completed T-chart to compare and contrast subject matter in two texts.</p>
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Sample Test Released Item: 3170_A EBSR; Associated Text: "Of Feathers, Fat, and Freezing"

Part A

How does paragraph 2 contribute to the development of ideas in "Of Feathers, Fat, and Freezing"?

- A. by providing an anecdote before summarizing a chickadee's adaptation
- B. by introducing a conversation with the reader in order to establish authority on the subject of the chickadee
- C. by directly addressing the reader with a question before summarizing a chickadee's adaptation
- D. by describing a challenge to the chickadee's survival through the introduction of personal examples

Part B

Which paragraph from "Of Feathers, Fat, and Freezing" demonstrates the same technique found in paragraph 2?

- A. paragraph 4
- B. paragraph 6
- C. paragraph 7
- D. paragraph 9

New Jersey Student Learning Standard (NJSLS) RI.6.6

NJSLS: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Essential Element of the NJSLS: Identify words or phrases in the text that describe or show the author's point of view.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group 	<p>Identify various points of view</p> <p>Determine how the author develops the point-of-view of the narrator or speaker in the text</p> <p>Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</p> <p>Determine how the author's word choice helps develop the narrator or speaker's point of view</p>	<p>What is the author's point of view or purpose?</p> <p>How does the author's word choice help develop the point of view/purpose?</p> <p>Use the text to support how the point of view/purpose is conveyed by the author</p>	<p>Select a passage that is both interesting and can encourage good conversation. Determine the appropriate stopping points in the text—where you think your students need to gain a greater understanding of the material. Utilize the questions below to encourage critical thinking:</p> <ol style="list-style-type: none"> 1) What is the author trying to say? 2) Why do you think the author used the following phrase? 3) What is the author's purpose in writing this text? <p>Using specific language found in the text, students work in pairs to prepare a Venn diagram displaying the different points of view</p>

	Evaluate the effectiveness of the author's choice in point of view		outlined in the text. Teachers listen intently and foster an environment of objective peer to peer feedback sharing in order to keep learning moving forward.
ESL Students Levels 2.5-3.9 Special Education Students - Mid Group	Point of view Author's purpose Perspective Word choice	What is the author's point of view? What is the author's purpose? How can you tell? How does the author's word choice help develop the point of view/purpose?	Provide a book (or movie or play) review. These can be found in the newspaper or online. Ask the students to read the review and determine what the author thought of the book and how he conveyed that to the reader.
ESL Students Levels 1-2.4 Special Education Students - Low Group	Point of view Author's purpose Perspective Word choice	Which sentence in the paragraph shows the author's point of view? Which of the following sentences supports the author's point of view?	Read an informational text to identify an author's point of view and analyze how the author distinguishes his or her position by identifying key, high-frequency, content-related words and phrases within the passage.

Sample Test Released Item: VF862806 EBSR; Associated Text: "At Your Fingertips"

Part A

In "At Your Fingertips," what is the author's **main** purpose for writing the article?

- A. to persuade people to listen to the National Weather Service warnings
- B. to share information about the function of the National Weather Service
- C. to demonstrate thankfulness for the work of the National Weather Service
- D. to increase the number of visitors to the National Weather Service Web page

Part B

Which phrase from "At Your Fingertips" **best** supports the answer to Part A?

- A. "... provides weather, hydrologic (water-related), and climate forecasts ..." (paragraph 2)
- B. "... teams of scientists studying satellite, buoy, radar, and computer information ..." (paragraph 2)
- C. "... is about 11 minutes longer than people had 20 years ago!" (paragraph 3)
- D. "... studies weather patterns lasting months or years." (paragraph 4)

New Jersey Student Learning Standard (NJSL) RI.6.7

NJSL: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Essential Element of the NJSL: Find similarities in information presented in different media or formats as well as in text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group 	<p>Compare and contrast texts across various genres on the same theme or topic</p> <p>Gain a well-rounded perspective on issues presented in informational text</p> <p>Gather information from all media to assess and better understand how each is presented</p> <p>Interpret the meaning of text features, charts, graphs, etc</p> <p>Highlight information from articles and note-taking from live media to gain insight into the overall scope of an issue</p>	<p>What common understanding on the topic/issue did you develop?</p> <p>Which format best relays the message?</p>	<p>THIEVES. THIEVES is an acronym for <i>title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary.</i> Students are guided through a preview of a nonfiction text. After guided practice, partners work together to use the strategy to preview a chapter from a textbook. Students discuss what information they "stole" from the chapter and discuss how the strategy is useful in better understanding a text by looking at different formats. (text verses graphs/tables/charts)</p> <p>Each partnership develops</p>

			<p>a multimedia presentation that clearly outlines the information from their respective text. Special emphasis is placed on specific language used within the text to outline a topic or explain a concept. Objective feedback is continual in order to keep learning moving forward.</p> <p>Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.</p>
<p>ESL Students Levels 2.5-3.9</p> <p>Special Education Students - Mid Group</p>	<p>Integrate information from diverse media and formats</p> <p>Summarize information</p> <p>Develop understanding of a topic/issue</p>	<p>What common understanding on the topic/issue did you develop?</p> <p>Which format best relays the message?</p> <p>How did your understanding improve after hearing/seeing _____ and _____?</p> <p>What form of information</p>	<p>Provide all the information you can find about a recent football, basketball or baseball game. For instance, provide an article written about the game as well as the stats and box scores found. Ask the students to review all the information. Ask, "From all the information I have given you, what more can you</p>

		<p>best helped you understand?</p> <p>What words helped you understand about the topic?</p> <p>What media format made the topic most clear? Why?</p>	<p>tell me about this game than just who won and who lost?"</p> <p>The students may be able to tell you how long the game lasted, provide statistics about each player's performance in the game, and who the team's next opponent will be.</p>
<p>ESL Students Levels 1-2.4</p> <p>Special Education Students - Low Group</p>	<p>Integrate information from diverse media and formats</p> <p>Summarize information</p> <p>Develop understanding of a topic/issue</p>	<p>How can I organize or list my information?</p> <p>How can I tell if a source is a good and reliable one?</p> <p>How did your understanding improve after hearing/seeing _____ and _____?</p> <p>What form of information best helped you understand?</p> <p>What words helped you understand about the topic?</p> <p>What media format made the topic most clear? Why?</p>	<p>Read to utilize information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue phrases as they are used in L1 and/or in a leveled informational text in English.</p>

New Jersey Student Learning Standard (NJSLs) RI.6.8

NJSLs: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Essential Element of the NJSLs: Distinguish claims in a text supported by reason.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group 	<p>Evaluate data, arguments and claims in a text Distinguish those supported by evidence from those which are not Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported) Evaluate if there is enough evidence to support a particular claim within an informational text</p>	<p>What is the argument presented in the text?</p> <p>How is the argument developed and supported?</p> <p>Is the claim valid? Explain your answer.</p> <p>Show me evidence the supports the argument.</p> <p>Which of the evidence supporting the argument is most relevant?</p>	<p>Fact with Evidence or Not. After reading a selected text, have students create a table listing claims supported with evidence from the text on one side and claims not supported with evidence from the text on the other side. Use classroom observations to determine mastery.</p> <p>After identifying claims supported with evidence from the text, ask students to identify and list the specific text that supports the claims made in the text.</p>
<p>ESL Students Levels 2.5-3.9</p> <p>Special Education Students -</p>	<p>Understand how claims and/or arguments are supported</p>	<p>What is the argument presented in the text?</p> <p>How is the argument</p>	<p>Present the students with advertisements promoting one product over another and ask</p>

<p>Mid Group</p>	<p>Trace and evaluate arguments and claims</p> <p>Distinguish valid claims from claims that aren't supported</p>	<p>developed and supported?</p> <p>Is the claim valid? Explain your answer.</p> <p>Show me evidence the supports the argument.</p> <p>Which of the evidence supporting the argument is most relevant?</p>	<p>them to evaluate the argument and claims being made. For example, Coke vs. Pepsi, Pizza Hut vs. Domino's, Kroger vs. Wal-Mart.</p> <p>Read and analyze the argument and specific claims in a text using key, content-based vocabulary in simple, related sentences with repetitive structures.</p>
<p>ESL Students Levels 1-2.4</p> <p>Special Education Students - Low Group</p>	<p>Understand how claims and/or arguments are supported</p> <p>Trace and evaluate arguments and claims</p> <p>Distinguish valid claims from claims that aren't supported</p>	<p>Do my examples from the text support the claim?</p> <p>How is the argument developed and supported?</p> <p>Is the claim valid? Explain your answer.</p> <p>Show me evidence the supports the argument.</p> <p>Which of the evidence supporting the argument is most relevant?</p>	<p>Read and analyze the argument and specific claims in leveled informational texts in English, match conflicting content-related phrases to visual representations.</p>

Sample Test Released Item: 3874_A EBSR (paper form – additional items); Associated Text: “Of Feathers, Fat, and Freezing”

Part A

According to the article, why do chickadees eat a lot of fatty foods every day?

- A. Chickadees consider fatty foods to be special treats.
- B. People who have chickadee bird feeders fill them with fatty foods.
- C. Other types of birds fly south and leave mostly fatty foods for chickadees.
- D. Fatty foods provide chickadees with just enough fuel to stay warm overnight.

Part B

What does the author give as a reason supporting the answer to Part A?

- A. Chickadees only have certain types of food available to them.
- B. Chickadees do not have crops in which they can store food to eat later.
- C. Chickadees are not very active during the night.
- D. Chickadees living near well-stocked bird feeders survive better than other chickadees.

New Jersey Student Learning Standard (NJSLs) RI.6.9

NJSLs: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Essential Element of the NJSLs: Compare and contrast how two texts describe the same event.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group 	<p>Compare and contrast two author's presentations of similar events</p> <p>Determine the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed</p> <p>Make connections across different authors' perspectives</p> <p>Explore the implications of the differences</p> <p>Analyze the impact of the differences in presentations on the reader</p> <p>Evaluate the effectiveness of each author's presentation of events</p>	<p>Compare _____ presentation of _____ to _____ presentation of _____.</p> <p>How do the works of _____ differ from the works of _____?</p> <p>Explain the similarities and differences of _____ and _____.</p> <p>What is common in both texts?</p> <p>How do the texts differ?</p> <p>Which of the authors' approaches do you prefer? Why?</p>	<p>Students will choose two different texts about a similar topic with two different authors.</p> <p>Students will compare and contrast the presentation of both pieces of text.</p> <p>Students will use a Venn Diagram to explain similarities and differences of one topic presented by two different authors. Students will record notes on their Venn Diagram. Students will use their notes to create a summary of the similarities and differences.</p>

<p>ESL Students Levels 2.5-3.9</p> <p>Special Education Students - Mid Group</p>	<p>Compare & contrast differing presentations of the same event</p> <p>Synthesize information</p>	<p>Compare _____ presentation of _____ to _____ presentation of _____.</p> <p>How do the works of _____ differ from the works of _____?</p> <p>Explain the similarities and differences of _____ and _____.</p> <p>What is common in both texts?</p> <p>How do the texts differ?</p> <p>Which of the authors' approaches do you prefer? Why?</p>	<p>Provide two articles that provide different views of the same event. For example, how does the Louisville Courier-Journal's write-up about the Louisville vs. UK game compare to the one found in the Lexington Herald-Leader? Or Cubs vs. Reds? Or one county school vs. another county school?</p>
<p>ESL Students Levels 1-2.4</p> <p>Special Education Students - Low Group</p>	<p>Compare & contrast differing presentations of the same event</p> <p>Synthesize information</p>	<p>What topic do both texts deal with?</p> <p>What are the differences and similarities both texts present?</p> <p>How do author's words inform or persuade readers?</p>	<p>Compare and contrast one author's presentation of events with that of another from an informational text by matching selected words and pictures.</p>

Sample Test Released Item: VF862836 EBSR; Associated Texts: "Father of All Forecasters" and "At Your Fingertips"

Part A

Which claim is shared by the authors of both "Father of All Forecasters" and "At Your Fingertips"?

- A. The National Weather Service improves people's lives.
- B. Scientific research resulted in the U.S. Weather Bureau.
- C. People should thank the National Weather Service for its work.
- D. Abbe should be remembered for his work at the U.S. Weather Bureau.

Part B

Which **three** sentences from the articles **best** support the answer to Part A?

- A. "Did you know that the National Weather Service gathers data from across the country to help create local weather reports every day?" ("Father of All Forecasters," paragraph 1)
- B. "Abbe knew that atmospheric conditions such as clouds, haze, fog, and rain could affect astronomical observations." ("Father of All Forecasters," paragraph 3)
- C. "Early in 1870, President Ulysses S. Grant signed a bill establishing the Weather Bureau, and Abbe became its chief meteorologist." ("Father of All Forecasters," paragraph 6)
- D. "Every report included information on temperature, wind direction, barometric pressure, and current weather conditions." ("Father of All Forecasters," paragraph 7)
- E. "The NWS Storm Prediction Center forecasts severe weather up to three days in advance and updates information as severe weather approaches." ("At Your Fingertips," paragraph 3)
- F. "Every month, the center publishes the ENSO Diagnostic Discussion forecasting climate conditions in the nation." ("At Your Fingertips," paragraph 4)
- G. "So the next time the NWS accurately predicts a clap of thunder—or anything else—be sure to give the agency some appreciative claps of your own." ("At Your Fingertips," paragraph 6)

New Jersey Student Learning Standard (NJSLS) W.6.1A,B,C,D,E

NJSLS: Write arguments to support claims with clear reasons and relevant evidence.

W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1.D. Establish and maintain a formal/academic style, approach, and form.

W.6.1.E. Provide a concluding statement or section that follows from the argument presented.

Essential Element of the NJSLS: Write claims about topics or text.

a. Write a claim about a topic or text.

b. Write one or more reasons to support a claim about a topic or text.

c. Not applicable

d. Not applicable

e. Not applicable

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group 	<p>Introduce claim(s) Write a clear thesis statement Write arguments to support claims Organize the reasons and evidence logically Support claim(s) with logical reasoning and evidence Use accurate, credible sources to support claims Demonstrate an understanding of the topic or text</p>	<p>Why is it important to include claims and opposing claims in argument writing? How can you determine the audience? Why is it important to use credible sources when citing? What is the topic?</p>	<p>Students will gather at least two sources on one topic. Students will evaluate sources in order to create a thesis statement. Students will share reasons and evidence with a writing partner.</p>

	<p>Use transitional words and phrases</p> <p>Use a consistent formal or academic style, approach, and form</p> <p>Write a conclusion to bring the writing to a close</p>		
<p>ESL Students Levels 2.5-3.9</p> <p>Special Education Students - Mid Group</p>	<p>Formal text structure</p> <p>Purpose for writing</p> <p>Claims/Counterclaims</p> <p>Argument writing</p> <p>Audience</p> <p>Textual Evidence</p> <p>Support claim</p> <p>Identify and understand the topic</p> <p>Temporal Words</p> <p>Word Choice</p> <p>Formal Text Structure</p> <p>Use facts, concrete details, quotations, examples to develop a topic.</p>	<p>Why is it important to include claims and opposing claims in argument writing?</p> <p>How can you determine the audience?</p> <p>Why is it important to use credible sources when citing?</p> <p>What is the topic?</p>	<p>Review a sample text and highlight components of a strong argument. (claim, reasons, and evidence)</p> <p>In small groups using an adapted text chart claims/ counterclaims and evidence to support claims.</p>
<p>ESL Students Levels 1-2.4</p>	<p>Formal text structure</p>	<p>Why is it important to include claims and</p>	<p>Review a sample text and highlight components of a</p>

<p>Special Education Students - Low Group</p>	<p>Purpose for writing Claims/Counterclaims Argument writing Audience Textual Evidence Support claim Identify and understand the topic Temporal Words Word Choice Formal Text Structure Use facts, concrete details, quotations, examples to develop a topic.</p>	<p>opposing claims in argument writing? Who is the audience? Which of the following is a credible source? What is the topic?</p>	<p>strong argument. (claim, reasons, and evidence) Students will use Y/N questions or multiple choice questions to identify statements as claims/counterclaims and evidence to support claims. Students can practice changing a purpose statement into a claim.</p>
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New Jersey Student Learning Standard (NJSL) W.6.4

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

Essential Element of the NJSL: Produce writing that is appropriate for the task, purpose, or audience.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - Special Education Students - High Group 	<p>Identify defining characteristics of different genres of writing</p> <p>Unpack a writing prompt</p> <p>Write for a specific purpose and audience</p> <p>Select an appropriate text structure or format for the task</p> <p>Use language that is precise and powerful to create voice</p> <p>Create a tone that is appropriate for one’s audience</p>	<p>What form of writing does the prompt call for?</p> <p>What organizational structure will you use?</p> <p>What is the purpose for writing?</p> <p>Who is the audience?</p> <p>How will you organize and develop your thoughts before writing?</p> <p>Did you use vocabulary that is appropriate to your audience?</p> <p>Are you using a formal or informal style of writing?</p> <p>Which would be most appropriate for your audience?</p>	<p>Create an outline that will organize your thoughts before you begin writing.</p> <p>Given a writing piece, determine the audience and the thesis statement.</p>
<p>ESL Students Levels 2.6-3.9</p> <p>Special Education Students -</p>	<p>Understand various writing text types and their</p>	<p>What form of writing does the task call for?</p>	<p>Teacher will model how to develop an outline.</p>

<p>Mid Group</p>	<p>organizational structures.</p> <p>Understand the writing task.</p> <p>Identify and understand the writing purpose.</p> <p>Determine and address the audience appropriately.</p> <p>Understand and utilize appropriate style.</p>	<p>What organizational structure will you use?</p> <p>Can I use a graphic organizer to help me create a clear and coherent writing?</p> <p>Does your writing move the reader easily from one part to another?</p> <p>Who is the audience?</p>	<p>In small groups students read a writing piece and determine the audience and the thesis statement. Students will identify words or phrases as evidence.</p>
<p>ESL Students Levels 1-2.5 Special Education Students - Low Group</p>	<p>Understand various writing text types and their organizational structures.</p> <p>Understand the writing task.</p> <p>Identify and understand the writing purpose.</p> <p>Determine and address the audience appropriately.</p> <p>Understand and utilize appropriate style.</p>	<p>Why is it important to know who you are writing for?</p> <p>Can I use a graphic organizer to organize my writing?</p> <p>Who is the audience?</p> <p>Does your writing make sense? Can the reader follow what you are saying?</p>	<p>Teacher will model how to develop an outline</p> <p>Teacher will model how to determine the audience and the thesis statement of a writing piece.</p>

Sample Test Released Item: 3183 PCR; Associated Text: “A Single Shard” and “Turn, Turn, My Wheel”

You have read **two** texts about people who make pottery. Think about how the narrator in the passage from *A Single Shard* and the speaker in “Turn, Turn, My Wheel” respond to the potters in each text. Write an essay that compares and contrasts how the narrator and the speaker view the potters in the passage and in the poem.

Be sure to cite specific details and examples from **both** texts to support your essay.



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New Jersey Student Learning Standard (NJSL) W. 6.5

NJSLS: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - Special Education Students - High Group 	<p>Revise and edit intentionally to improve writing</p> <p>Generate ideas to develop topic</p> <p>Revise writing with a partner or self-editing checklists</p> <p>Distinguish between editing and revising</p>	<p>How will you plan your writing piece?</p> <p>How does your planning template compare with your writing piece?</p> <p>Was something added/omitted? Why</p> <p>What is the best title for this piece?</p> <p>Is the structure you selected the most effective format for conveying your ideas?</p> <p>Is additional evidence, description, or clarification needed anywhere in the piece?</p> <p>Does one section of your writing piece problematic?</p> <p>How can you revise that portion to better fit the overall piece?</p>	<p>Students will work collaboratively with peers to plan, revise, edit and rewrite their writing.</p> <p>Students will participate in writing conferences with their teacher in order to plan, revise, rewrite and edit their writing.</p>

		<p>Do all sentences belong? Do some sentences need to be reworded or deleted? Is your writing free of writing conventions errors? Where should you go if you need helping editing?</p>	
<p>ESL Students Levels 2.6-3.9 Special Education Students - Mid Group</p>	<p>Develop and use planning templates Understand and utilize revision techniques Identify and edit text-problems Understand and use multiple writing approaches Receive and provide writing guidance</p>	<p>How will you plan your writing piece? What is the best title for this piece? Do all sentences belong? Do some sentences need to be reworded or deleted? Is your writing free of writing conventions errors? What do you think you did effectively? What do you think you could improve? Did you reread your piece out loud and to yourself? What did you notice as you read? What kinds of revisions could make your writing stronger? Did you use your</p>	<p>Given a writing piece, students will use checklist to revise and edit.</p> <p>Students will work with partner to revise writing piece.</p>

		<p>strategies for revision? Did you use your editing checklist? How does your initial draft compare to your final piece?</p>	
<p>ESL Students Levels 1-2.5 Special Education Students - Low Group</p>	<p>Develop and use planning templates Understand and utilize revision techniques Identify and edit text-problems Understand and use multiple writing approaches Receive and provide writing guidance</p>	<p>How will you plan your writing piece? What is the best title for this piece? Do all sentences belong? Do some sentences need to be reworded or deleted? Is your writing free of writing conventions errors? What do you think you did effectively? What do you think you could improve? Did you reread your piece out loud and to yourself? What did you notice as you read? What kinds of revisions could make your writing stronger? Did you use your strategies for revision? Did you use your editing checklist?</p>	<p>Write, plan, revise and edit to develop, strengthen, and focus writing or use drawings and selected words in phrase patterns. Students will work with a partner to develop an outline before beginning the writing process (topic, three details, and conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided.</p> <p>Using a question framework (e.g., 5 W's and an H) in graphic organizer software, students can take turns entering information into the organizer, seek another peer partner group's feedback, and then add to</p>

		How does your initial draft compare to your final piece?	the outline.
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Sample Test Released Item: 3183 PCR; Associated Text: “A Single Shard” and “Turn, Turn, My Wheel” listed above meets standards W.6.4-6.10

You have read **two** texts about people who make pottery. Think about how the narrator in the passage from *A Single Shard* and the speaker in “Turn, Turn, My Wheel” respond to the potters in each text. Write an essay that compares and contrasts how the narrator and the speaker view the potters in the passage and in the poem.

Be sure to cite specific details and examples from **both** texts to support your essay.

B	<i>I</i>	<u>U</u>	☰	☷	↶	↷

New Jersey Student Learning Standard (NJSL) W.6.6

NJSL: 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 three pages in a single sitting.

Essential Element of the NJSL: Use technology, including the Internet, to produce writing while interacting and collaborating with others.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - Special Education Students - High Group 	<p>Use technological resources to enhance writing</p> <p>Give and receive feedback using technology</p> <p>Seek out authentic publishing opportunities</p> <p>Use tools including blogs and wikis, to develop writing and communicate with students in their classes</p> <p>Type a minimum of three pages in a single sitting</p> <p>Use keyboarding skills to make typing more efficient</p> <p>Type three pages in an appropriate amount of time</p>	<p>What software will you use to create this document?</p> <p>How can the Internet serve as a tool for production, publication, and collaboration?</p> <p>What medium will you use to publish your writing so that others can access it?</p> <p>How will you use technology to collaborate and interact with others about your writing?</p>	<p>Students will produce a typed 3-page final draft of their writing piece.</p>

<p>ESL Students Levels 2.6-3.9 Special Education Students - Mid Group</p>	<p>Use technological resources to enhance writing</p> <p>Understand how to choose and evaluate appropriate platform</p> <p>Understand how to link and cite sources</p> <p>Create shared writing products</p> <p>Give and receive feedback using technology</p>	<p>Do you know how to locate information on the internet?</p> <p>How will you use technology to create this document?</p> <p>How can you include a link to resources within your document?</p> <p>How did you cite your work?</p> <p>How did collaborate with peers and provide feedback?</p>	<p>Using a Class Wiki/Blog/Google Docs, students will publish written work, using simple sentences with key content based vocabulary</p> <p>In groups have students spell check and grammar check to edit, and then export digital draft to class wiki.</p> <p>Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.</p> <p>Have students send an e-mail to a teacher, read their response seeking additional information or clarification, and write a new e-mail to address the request.</p> <p>In pairs, review and discuss a shared writing product, add words to sentences in</p>
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			<p>the electronic shared writing product.</p> <p>Create a research question about a topic you are studying about (could be cross curricular – Science or Social Studies) and conduct research to answer the question. The finished product should include direct quotations from a source and a bibliography.</p>
<p>ESL Students Levels 1-2.5</p> <p>Special Education Students - Low Group</p>	<p>Use technological resources to enhance writing</p> <p>Understand how to choose and evaluate appropriate platform</p> <p>Understand how to link and cite sources</p> <p>Create shared writing products</p> <p>Give and receive feedback using technology</p>	<p>Do you know how to locate information on the internet?</p> <p>Do you know how to locate appropriate information</p> <p>Did you write a caption for your picture/ photograph?</p> <p>How did you provide feedback?</p> <p>How did you cite your work?</p> <p>How did you collaborate with your peers?</p>	<p>Using a Class Wiki/Blog/Google Docs, students will publish written work, using simple sentences with key content based vocabulary.</p> <p>Students can complete cloze sentences or captions for images selected from online sources, using and key content based vocabulary.</p> <p>With teacher support allow students to use a text to speech to listen to first</p>

			<p>draft and decide what information to add.</p> <p>Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.</p> <p>Have students send an e-mail to a teacher, read their response seeking additional information or clarification, and write a new e-mail to address the request.</p> <p>As a whole group review and discuss a shared writing product, add words to sentences in the electronic shared writing product. Create a presentation that incorporates technology. Alternatively, students may use posters, or other visuals.</p>
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Sample Test Released Item: Sample Test Released Item: 3183 PCR; Associated Text: “A Single Shard” and “Turn, Turn, My Wheel” listed above meets standards W.6.4-6.10

You have read **two** texts about people who make pottery. Think about how the narrator in the passage from *A Single Shard* and the speaker in “Turn, Turn, My Wheel” respond to the potters in each text. Write an essay that compares and contrasts how the narrator and the speaker view the potters in the passage and in the poem.

Be sure to cite specific details and examples from **both** texts to support your essay.

B	<i>I</i>	<u>U</u>	☰	☷	↶	↷

New Jersey Student Learning Standard (NJSLs) W.6.8

NJSLs: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Essential Element of the NJSLs: Gather information from multiple print and digital sources that relates to a given topic.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - Special Education Students - High Group 	<p>Use search terms effectively</p> <p>Assess the credibility and accuracy of each source</p> <p>Select direct and indirect quotations that relate to the topic as evidence</p> <p>Explain quotations used as support to enhance meaning</p> <p>Cite direct and indirect quotations</p> <p>Identify examples of plagiarism in writing</p> <p>Avoid plagiarism in writing</p> <p>Follow typing appropriate typing format and conventions</p>	<p>How will you locate information from both print and digital sources?</p> <p>What makes this information relevant to the topic?</p> <p>How do you know that the source is credible?</p> <p>What direct quotes will you use?</p> <p>What conclusive information do you plan to include?</p> <p>How will you paraphrase the information?</p> <p>How do you cite (various) sources in a bibliography?</p>	<p>Students will gather print and digital sources for an assigned topic.</p> <p>Students will evaluate the credibility of each source.</p> <p>Students will paraphrase various pieces of information from each source.</p> <p>Students will identify two direct quotes from each source.</p>
<p>ESL Students Levels 2.6-3.9</p> <p>Special Education Students -</p>	<p>Gather print and digital information (research)</p> <p>Assess relevance of</p>	<p>How will I locate information from both print and digital sources?</p>	<p>Conduct research and gather relevant Information</p> <p>Students will gather print</p>


<p>Mid Group</p>	<p>information</p> <p>Assess credibility of sources</p> <p>Utilize quotes</p> <p>Paraphrase correctly</p> <p>Create a bibliography</p> <p>Identify examples of plagiarism in writing</p>	<p>Which sources did I draw from? What kind of media did you use?</p> <p>Is information relevant to the topic?</p> <p>Is this source credible?</p> <p>What direct quotes will you use?</p> <p>What information will I include?</p> <p>How will I paraphrase the information?</p> <p>How did I keep track of your sources and the information located?</p> <p>How do I cite (various) sources in a bibliography?</p>	<p>and digital sources for an assigned topic.</p> <p>Students will evaluate the credibility of each source. Students will paraphrase various pieces of information from each source.</p> <p>Students will identify two direct quotes from each source.</p> <p>Identify relevant information from multiple print and digital sources by producing key, content-based vocabulary in simple sentences using repetitive structures that represent multiple-related ideas.</p>
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<p>ESL Students Levels 1-2.5 Special Education Students - Low Group</p>	<p>Gather print and digital information (research) Assess relevance of information</p> <p>Assess credibility of sources</p> <p>Utilize quotes</p> <p>Paraphrase correctly</p> <p>Create a bibliography</p> <p>Identify examples of plagiarism in writing</p>	<p>Is information relevant to the topic?</p> <p>Is this source credible?</p> <p>What direct quotes will you use?</p>	<p>Conduct research and gather relevant Information</p> <p>Identify relevant information from multiple print and digital sources in by producing high-frequency, content-related single words in phrases or memorized patterns that represent key ideas.</p> <p>Students list basic bibliographic information for sources by producing single words that represent key ideas using phrase patterns and general, content-related vocabulary.</p>
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Sample Test Released Item: 3183 PCR; Associated Text: “A Single Shard” and “Turn, Turn, My Wheel” listed above meets standards W.6.4-6.10

You have read **two** texts about people who make pottery. Think about how the narrator in the passage from *A Single Shard* and the speaker in “Turn, Turn, My Wheel” respond to the potters in each text. Write an essay that compares and contrasts how the narrator and the speaker view the potters in the passage and in the poem.

Be sure to cite specific details and examples from **both** texts to support your essay.



A text editor toolbar with icons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Undo, and Redo, followed by a large empty text input area.

New Jersey Student Learning Standard (NJSLS) W.6.10

NJSLS: 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
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - Special Education Students - High Group 	<p>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</p> <p>Reflect on and be able to explain purposeful decisions made while writing</p> <p>Respond to a wide-variety of topics for an array of purposes and audiences</p> <p>Produce written reflections</p>	<p>How can you create an outline (with time frames) to facilitate/organize your writing?</p> <p>What is the purpose of this writing?</p> <p>What is the specific task?</p> <p>Who is the intended audience?</p> <p>How will you address the audience's knowledge/perspective?</p>	<p>Students produce several pieces of writing to be revised.</p> <p>Students communicate their ideas for revision of their peers' work through a written reflection.</p>
<p>ESL Students Levels 2.6-3.9</p> <p>Special Education Students - Mid Group</p>	<p>Identify and understand the task</p> <p>Identify and understand the purpose</p> <p>Identify and understand the audience</p> <p>Compose a variety of text types</p>	<p>What is the purpose of this writing?</p> <p>What is the purpose of this task?</p> <p>Who is the audience? What steps will you take to complete the task?</p> <p>How will you ensure your</p>	<p>Students can write narratives, dialogues, or make periodic journal entries for a specific purpose or audience using simple related sentences and key content based</p>

	Communicate information effectively	piece is effective?	vocabulary.
<p>ESL Students Levels 1-2.5</p> <p>Special Education Students - Low Group</p>	<p>Understand the writing process</p> <p>Determine purpose and audience</p> <p>Use of revision strategies (checklist)</p>	<p>Who is the audience?</p> <p>Did you write your thoughts about something you learned or wondered today?</p>	<p>With prompting and support, students can write reflective journal entries for a specific purpose or audience by utilizing words from a word bank.</p> <p>What do you think was the most important word you heard today? The most important passage? Why is it important to you?</p>

Sample Test Released Item: Sample Test Released Item: 3183 PCR; Associated Text: “A Single Shard” and “Turn, Turn, My Wheel” listed above meets standards W.6.4-6.10

You have read **two** texts about people who make pottery. Think about how the narrator in the passage from *A Single Shard* and the speaker in “Turn, Turn, My Wheel” respond to the potters in each text. Write an essay that compares and contrasts how the narrator and the speaker view the potters in the passage and in the poem.

Be sure to cite specific details and examples from **both** texts to support your essay.



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

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

Writing

Primary Focus: Writing Unit	Secondary Focus	Routine Writing
<p style="text-align: center;">Information/ Argument/Research</p> <p style="text-align: center;"><u>Information</u></p> <p>Lesson 1: Putting Things in Drawers and Shelves</p> <p>Lesson 2: Writing Headings for Chunked Information Texts</p> <p>Lesson 3: Dividing Texts into Chunks</p> <p>Lesson 4: Note-Taking from a Video</p> <p>Lesson 5: Note-Taking from a Text</p> <p>Lesson 6: The Lead, Engaging Your Reader</p> <p>Lesson 7: Structures and Organizations</p> <p>Lesson 8: Achieving Variety in Information Writing</p> <p>Lesson 9: Revision from Reader Feedback</p> <p>Lesson 10: Revision for Content</p> <p>Lesson 11: Revision for Variety, Clarity, Conciseness and Correctness</p> <p>Lesson 12: Edit Down the Lane and Using a Rubric</p> <p style="text-align: center;"><u>Arguments</u></p> <p>Lesson 1: Good Reasons to Argue</p> <p>Lesson 2: Differences Between an Argument and Opinion</p> <p>Lesson 3: Making Your Readers Stakeholders</p> <p>Lesson 4: Judging Sources</p> <p>Lesson 5: Strong Reasons, Weak Reasons</p> <p>Lesson 6: Call to Action Conclusions</p> <p>Lesson 7: Sequencing</p> <p>Lesson 8: Revision from Reader Feedback</p> <p>Lesson 9: Revising for Content</p>	<p style="text-align: center;">Argument</p> <p>The culminating assignment within the IFL unit, addresses argument writing, as does the writing unit, however, additional writing lessons may be needed to address all NJSLs.</p>	<p style="text-align: center;">Examples</p> <p>Reader’s Response Notebook</p> <p>Journals</p> <p>Blogging</p> <p>Quick Writes</p> <p>Interactive Writing</p>

Lesson 10: Revising for Variety, Clarity, Conciseness and Correctness

Lesson 11: Edit Down the Lane and Using a Rubric

Multiple Non-Fiction Texts RST Writing About Information

Lesson 1: Reading Texts, Watching a Video, Finding Main Ideas for RST Essay

Lesson 2: Creating an Outline for RST

Lesson 3: Writing Workshop, The Introductory Paragraph for RST

Lesson 4: Evaluating an Exemplar Introductory Paragraph for RST

Lesson 5: Writing Workshop, The First Body Paragraph for RST

Lesson 6: Evaluating an Exemplar First Body Paragraph for RST

Lesson 7: Writing Workshop, The Second Body Paragraph for RST

Lesson 8: Evaluating an Exemplar Second Body Paragraph for RST

Lesson 9: Writing Workshop, The Third Body Paragraph for RST

Lesson 10: Evaluating an Exemplar Third Body Paragraph for RST

Lesson 11: Writing Workshop, Writing and Evaluating the Concluding Paragraph for RST

Lesson 12: Revising for Variety, Clarity, Conciseness and Correctness

Please note, district required reading and writing resources should be utilized to develop Research Tasks throughout the year.

Writing Rubrics

GRADES 6-11 CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS (Revised July 29, 2014)*

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates basic comprehension of ideas by providing a generally accurate analysis and supporting the analysis with basic textual evidence.	The student response does not demonstrate limited comprehension of ideas by providing minimally accurate or no analysis with limited textual evidence.	The student response does not demonstrate no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	The student response: addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence; demonstrates purposeful coherence, clarity, and cohesion making it easy to follow the writer's progression of ideas; establishes and maintains an effective style, attending to the norms and conventions of the discipline.	The student response: addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task by using clear reasoning supported by relevant textual evidence; demonstrates coherence, clarity, and cohesion making it fairly easy to follow the writer's progression of ideas; establishes and maintains a mostly effective style, attending to the norms and conventions of the discipline.	The student response: addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task by using some reasoning and text-based evidence; demonstrates some coherence, clarity, and cohesion making the writer's progression of idea usually discernible but not obvious ; has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.	The student response: addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriate to the task by using limited reasoning and text-based evidence; is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity, and cohesion making the writer's progression of ideas somewhat unclear; has a style that is has limited effectiveness, with limited awareness of the norms of the discipline.	The student response: is undeveloped and/or inappropriate to the task; lacks coherence, clarity and cohesion, has an inappropriate style with little to no awareness of the norms of the discipline.

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p>Writing Knowledge of Language and Conventions</p>		<p>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.</p>	<p>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 occasionally impede understanding, but the meaning is generally clear.</p>	<p>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.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English at an appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

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.

IFL Points of View on Sleep

“Homeroom Zombies” by Lawrence Epstein		“Turn Off, Tune In” by Marissa Lang	“Rethinking Sleep” by David K. Randall	
exhaust effect mood diagnose source perpetual span factor activism obligation	attend despite condition accessible fatigue motive inevitable impact	practice activism diagnose nationalize generator concentration interpreted meriting yielded devices specialties conditions	engaged essential economic reinforce relational refer alternate cycle nationalize illuminate couple drift	pattern segment activism process despite flutter phase tolerance consult mission maneuver

District Resources

Texts and Lessons for Teaching Literature by Harvey Daniels/Nancy Steineke

Lesson 4.2 Connections and Disconnection page 43

“Ambush” by Roger Woodward

Lesson 4.3 Drawing Text Details page 47

“Ascent” by Michael Salinger

Lesson 4.4 Reading with Questions in Mind page 51

“Noel” by Michael Plemmons

Suggested Websites

Read Write Think

International Reading Association (IRA) website with grade level lesson plans, articles, and resources to support English Language Arts.

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

Writing Fix Home of Interactive Writing Prompts

Quality teaching resources for K-12 strategically designed lessons to help teachers teach writing.

<http://writingfix.com/>

News ELA

A free website with informational texts in the form of daily news articles with quizzes that can be utilized to differentiate instruction based on Lexile levels.

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

Tween Tribune

The daily news sites for kids, tweens and teens, where you will find the most compelling, relevant and interesting news for 55 million kids in K-12 and their 3.5 million teachers. Stories are selected by professional journalists working closely with teens, tweens and teachers. Teens and tweens can post comments, with all comments moderated by their teachers before they are published.

www.tweentribune.com

E Reading Worksheets

Ereading Worksheets provides teachers, parents, and motivated students with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards. This website uses a skill focused approach where each activity targets a specific set of skills.

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

TCOE

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

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
Close In on Close Reading How To Close Reading Video Teaching Channel: Thinking Notes Strategy For Close Reading Common Core Reading Strategies Informational Text Writing Summary Summary-Non-Fiction Text YouTube Reading Lessons Middle School Common Core Strategies Teaching Reading Close Reading Model Lessons Literary Analysis Teaching Theme Teaching Theme (video) Character Analysis Teaching Vocabulary	Evidence Based Arguments Writing Resources by Strand Argumentative Writing YouTube Writing Exemplars - Argument/Opinion Personal Narrative PARCC Writing Resources Writing Exemplars by Grade Level and Aspects to Consider in Writing Thesis Writing Discussion, Planning and Questioning Grammar Purdue OWL Writing Lab Writing a Book Summary	Inquiry Based Learning (Edutopia) Engaging Students Using Discussion Strategies for Student Centered Discussion Socratic Seminar: ReadWriteThink Fishbowl Strategy Stems on Fostering Class Discussion Fishbowl Strategies: Teach Like This Accountable Talk AVID Socratic Seminar	Levels of Thinking in Bloom's and Webb's Depth of Knowledge Cognitive Rigor Chart 5 Strategies For Middle School Classrooms Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons

Field Trip Ideas

Unit 1

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/>

Unit 2

AMERICAN LABOR MUSEUM (BOTTO HOUSE) - The American Labor Museum advances public understanding of the history of work, workers and the labor movement throughout the world, with special attention to the ethnicity and immigrant experience of American workers.

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

Unit 3

NEWARK MUSEUM - All programs at the Newark Museum are aligned with the New Jersey Core Curriculum Standards and address the goals of the National Common Core Standards initiative. Designed to be fun and engaging, the content-rich programs are based on the renowned art and science collections and engage students in learning that will enhance their academic skills. All of the programs are led by professional educators, using an inquiry based and discussion approach, never lectures. Special services include the state-of-the-art planetarium and portable SKYLAB & Distance Learning videoconferences.

<http://newarkmuseum.org/>

Unit 4

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/>

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.

ELL Resources

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

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/>

ELL Resources

Students K-12

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

Sites and resources for classroom instruction compiled by Keith Schoch

Mrs. Hurley's ESL Page<http://www.mrshurleysesl.com>

Tips, activities, information & links for students and teachers

Children's Literature Web Guide - <http://www.ucalgary.ca/~dkbrown/index.html>

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/>

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/>

Special Education Resources

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>

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/>