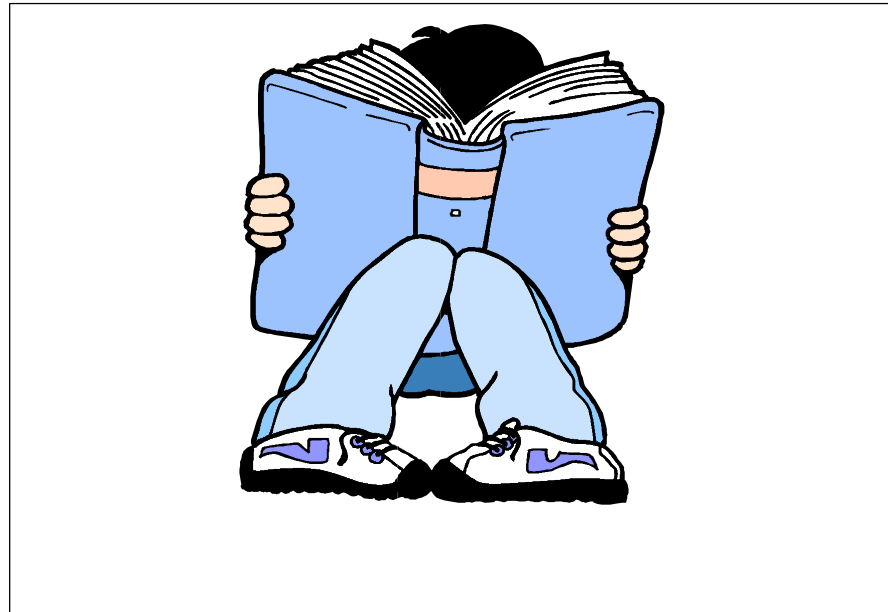


ENGLISH LANGUAGE ARTS



Grade 6: Unit 4

Reading: Literature & Informational

Writing: Research & Informative and Explanatory

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 4

Topic: Reading Literature and Informational Text Research & Informative and Explanatory	NJSLS	
<p>DISTRICT RESOURCES</p> <p>Reading Instruction: Novel: <i>Maniac Magee</i> by Jerry Spinelli</p> <p>HML Unit 1: Text Analysis Workshop: What Makes a Good Story? The Dog of Pompeii, Twain’s Tale Transplanted to Today-Compare and Contrast Versions of a Story</p> <p>HML Unit 3: Scout’s Honor, Writing Workshop: How-To Explanation</p> <p>HML Unit 8: Text Analysis Workshop: Argument and Persuasion, Start the Day Right,</p> <p>Writing Instruction: Research & Informative and Explanatory</p> <p>Wordly Wise: Book 6, Lessons 16-20</p>	<p>Reading Standards:</p> <p>Literature RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL. 6.6, RL.6.10</p> <p>Informational RI.6.1, RI.6.2, RI.6.3 RI.6.4, RI.6.5, RI. 6.6, RI. 6.10</p> <p>Writing Standards: W.6.2A,B,C,D,E,F W.6.4, W.6.5, W.6.6, W.6.8 W.6.10</p> <p>Language Standards: L.6.1E, L.6.2A,B L.6.3A,B, L.6.4A,B,C,D L.6.6</p> <p>Speaking and Listening Standards: SL.6.1A,B,C,D, SL.6.2, SL.6.4, SL.6.5, SL.6.6</p>	<p>Instruction: 8 weeks</p> <p>Assessment: 1 week</p>

Effective Pedagogical Routines/Instructional Strategies

<p style="text-align: center;">Collaborative problem solving</p> <p style="text-align: center;">Writing to learn Making thinking visible Note-taking</p> <p style="text-align: center;">Rereading & rewriting</p> <p style="text-align: center;">Establishing text-based norms for discussions & writing Establishing metacognitive reflection & articulation as a regular pattern in learning</p> <p style="text-align: center;">Quick writes</p> <p style="text-align: center;">Pair/trio Sharing</p> <p style="text-align: center;">Turn and Talk</p> <p style="text-align: center;">Charting</p> <p style="text-align: center;">Gallery Walks Whole class discussions</p> <p style="text-align: center;">Modeling</p>	<p style="text-align: center;">Word Study Drills</p> <p style="text-align: center;">Flash Cards</p> <p style="text-align: center;">Interviews</p> <p style="text-align: center;">Role Playing Diagrams, charts and graphs</p> <p style="text-align: center;">Storytelling</p> <p style="text-align: center;">Coaching</p> <p style="text-align: center;">Reading partners</p> <p style="text-align: center;">Visuals</p> <p style="text-align: center;">Reading Aloud</p> <p style="text-align: center;">Model (I Do), Guided (We Do), Independent (You Do)</p> <p style="text-align: center;">Mind Mapping</p> <p style="text-align: center;">Trackers</p> <p style="text-align: center;">Multiple Response Strategies</p> <p style="text-align: center;">Choral reading</p> <p style="text-align: center;">Reader's/Writer's Notebooks</p> <p style="text-align: center;">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.B.1

Technology Operations and Concepts

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

Example: Students will use Microsoft Word to develop informative and explanatory texts.

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 develop their informative and explanatory texts. 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 informative/explanatory texts with other classes.

Digital Citizenship

- Model legal and ethical behaviors when using both print and non-print information by citing resources.

Example: Students will write respond to text-dependent questions on the novel, Before We Were Free by Julia Alvarez. Students will support their text dependent questions with relevant, adequate, and clearly explained evidence.

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 work 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 novel Before We Were Free by Julia Alvarez.

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 informative/explanatory texts to examine a topic and convey ideas.

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 when describing how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond to change as the plot moves toward a resolution.

<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 u

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

Before We Were Free by Julia Alvarez

Social Studies:

Standard: 6.1.8.B.1.a

Exploring Personal, Group, and National Identities - The activity is designed to encourage students to make connections between the ways in which they think about their own identities, the ways in which they categorize others and the concept of nation as a particular kind of reference group. By examining the variety of identities each person has the importance of context in the selection of appropriate criteria for categorizing themselves and others. Students will begin an exploration of how individuals balance the concept of nationality with a variety of other kinds of identities in the course of daily life.

http://istep.sdsu.edu/documents/SectionOne_001.pdf

Identity Circles - Identify aspects of personal identity to explore how individual differences contribute to a healthy community. Student will explore how our differences and commonalities make us stronger as a group and in our communities.

<http://www.youthcommunityservice.org/filemgmt/visit.php?lid=167>

Science:

Standard: MS-LS4-1

Dusting for Fingerprints – Fingerprints must be removed and transported to the crime lab. They are then compared to the database of fingerprints on file. One way that detectives locate fingerprints is by dusting for them. Fingerprints are coated with powder, then lifted and taken for identification at the lab. In this life science activity, students will learn about the unique patterns that fingerprints leave behind and how these prints can be collected.

http://a2zhomeschooling.com/explore/chemistry_kids/csi_unit_study_forensics_for_kids/

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
(Refer to district assessment calendar for appropriate testing window)

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 or in a dictionary).	X	X	X	
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 events.			X	
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: 4	Topic: Reading Literature/Informational Text and Research & Informative and Explanatory
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Standards: NJCLS:

Reading Literature: RL.6.1,RL.6.2,RL.6.4,RL.6.5, RL.6.6 RL.6.10

Reading Informational Text: RI.6.1, RI.6.2, RI. 6.3, RI.6.4, RI.6.5, RI.6.6, RI. 6.10

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.6.5, SL.6.6

Language: L.6.1E, L.6.2A,B, L.6.3A,B, L.6.4A,B,C,D, L.6.6

HML Reading Unit

In this unit, students will read two texts: “The Most Important Night of Melanie’s Life”¹ by Richard Peck and “Security Blanket”² by Neal Shusterman. Both texts deal with sibling relationships and the mysterious consequences of brothers and sisters not getting along. Through the study of these two literary texts, students build their knowledge about the elements these authors include to make their stories creepy. Additionally, students are supported to use their understanding of these elements to craft their own creepy tales.

Students will learn about:

- the elements authors use to make a story creepy, such as
- setting the mood through the use of an eerie setting
- dialogue that creates mystery
- an ironic ending
- characterization
- first person point of view
- plot twists to create suspense
- how authors create tension in a story

Required Resources for IFL

“The Most Important Night of Melanie’s Life” Richard Peck
 “Security Blanket” Neal Shusterman

New Jersey Student Learning Standard (NJSL) 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>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>Probe a segment of text in order to study and 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>		
<ul style="list-style-type: none"> - ESL Students Levels 2.6-3.9 - Special Education Students -Mid Group 	<p>Read adapted or appropriately leveled text.</p> <p>Use WH-Questions to make inferences orally and written.</p> <p>Use evidence from the text to make and check</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</p>

	<p>predictions when reading</p> <p>Make personal connections, make connections to other texts, and/or make global connections when relevant</p> <p>Cite specific examples and details to support inferences orally and written.</p>		<p>charting inferences. Use sentence frames to cite text- On page _____, paragraph _____ states _____</p>
<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - Low Group 	<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>
<p>Sample Test Released Item: 3182_A EBSR; Associated Text: "Turn, Turn, My Wheel"</p>			

Part A

In line 22 of “Turn, Turn, My Wheel,” the speaker stands **in silence and apart** as the potter creates his work. Why is the speaker silent?

- A. The speaker is in awe of the potter’s power and skill.
- B. The speaker is frightened of the potter’s magical powers.
- C. The speaker dislikes the final product.
- D. The speaker wants to ask a question but is nervous.

Part B

Which line from “Turn, Turn, My Wheel” helps explain the speaker’s response in Part A?

- A. “Of sable tissue flaked with fire.” (line 17)
- B. “For it was magical to me—” (line 21)
- C. “That shapeless, lifeless mass of clay” (line 24)
- D. “And now contract and now expand,” (line 26)

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 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 Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text Summarize texts by evaluating key details in which the central idea or theme is located Distinguish key (thematic) details from all other details Evaluate recurring ideas and changes in the characters and plot over</p>	<p>What is the theme of the story? How can I determine the universal theme of the text? How can I determine the main idea of the story? How can I summarize the main idea in my own words? How can I distinguish between key details and supporting details? 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. Given a text, read, discuss, and identify the main idea and the key details of the text. After reading a text, summarize using important key events and details. Have students identify “significant moments” in the text.</p>

	<p>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.</p> <p>Identify key events and supporting details orally and written.</p> <p>Using simple words, students will give details/ recall key details.</p> <p>Using simple words students will identify theme orally and written</p> <p>Summarize the text using sentence frames.</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>As a class, create a chart of key events.</p> <p>Given key events on a partially completed organizer students will explain their importance.</p> <p>As a class, list possible themes.</p> <p>Provide students with an individualized list of possible themes with pictures or leveled words.</p> <p>Provide students with the following sentence frames to summarize story.</p> <p>During the beginning of the story.....</p> <p>In the middle.....</p> <p>In the end.....</p> <p>Students will answer five leveled questions and then</p>

			write the answers in paragraph form.
<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - Low Group 	<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: 3852; Alice’s Adventures in Wonderland

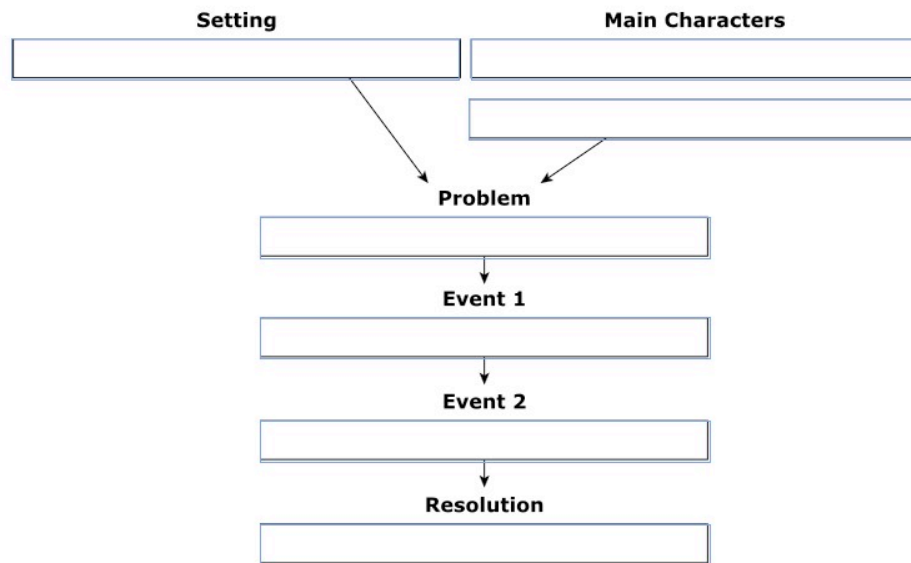
From ALICE’S ADVENTURES IN WONDERLAND—Public Domain

Read the details in the box titled Story Elements.

Drag and drop the appropriate details into the empty boxes to complete the story map. Not all story elements will be used.

Story Elements

Alice talks to a rabbit.	Alice’s sister
at nighttime	A talking white rabbit runs by.
Alice has an exciting time in the rabbit hole.	Alice is bored.
White Rabbit	outside on a warm day
Alice	Alice chases the rabbit down a rabbit hole.



New Jersey Student Learning Standard (NJSL) RL.6.3

NJSL: 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.

Essential Element of the NJSL: Can identify how a character responds to a challenge in a story.

Student Population	Skills, Strategies & Concepts	Essential Questions (Accountable Talk)	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - Special Education Students - High Group 	<p>Explain the parts of a plot; provide a summary of each part</p> <p>Observe and analyze how story characters and plot interact and develop throughout a given text</p> <p>Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways</p> <p>Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits</p>	<p>How can I identify the different stages of the plot?</p> <p>How does the story's events and setting influence and possibly change the characters?</p> <p>What can I learn from identifying the conflict in a story?</p> <p>How can I describe the character using specific details from the text?</p>	<p>Use a graphic organizer to write about three events from the plot. Describe how a character changed throughout those events.</p> <p>Write dialogue in speech bubbles to describe the responses of characters to one situation in a given image.</p> <p>Model how to develop a conclusion for a story that connects to the plot and provides closure.</p>
<ul style="list-style-type: none"> - ESL Students Levels 2.6-3.9 	<p>Use adapted literature in</p>	<p>How can I identify the</p>	<p>Given a plot diagram,</p>

<p>- Special Education Students - Mid Group</p>	<p>the grade 5-6 text level band. Describe plot using key content based vocabulary and specific details in simple, related sentences. Given events on sentence strips student will place events in chronological order. Create a character/setting word wall. Identify problem and solution. Identify important events that lead to solution</p>	<p>different stages of the plot? How does the story's events and setting influence and possibly change the characters? How can I describe the characters using specific details from the text? Did the environment affect the outcome of the story?</p>	<p>students will outline key events that led to problems/ solutions. Use a partially completed T-chart to chart how the character changes from the beginning and the end of the story. Given a Character Web. Students will identify character traits and cite evidence. Given a character trait reference sheet, students will identify character traits with corresponding citation. As a class, model how to write a paragraph about a character. Identify a trait and underline text that supports trait. Use a paragraph template with sentence frames using transitional words and text support. Use a cloze paragraph template with transitional words and text support.</p>
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<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - Low Group 	<p>Use adapted literature in the grade 5-6 text level band.</p> <p>Describe plot using key content based vocabulary and specific details in simple, related sentences. Given events on sentence strips student will place events in chronological order.</p> <p>Create a character/setting word wall.</p> <p>Identify problem and solution.</p> <p>Identify important events that lead to solution</p>	<p>What are the different stages of the plot?</p> <p>How does the story's events and setting influence and possibly change the characters?</p> <p>How can I describe the character using specific details from the text?</p> <p>Did the environment affect the outcome of the story?</p>	<p>Students will complete a partially filled storyboard and add dialogue.</p> <p>Students will match pictures to words or short dialogue.</p> <p>Teacher will assist students with labeling their pictures. Students will be given a list of traits and a bilingual/picture dictionary.</p> <p>Provide students with pictures and leveled words that represent character traits and the setting.</p> <p>In a small group, complete a Venn Diagram about the character in the beginning of the story vs the end.</p> <p>Using sentence strips or illustrations students will sort statements into events that led to a problem or a solution.</p>
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Sample Test Released Item: 3852; Alice’s Adventures in Wonderland

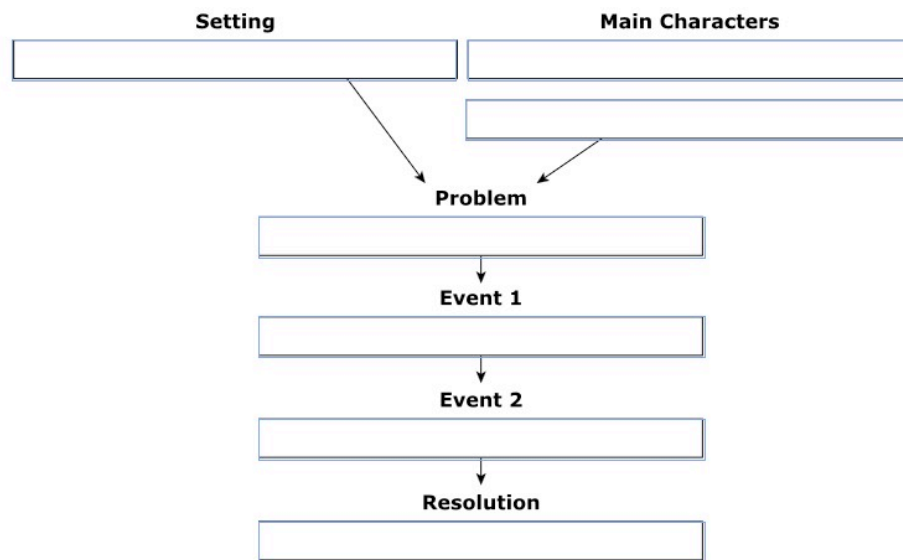
From ALICE'S ADVENTURES IN WONDERLAND—Public Domain

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Story Elements

Alice talks to a rabbit.	Alice’s sister
at nighttime	A talking white rabbit runs by.
Alice has an exciting time in the rabbit hole.	Alice is bored.
White Rabbit	outside on a warm day
Alice	Alice chases the rabbit down a rabbit hole.



New Jersey Student Learning Standard (NJSL) RL.6.4

NJSL: 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.

Essential Element of the NJSL: Determine how word choice changes the meaning 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 - 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>Identify poetic devices used in text</p>	<p>How can I identify different types of figurative language?</p> <p>How can I use context clues to interpret word meanings?</p> <p>How can I use words around a vocabulary word to determine its meaning?</p>	<p>Identify the types of figurative language used in a given text.</p> <p>Use a word wall to identify any word for which students need clarification.</p> <p>Have students Think-Pair-Share in regard to why the author chose to use specific words.</p>

	Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text		
<ul style="list-style-type: none"> - ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group 	<p>Identify examples of connotative and figurative language in literature from adapted grade 5-6 text-level band.</p> <p>Identify positive and negative connotation of words.</p> <p>Identify figurative language and describe meaning orally and in short phrases.</p>	<p>How can I identify different types of figurative language?</p> <p>How can I use context clues to interpret word meanings?</p> <p>How can I use words around a vocabulary word to determine its meaning?</p> <p>How can I use new vocabulary in my own context?</p> <p>How does tone and voice impact a phrase's meaning?</p> <p>How does the author create tone through word choice?</p>	<p>Use sentence strips to sort literal and non-literal examples.</p> <p>In small groups or as a class, dissect an example of text. Discuss the author's point of view. Using a tone reference sheet, identify words and phrases in text that support that tone.</p> <p>During the editing process, model how to infuse new vocabulary.</p> <p>Provide students with words on index cards with corresponding illustrations.</p> <p>Using index cards sort words into positive and negative meaning categories.</p>
<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - 	Identify examples of figurative and connotative language by matching phrases	<p>What is figurative language?</p> <p>What is literal and non-literal meaning?</p>	Create a graphic organizer to draw an illustration with a short phrase or word to

<p>Low Group</p>	<p>to visuals. Distinguish words with a negative and positive connotation using a visual representation.</p>	<p>How can I use words around a vocabulary word to determine its meaning? How can I use new vocabulary in my own context? What is the author's purpose? How does the author create tone through word choice</p>	<p>define expression. Use a word web. Model inserting a new word into a short paragraph. Use an excerpt to identify author's purpose and underline words that reinforce author's purpose and tone.</p>
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Sample Test Released Item: 3886_A EBSR; Associated Text: "Turn, Turn, My Wheel"

Part A

How does the poet use personification in "Turn, Turn, My Wheel"?

- A. The poet gives the tree human qualities to show that it respects and wants to protect the potter.
- B. The poet gives the potter's wheel human qualities to show how it turns smoothly in order to please the potter.
- C. The poet gives the potter's clothing human qualities to show how it responds to the potter's energetic movement.
- D. The poet gives the clay human qualities to show that it is compliant with the potter's demands.

Part B

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

- A. "*Without a pause, without a sound:*" (line 2)
- B. "*Follows the motion of my hand,*" (line 5)
- C. "The quilted sunshine and leaf-shade" (line 11)
- D. "A figure woven in tapestry," (line 14)
- E. "In that magnificent attire" (line 16)
- F. "And even his slightest touch obey." (line 27)

New Jersey Student Learning Standard (NJSL) RL.6.5

NJSL: 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.

Essential Element of the NJSL: Determine the structure of a text (e.g., story, poem, or drama).

Student Population	Skills, Strategies & Concepts	Essential Questions (Accountable Talk)	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - 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 chapter structure enhance overall meaning?</p> <p>How does the organization help to develop the plot?</p>	<p>Given ten sentences from a chapter, students will analyze the overall structure and development of the plot.</p> <p>Students can rewrite a chapter or scene within the story and present how it fits into the overall structure of the plot.</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>		
<ul style="list-style-type: none"> - ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group 	<p>Word choice</p> <p>Tone</p> <p>Style</p> <p>Sentence structure</p> <p>Paragraph structure</p> <p>Using key content based vocabulary in simple, related sentences to describe theme, setting or plot from a grade level adapted 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>As a group, define setting using a word web or illustration. Discuss the where and when factors in the environment (noisy vs quiet).</p> <p>In pairs or in groups, students will read a passage and highlight the author's words or phrases that describe the setting.</p> <p>Using a Venn diagram, compare and contrast different writing styles found in a story, poem or drama.</p>
<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - Low Group 	<p>Use short phrases or, pictures to describe theme, setting or plot from adapted text.</p>	<p>How does the author use words to establish tone?</p> <p>How does the use of specific words establish and enhance</p>	<p>In a small group, complete a story map.</p> <p>Complete a Four Square graphic organizer</p>

		<p>meaning?</p> <p>How do writing styles vary throughout mediums of communication?</p>	<p>With teacher assistance, complete a Venn Diagram and use sentence frames to compare and contrast writing mediums.</p>
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Sample Test Released Item: 3634 TECR; Associated Text: "If—"

How do lines 9–16 of the poem develop the speaker’s ideas about life?

Read the statements in the table. Drag the lines from the poem next to the statements the lines support.

Statement	Support
<p>Know that your words may be misrepresented.</p>	
<p>Know that you should have realistic expectations.</p>	
<p>Be prepared to try again when you fail.</p>	
<p>Be able to handle the good with the bad.</p>	

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>

<ul style="list-style-type: none"> - ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group 	<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>
<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - Low Group 	<p>Identify author's point of view.</p> <p>Use Y/N or Multiple Choice questions to identify text that supports the author's point of view.</p>	<p>How can I identify 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>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) RL.6.10

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

Essential Element of the NJSLs: Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.

Student Population	Skills, Strategies & Concepts	Essential Questions (Accountable Talk)	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> - General Education - ESL Students Levels 4-5 - Special Education Students - High Group 	<p>Determine difficulties in comprehending and making meaning</p> <p>Apply appropriate strategies in order to increase comprehension when encountering text</p> <p>Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life</p> <p>Make an increasing number of connections among ideas and between texts</p> <p>Use scaffolding when necessary</p>	<p>What have you read independently lately?</p> <p>What genres have you recently read?</p> <p>What genre did you enjoy the most?</p> <p>Have you read multiple books by the same author?</p> <p>Who is your favorite author?</p> <p>Do you think you are ready to read a more complex text or different type of literature?</p> <p>What is the lexile level of this text?</p> <p>Briefly summarize the plot and theme of the text.</p>	<p>Students will use a reading log to record the various titles that they have read throughout the unit.</p> <p>Students will summarize the text that they have read.</p>
<ul style="list-style-type: none"> - ESL Students Levels 2.6-3.9 - Special Education Students - 	<p>Read various forms of literary nonfiction fluently</p> <p>Demonstrate comprehension of various</p>	<p>What genres have you recently read?</p> <p>What genre did you enjoy the most/least?</p>	<p>Students can complete reading log.</p>

Mid Group	<p>forms of literary text Read independently and comprehend complex texts. Make an effort to independently read texts of increasing complexity</p>	<p>What are some titles you've read lately on related topics/subjects? What about this subject/topic attracted you as a reader? Who is your favorite author? Why? Who is one reliable non-fiction writer you've read? Why do you think this? What in the text required thinking or explaining to help you comprehend? What questions do you still have about the text? What do you wish you could ask the author?</p>	<p>Students can write short summary of selection they have read.</p> <p>Students are assigned a topic and are given an amount of time to read about the topic in a variety of sources. They then take notes and identify sources. Students will then present a written or oral presentation on the assigned topic, such as a historical figure, event, or scientific discovery.</p>
<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - Low Group 	<p>Read various forms of literary nonfiction fluently Demonstrate comprehension of various forms of literary text Read independently and comprehend complex texts. Make an effort to independently read texts of increasing complexity</p>	<p>Who is your favorite author? What kinds of books do you like? Do you think this book was too hard?</p>	<p>Students can complete reading log.</p> <p>Students can complete sentence frames.</p>

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 text's explicit content</p> <p>Probe a segment of text</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>in order to study and 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>		
<ul style="list-style-type: none"> - ESL Students Levels 2.5-3.9 - Special Education Students - Mid Group 	<p>Read adapted or appropriately leveled text.</p> <p>Identify the main idea</p> <p>Identify supporting details</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>As a class create a list of Accountable Talk stems for discussions and quoting text to cite evidence.</p> <p>Use a three column chart with text/meaning/</p>

	<p>Analyze details</p> <p>Organize information</p> <p>Cite evidence orally and written.</p> <p>Use WH-questions to make inferences.</p> <p>Support inferences with evidence</p> <p>Provide evidence</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>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>Read adapted or appropriately leveled text.</p> <p>Listen for information through audio and/or teacher read aloud.</p> <p>Identify the main idea using visual</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>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 or Read Aloud, teacher will chart student</p>

	<p>representation and matching to written statements.</p> <p>Identify supporting details</p> <p>Analyze details</p> <p>Organize information</p> <p>Cite evidence</p> <p>Identify inferences using visual representation and matching with written statements.</p> <p>Identify text that supports inferences with using Yes/ No or multiple choice questions</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>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: 3169_A 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.6.2

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 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 Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text Summarize texts by evaluating key details in which the central idea or theme is located Distinguish key (thematic) details from all other details</p>	<p>What is the central idea of the text? How can I justify my asserted central idea? What are the primary details that supported my asserted central idea? What are the supporting details that support my asserted central idea? 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. In pairs, have students chart details to summarize the text. Use the summary to extrapolate the central idea. Create charts depicting different themes across multiple texts. 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</p> <p>withholding personal opinion and judgment</p>		
<ul style="list-style-type: none"> - ESL Students Levels 2.5-3.9 - Special Education Students - Mid Group 	<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>Identify central idea orally or written.</p> <p>Identify supporting</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>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 story.</p> <ul style="list-style-type: none"> ○ In the

	<p>details orally or written</p>		<p>beginning,.....</p> <ul style="list-style-type: none"> ○ 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>
<ul style="list-style-type: none"> - ESL Students Levels 1-2.4 - Special Education Students - Low Group 	<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>How can I justify my asserted central idea?</p> <p>What are the primary details that supported my asserted central idea?</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>

	<p>orally of a key detail orally by answering Yes/No or multiple choice questions.</p> <p>Organize information</p> <p>Main idea</p> <p>Supporting details</p>	<p>What are the supporting details that support my asserted central idea?</p>	<p>Students will match pictures to statements about themes across multiple texts.</p> <p>Students will categorize pictures of key details and the main idea.</p> <p>After reading short phrases, students will circle key details that correspond to the main idea.</p>
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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 structure affects the relationships between</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>individuals, ideas, or events. Analyze a writer's style and presentation</p> <p>Determine the relationship between individuals, ideas, or events</p>		
<ul style="list-style-type: none"> - ESL Students Levels 2.5-3.9 - Special Education Students - Mid Group 	<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 Think Aloud to chart details that introduce, illustrate or elaborate upon an individual, event or idea.</p>

<ul style="list-style-type: none"> - ESL Students Levels 1-2.4 - Special Education Students - Low Group 	<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>
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Sample Test Released Item: 3173 TECR; Associated Text: "Of Feathers, Fat, and Freezing"

How do the parts of the chickadee's body react in extreme cold?

Fill out the table by dragging **reactions** and **results** from the list and dropping them into the table. Each reaction and result may be dragged more than once. Fill out the table completely.

frost covered

insulated

nearly freezing

loses heat

keeps heat

Body Parts	Reaction to Extreme Cold	Results of Reaction
Beak		
Body		
Eyes		
Feet		

New Jersey Student Learning Standard (NJSLs) RI.6.4

NJSLs: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Essential Element of the NJSLs: 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</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>of the word? How can I understand and determine technical meanings?</p>	
<ul style="list-style-type: none"> - ESL Students Levels 2.5-3.9 - Special Education Students - Mid Group 	<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>What is figurative language?</p> <p>How can you distinguish between metaphors and similes?</p> <p>How can you interpret figurative language?</p> <p>Are there any clues around a word that can help me determine its meaning?</p> <p>How can I understand and determine 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 story 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>

<ul style="list-style-type: none"> - ESL Students Levels 1-2.4 - Special Education Students - Low Group 	<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>What is figurative language?</p> <p>How can you distinguish between metaphors and similes?</p> <p>How can you interpret figurative language?</p> <p>Are there any clues around a word that can help me determine its meaning?</p> <p>How can I understand and determine technical meanings?</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>
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			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>		
<ul style="list-style-type: none"> - ESL Students Levels 2.5-3.9 - Special Education Students - Mid Group 	<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>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>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>
<ul style="list-style-type: none"> - ESL Students Levels 1-2.4 - Special Education Students - Low Group 	<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>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>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: 3576_A EBSR; Associated Text: "The Alaska Start III"

Part A

How does the following sentence from paragraph 2 contribute to the reader's understanding of the blog entry?

We arrived at the school to see the entire student body out on the portico of the school, applauding the arrival of the census to Noorvik (wouldn't it be great if every city in the US greeted census workers with such enthusiasm?).

- A. by showing that the school is the most important building in the village
- B. by describing the excitement the community has for its role in the census
- C. by indicating that the students would be collecting information for the census
- D. by explaining that the students were eager to share parts of their tribal culture

Part B

Why does the author include the following statement in parentheses?

... (wouldn't it be great if every city in the US greeted census workers with such enthusiasm?).

- A. to contrast a positive census experience with previous census experiences
- B. to show that he is concerned about completing the census in time
- C. to defend the way he has responded to residents in other communities
- D. to compare the residents of large cities to the residents of isolated villages

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 outlined</p>

	Evaluate the effectiveness of the author's choice in point of view		in the text. Teachers listen intently and foster an environment of objective peer to peer feedback sharing in order to keep learning moving forward.
<ul style="list-style-type: none"> - ESL Students Levels 2.5-3.9 - Special Education Students - Mid Group 	<ul style="list-style-type: none"> Point of view Author's purpose Perspective Word choice 	<p>How does the author's choice of language help develop the narrator or speaker's point of view?</p> <p>How does the author develop his / her point of view?</p> <p>Is it possible for people to have different points of view about the same topic?</p>	<p>Model for students how to identify the author's point of view based on an adapted informational text.</p> <p>In a 'think-pair-share', students will discuss with a partner a point of view different from the author's.</p> <p>In a whip-around activity, students will share what they think is the author's purpose behind writing a particular article.</p>
<ul style="list-style-type: none"> - ESL Students Levels 1-2.4 - Special Education Students - Low Group 	<ul style="list-style-type: none"> Point of view Author's purpose Perspective Word choice 	<p>Which sentence in the paragraph shows the author's point of view?</p>	<p>Model for students how to identify the author's point of view based on an adapted informational text.</p> <p>After reading aloud and comprehending an appropriately leveled text, students will be</p>

			given a multiple-choice activity to choose the author's point of view. Students can also be asked to go back to the text and highlight the sentence featuring the author's point of view.
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Sample Test Released Item: 3174_A EBSR; Associated Text: "Of Feathers, Fat, and Freezing"

Part A

How does the author encourage readers to relate to the chickadees?

- A. by comparing the actions of the chickadee with those of the reader
- B. by describing the chickadee to the reader using exaggerated terms
- C. by explaining to the reader how the chickadee copes with life-threatening cold
- D. by including troubling facts about the chickadee for the reader to react to

Part B

Which sentences from "Of Feathers, Fat, and Freezing" support the answer to Part A? Select **two** answers.

- A. "Like all birds, chickadees have feathers, so in a sense, they wear little down parkas all the time." (paragraph 2)
- B. "Chickadees can fluff their feathers out to an inch thick—wider than their own bodies—to protect themselves against the cold." (paragraph 3)
- C. "They do this by exchanging heat between the blood vessels in their legs." (paragraph 4)
- D. "Chickadees living near well-stocked bird feeders can survive much easier than those living far from humans." (paragraph 7)
- E. "Increasing their body fat during the day is like stoking the fire before going to bed." (paragraph 7)
- F. "By lowering their body temperature, or 'thermostat,' by nearly 20°F, their fat reserves, or 'fuel' supplies, last longer, enabling them to withstand the cold until it's light enough to forage again." (paragraph 8)

New Jersey Student Learning Standard (NJSLs) RI.6.10

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

Essential Element of the NJSLs: Demonstrate understanding while actively reading or listening to literary nonfiction.

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 difficulties in comprehending and making meaning</p> <p>Apply appropriate strategies in order to increase comprehension when encountering text</p> <p>Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life</p> <p>Make an increasing number of connections among ideas and between texts</p> <p>Use scaffolding when necessary</p>	<p>What have you read independently lately?</p> <p>What genres have you recently read?</p> <p>What genre did you enjoy the most?</p> <p>Have you read multiple books by the same author?</p> <p>Who is your favorite author?</p> <p>Do you think you are ready to read a more complex text or different type of literature?</p> <p>What is the lexile level of this text?</p> <p>Briefly summarize the plot and theme of the text.</p>	<p>Students will record the various informational texts that they have read on a reading log.</p> <p>Students will briefly summarize each text.</p>

<ul style="list-style-type: none"> - ESL Students Levels 2.5-3.9 - Special Education Students - Mid Group 	<p>Read various forms of literary nonfiction fluently Demonstrate comprehension of various forms of literary text Read independently and comprehend complex texts. Make an effort to independently read texts of increasing complexity</p>	<p>What genres have you recently read? What genre did you enjoy the most/least? What are some titles you've read lately on related topics/subjects? What about this subject/topic attracted you as a reader? Who is your favorite author? Why? Who is one reliable non-fiction writer you've read? Why do you think this? What in the text required thinking or explaining to help you comprehend? What questions do you still have about the text? What do you wish you could ask the author?</p>	<p>Students can complete reading log. Students will briefly summarize each text. Building academic vocabulary by deriving meaning of words from the text. Asking text-dependent questions tied directly to the text is a great way to check for understanding of increasingly complex language.</p>
<ul style="list-style-type: none"> - ESL Students Levels 1-2.4 - Special Education Students - Low Group 	<p>Read various forms of literary nonfiction fluently Demonstrate comprehension of various forms of literary</p>	<p>Who is your favorite author? What kinds of books do you like? Do you think this book was</p>	<p>Students can complete reading log. Students can complete sentence frames.</p>

	<p>text Read independently and comprehend complex texts. Make an effort to independently read texts of increasing complexity</p>	<p>too hard?</p>	
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New Jersey Student Learning Standard (NJSLS) W.6.2A,B,C,D,E,F

NJSLS: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2.A. Introduce a topic; 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.

W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2.E. Establish and maintain a formal/academic style, approach, and form.

W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.

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

a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.

b. Provide facts, details, or other information related to the topic.

c. Not applicable

d. Not applicable

e. Not applicable

f. 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 a topic Compose a well-developed thesis statement</p> <p>Select appropriate text structures and text features for clarity</p> <p>Include formatting, graphics, and multimedia when useful</p>	<p>How can you clearly introduce your topic? What organizational structure will best enable to you to convey your information? What facts/details/examples/quotations help to develop your topic?</p>	<p>Students will select a topic for their published piece.</p> <p>Students will select an organizational structure for their published piece.</p> <p>Students cite textual evidence to develop their topic.</p>

	<p>to aid comprehension Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic Cite information correctly by following the proper format Transition between ideas and concepts using appropriate words and phrases Select specific vocabulary to inform about or explain the topic Consistently use a formal style Write a conclusion to bring all ideas to a close</p>	<p>What words will assist the reader in clarifying the relationship between the ideas and concepts? What makes your piece formal in style? Is your concluding statement consistent with the information presented?</p>	<p>Students will select content vocabulary words to further develop their topic.</p>
<p>- ESL Students Levels 2.5-3.9 - Special Education Students - Mid Group</p>	<p>Introduce a topic Convey information accurately. Understand and use various organizational structures. Utilize formatting, graphics, and multimedia</p>	<p>How can you clearly introduce your topic? What organizational structure will best enable you to convey your information? What facts, details, examples, or quotations help to develop your</p>	<p>Provide students with an excerpt of an explanatory/informative essay. In small groups highlight the purpose, thesis relevant facts and audience. Use an adapted text to work with a partner to determine</p>

	<p>Use facts, concrete details, quotations, examples to develop a topic.</p> <p>Use transitional expressions to establish relationships among ideas and concepts.</p> <p>Understand and use precise vocabulary.</p> <p>Incorporate definitions of terms.</p> <p>Understand and use a formal style.</p> <p>Provide an effective conclusion.</p>	<p>topic?</p> <p>How do I know my writing is organized?</p> <p>How do I know when to incorporate transitions when writing?</p> <p>What words will assist the reader in clarifying the relationship between the ideas and the concepts?</p> <p>What makes your piece formal in style?</p> <p>Is your conclusion statement consistent with the information presented?</p>	<p>the audience, thesis statement and highlight the supportive relevant facts.</p> <p>Using an adapted or leveled text, have students highlight facts, concrete details, quotations, examples to develop a topic.</p> <p>Use an adapted or leveled explanatory/informative essay. Provide students with a word bank of transitional words have students incorporate transitions words into excerpt.</p> <p>Create an anchor chart about formal writing style. Working in small groups students will compare and contrast writing pieces and determine if they are written in formal style.</p> <p>Given an adapted or leveled text students will work with a partner to change the concluding statement. Students will determine if concluding statement is adequate by using a writing rubric.</p>
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<ul style="list-style-type: none"> - ESL Students Levels 1-2.4 - Special Education Students - Low Group 	<p>Introduce a topic</p> <p>Convey information accurately.</p> <p>Understand and use various organizational structures.</p> <p>Utilize formatting, graphics, and multimedia</p> <p>Use facts, concrete details, quotations, examples to develop a topic.</p> <p>Use transitional expressions to establish relationships among ideas and concepts.</p> <p>Understand and use precise vocabulary.</p> <p>Incorporate definitions of terms.</p> <p>Understand and use a formal style.</p> <p>Provide an effective conclusion.</p>	<p>How you introduce your topic?</p> <p>What organizational structure will best enable you to convey your information?</p>	<p>Use an adapted or modified text of an explanatory/informative essay. As a class highlight the purpose, thesis relevant facts and audience.</p> <p>As a class develop a writing piece with a thesis statement, supporting details and topic.</p> <p>Provide students with an outline with sentence starters that begin with transitional words to organize their writing.</p> <p>Create an anchor chart about formal writing style.</p> <p>Working in small groups students will compare and contrast writing pieces and determine if they are written in formal style.</p> <p>Using an adapted or leveled text, students will develop a conclusion as a class. Teacher will model how to use a rubric to evaluate the conclusion.</p>
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Sample Test 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.




A rich text editor toolbar with the following icons from left to right: Bold (B), Italic (I), Underline (U), Bulleted List (three horizontal lines with a dot), Numbered List (three horizontal lines with numbers), Undo (curved arrow pointing left), and Redo (curved arrow pointing right). Below the toolbar is a large empty rectangular text area for writing the essay.

New Jersey Student Learning Standard (NJSLS) W. 6.4

NJSLS: 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 NJSLS: 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>
<ul style="list-style-type: none"> - ESL Students Levels 2.6-3.9 - Special Education Students - 	<p>Write in a logical and sequential manner.</p>	<p>What is the purpose for writing?</p> <p>Who is the audience?</p>	<p>Given sentence strips of a paragraph out of sequential order,</p>

Mid Group		What are the best ways for me to create logical cohesion in my writing?	students will organize it. Use a story map to organize a writing piece.
<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - Low Group 	Write in a logical and sequential manner.	What is the purpose for writing? Who is the audience? What are the best ways for me to create logical cohesion in my writing?	Given visual representations and phrases out of order, students will place the given phrases in sequential order.
<p>Sample Test Item 3183 PCR; Associated Text: "A Single Shard" and "Turn, Turn, My Wheel" listed above meets standards W.6.2-W.6.10.</p> <p>You have read two texts about people who make pottery. Think about how the narrator in the passage from <i>A Single Shard</i> 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.</p> <p>Be sure to cite specific details and examples from both texts to support your essay.</p> <div data-bbox="157 1101 1207 1299" style="border: 1px solid gray; padding: 5px;">  <div style="border: 1px solid gray; height: 80px; width: 100%;"></div> </div>			

New Jersey Student Learning Standard (NJSL) W. 6.5

NJSL: 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 NJSL: 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</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>overall piece? 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>	
<ul style="list-style-type: none"> - ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group 	<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?</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>Did you use your strategies for revision?</p> <p>Did you use your editing checklist?</p> <p>How does your initial draft compare to your final piece?</p>	
<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - Low Group 	<p>Develop and use planning templates</p> <p>Understand and utilize revision techniques</p> <p>Identify and edit text-problems</p> <p>Understand and use multiple writing approaches</p> <p>Receive and provide writing guidance</p>	<p>How will you plan your writing piece?</p> <p>What is the best title for this piece?</p> <p>Do all sentences belong?</p> <p>Do some sentences need to be reworded or deleted?</p> <p>Is your writing free of writing conventions errors?</p> <p>What do you think you did effectively? What do you think you could improve?</p> <p>Did you reread your piece out loud and to yourself?</p> <p>What did you notice as you read?</p> <p>What kinds of revisions could make your writing stronger?</p> <p>Did you use your strategies for revision?</p> <p>Did you use your editing</p>	<p>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 the outline.</p>

		checklist? How does your initial draft compare to your final piece?	
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Sample Test Item 3183 PCR; Associated Text: “A Single Shard” and “Turn, Turn, My Wheel” listed above meets standards W.6.2-W.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.

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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>

<ul style="list-style-type: none"> - ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group 	<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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			the electronic shared writing product.
<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - Low Group 	<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 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-</p>

			<p>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.</p>
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Sample Test Released Item: Sample Test Item 3183 PCR; Associated Text: “A Single Shard” and “Turn, Turn, My Wheel” listed above meets standards W.6.2-W.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.

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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>

<ul style="list-style-type: none"> - ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group 	<p>Gather print and digital information (research)</p> <p>Assess relevance of information</p> <p>Assess credibility of sources</p> <p>Utilize quotes</p> <p>Paraphrase correctly</p> <p>Identify examples of plagiarism in writing</p> <p>Create a bibliography</p>	<p>How will you locate information from both print and digital sources?</p> <p>Which sources did you draw from? What kind of media did you use?</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>How will you paraphrase the information to demonstrate your own understanding?</p> <p>How do you cite (various) sources in a bibliography?</p> <p>If you had to refer a friend to the best source on the subject, where would you tell him or her to look?</p>	<p>Students will gather print and digital sources for an assigned topic. 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>
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<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - Low Group 	<p>Gather print and digital information (research)</p> <p>Assess credibility of sources</p> <p>Utilize quotes</p> <p>Paraphrase correctly</p> <p>Identify examples of plagiarism in writing</p>	<p>How will you locate information from both print and digital sources?</p> <p>Which sources did you draw from? What kind of media did you use?</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 to demonstrate your own understanding?</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: Sample Test Item 3183 PCR; Associated Text: “A Single Shard” and “Turn, Turn, My Wheel” listed above meets standards W.6.2-W.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.



New Jersey Student Learning Standard (NJSL) W. 6.10

NJSL: 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 NJSL: 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>
<ul style="list-style-type: none"> - ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group 	<p>Practice writing for different purposes and audiences</p> <p>Understand the writing process</p>	<p>What is the purpose of this task?</p> <p>What is the time frame of the task?</p> <p>Who is the audience? What steps will you take to</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>
96 Page	Plan & self-monitor when		

	<p>writing</p> <p>Understand and use of reflective writing</p>	<p>complete the task?</p> <p>Will your style be formal? Informal? Why?</p>	<p>vocabulary.</p>
<ul style="list-style-type: none"> - ESL Students Levels 1-2.5 - Special Education Students - Low Group 	<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 Item 3183 PCR; Associated Text: “A Single Shard” and “Turn, Turn, My Wheel” listed above meets standards W.6.2-W.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 data-bbox="289 399 716 440" style="text-align: center;">Writing Across the Genres</p> <p data-bbox="100 483 617 524">Writing lessons within the unit on:</p> <ul data-bbox="180 570 449 716" style="list-style-type: none">Writing a screenplayNews ReportingDocumentariesSpeeches	<p data-bbox="961 399 1402 440" style="text-align: center;">Informative & Explanatory</p> <p data-bbox="940 516 1409 732">Please note district required reading and writing resources should be utilized to develop Informative and Explanatory Tasks. However, additional writing lessons may be needed to address all NJSLs.</p> <p data-bbox="940 773 1409 878">Please note district required reading and writing resources should be utilized to develop Research Tasks.</p>	<p data-bbox="1608 399 1766 440" style="text-align: center;">Examples</p> <ul data-bbox="1444 516 1829 695" style="list-style-type: none">Reader's Response NotebookJournalsBloggingQuick WritesInteractive Writing

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	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	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	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	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
	maintains an effective style, attending to the norms and conventions of the discipline.	and conventions of the discipline.	discipline.	style that is has limited effectiveness, with limited awareness of the norms of the discipline.	
Writing Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar and usage, that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics; grammar and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English at an appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

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.

Sadlier Level A

District Resources

Before We Were Free by Julia Alvarez

Anita de la Torre is a twelve year old girl living in the Dominican Republic in 1960. Most of her relatives have immigrated to the United States; her Tio Toni has disappeared, Papi has been getting mysterious phone calls, and the secret police have started terrorizing her family. While Anita deals with a frightening series of events, she also struggles with her adolescence and her own personal flight to be free.

Study Guide:

http://www.teachingbooks.net/media/pdf/UnivAL/Before_we_were_freeBG.pdf

http://laili.unm.edu/outreach/common/educators-guides/2012-03_Before-we-were-Free.pdf

Texts AND Lesson for CONTENT-AREA READING by Harvey Daniels/Nancy Steineke

Pandemic page 240

“What’s in a Name? 2009 HINI and the Seasonal Flu Are More Similar Than Many People Might Realize” page 246

“Swine Flu: Virus’ Invasion Sets Off Battle Inside the Body page 247

“The Masque of the Red Death” (abridged) page 248

“The Path of a Pandemic” page 249

“The Great Pandemic 1918-1919” page 250

“Expediting Production of a Vaccine” page 251

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
<p> 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 </p>	<p> 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 </p>	<p> 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 </p>	<p> 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 </p>

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/>