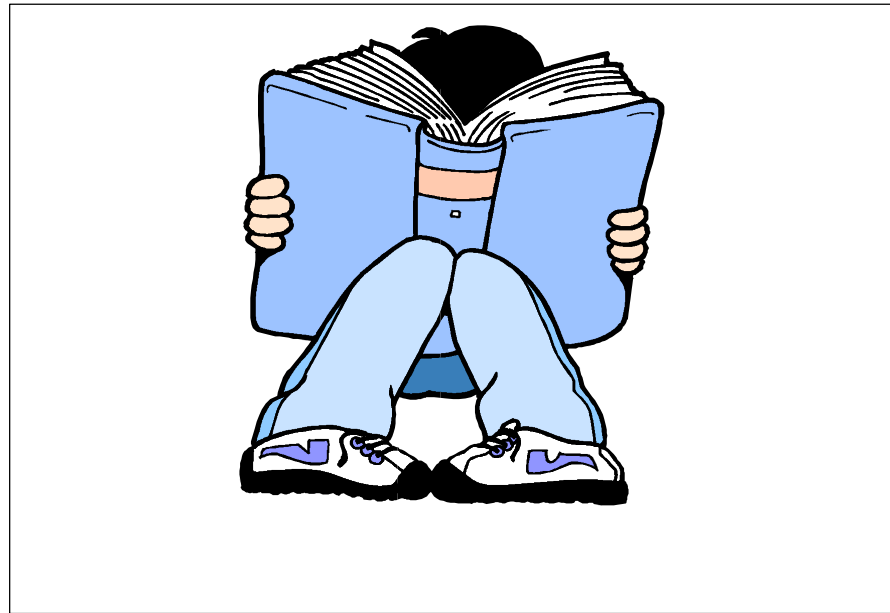# ENGLISH LANGUAGE ARTS

Grade 6: Unit 1

Reading: Literature & Informational

Writing: Literary Analysis Task, Informational/Explanatory & Research

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 1		
Topic: Reading Literature and Informational Text **Literary Analysis Task, Informational/Explanatory and Research**	**NJSLS**	
DISTRICT RESOURCES **Reading Instruction:** **Novel:** *Wonder* by R.J. Palacio **HML Unit 1:** Space Settlements, Artists' View of a Space Colony, Weather That is out of This World **HML Unit 6:** Spider Webs, The Chenoo/The Passamaquoddy **HML Unit 7:** Text Analysis Workshop: Biography and Autobiography, Over the Top of the World, Up and Over the Top, The Story of My Life, Media Study from Houdini: The Great Escape **Writing Instruction:** Literary Analysis Task, Informational/Explanatory & Research	**Reading Standards:** **Literature** RL.6.1, RL.6.2, RL.6.4 RL.6.5, RL.6.6 **Informational** RI.6.1, RI.6.2, RI.6.4 RI.6.5, RI.6.6 **Writing Standards:** W.6.2A,B,C,D,E,F W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10 **Language Standards:** L.6.1A,E, L.6.2A,B L.6.3A,B, L.6.4A,C,D L.6.6 **Speaking and Listening Standards:** SL.6.1A,B,C,D SL.6.4, SL.6.6	**Instruction: 8 weeks** **Assessment: 1 week**

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

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 Concept
  □ Create a document with text using a word processing program.
  Example: Students will use Microsoft Word to produce and publish their informational/explanatory writing pieces.

Creativity and Innovation
  □ Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
  Example: Students will create a Power Point presentation to convey ideas on their informational topics. 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 informational/explanatory pieces with other classes.

Digital Citizenship
  □ Model legal and ethical behaviors when using both print and non-print information by citing resources.
  Example: Students will include a minimum of three sources within their informative/explanatory published piece. Students will use the website http://www.citationmachine.net/apa/cite-a-book to properly cite their sources.

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 texts, "What Actors Can Teach Us About Memory and Learning" and "In Pursuit of Memory."

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 an informative/explanatory text, which examines a topic and conveys 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 discussion to determine a theme or central idea of a text and explain how it is conveyed through particular details.

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

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

6- Reaching	Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers
5- Bridging	Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

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

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

IFL Unit: How the Brain Remembers

Science Connection: **Standard: MS-LS4-2**

Brain Power: Students will understand the following: The brain is an organ of the body that performs the function of memory; short-term memory retains data recently learned, while long-term memory retains data from the past. People who have excellent short-term memory are not necessarily more intelligent than others; they have trained their brains to retain a lot of information. A variety of strategies can be used train the brain to hold more data in its short-term.

Materials:
This activity requires materials that can be used to test students' abilities to retain a series of numbers or words in their short-term memories. The materials listed here are examples of materials you might distribute to each group:
> Deck of cards
> Dictionary
> Book of short poems
> Telephone book

http://www.discoveryeducation.com/teachers/free-lesson-plans/brain-power.cfm

Math Connection: **Standards: 6.NS.B.2**

Misunderstood Minds: In recent years, researchers have examined aspects of the brain that are involved when children think with numbers. Most researchers agree that memory, language, attention, temporal-sequential ordering, higher-order cognition, and spatial ordering are among the neurodevelopmental functions that play a role when children think with numbers. These components become part of an ongoing process in which children constantly integrate new concepts and procedural skills as they solve more advanced math problems. The problem set on the link below is designed to evoke in you the intimidation and frustration a young student with a math disability might feel working out a problem that requires the integration of mathematics skills. Give yourself one minute to solve three problems.

http://www.pbs.org/wgbh/misunderstoodminds/experiences/mathexp3a.html

Enrichment

Accommodate Based on Students Individual Needs: Strategies

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

Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.

Pose questions and exhibit sincere curiosity about principles and how things work.

The ability to grasp concepts and make real world and cross-curricular connections.

Generate theories and hypotheses and pursue methods of inquiry.

Produce products that express insight, creativity, and excellence.

Possess exceptional leadership skills.

Evaluate vocabulary

Elevate Text Complexity

Inquiry based assignments and projects

Independent student options

Tiered/Multi-level activities

Purposeful Learning Center

Open-ended activities and projects

Form and build on learning communities

Providing pupils with experiences outside the 'regular' curriculum

Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.

A higher quality of work than the norm for the given age group.

The promotion of a higher level of thinking and making connections.

The inclusion of additional subject areas and/or activities (cross-curricular).

Using supplementary materials in addition to the normal range of resources.

Assessments	
Required District/State Assessments	***Suggested Formative/Summative Classroom Assessment***
Study Island Writing Prompts DRA2 PARCC	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., *myself, ourselves*).		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., *audience, auditory, audible*).				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., *stingy, scrimping, economical, unwasteful, thrifty*).			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			X	

	they perceive when they listen or watch.				
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				X

Code	Description				
	scaffolding as needed.				
	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			X	

	or setting to another.				
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 *grade 6 Reading standards* 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 *grade 6 Reading standards* 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	X	X	X	X

	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.				
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: 1	Topic: Reading Literature/Informational Text and Literary Analysis Task, Informational/Explanatory & Argument

Standards: NJSLS:

Reading Literature: RL.6.1,RL.6.2,RL.6.4,RL.6.5, RL.6.6   **Reading Informational Text:** RI.6.1,RI.6.2, RI.6.4, RI.6.5, RI.6.6

Writing: W.6.2A,B,C,D,E,F W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10   **Speaking and Listening:** SL.6.1A,B,C,D SL.6.4, SL.6.6

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

IFL Unit CCSS: Reading Informational: RI. 6.1, RI. 6.2, RI. 6.4, RI. 6.5   **Language:** L.6.4, L.6.6

Speaking & Listening: SL. 6.1, SL. 6.5

HML Reading & Writing

How The Brain Remembers

A primary focus of this unit is learning how to comprehend, interpret, and analyze ideas within one text and across two texts. This unit's texts present ideas about how people remember; specifically the activities and mental processes that help form memories. Through engaging in this unit, students will:

work from ideas within one text and across two texts to develop text based interpretations and draw conclusions

comprehend, analyze, and interpret complex informational texts with assistance and independently*:*

read, reread, take notes and summarize sections of text and texts in their entirety as a means to enhance comprehension: and

participate in routines such as maintaining a Reader/Writer Notebook, completing quick writes, and participating in student led discussion

Required Resources - HML

Texts:
"Pompeii and Vesuvius"
"Matthew Henson at the Top of the World"
"Role Playing and Discovery/The Life and Adventures of Nat Love"

New Jersey Student Learning Standard (NJSLS) RL.6.1

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim Use evidence from the text to make and check predictions when reading Make personal connections, make connections to other texts, and/or make global connections when relevant Gather evidence from the text to support inferences or explicit meaning. Read and analyze a variety of literary genres Closely examine the text's explicit content	How can I provide evidence using excerpts from the text? How can I make inferences from the excerpt I just read? Do I know how to analyze the facts from the story? What can I interpret from the story? 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?	Create a chart of evidence/inference compare and contrast. Use a graphic organizer to chart evidence. Use a double entry journal to chart details and make inferences. Write sentences on the board and have students create as many inferences as they can share with the class or a partner.

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

	make and check predictions when reading Make personal connections, make connections to other texts, and/or make global connections when relevant Cite specific examples and details to support inferences orally and written.		On page _____, paragraph_____states_____
- ESL Students Levels 1-2.5 - Special Education Students - Low Group	Read adapted or appropriately leveled text. Listen for information through audio and/or teacher read aloud. Identify inferences using visual representation and matching with written statements. Identify text that supports inferences using Yes/No or multiple choice.	How can I make an inference based on what I read? How do I use facts from the story to interpret text? How can I cite text to support an inference?	After listening to an audio or Read Aloud students will list inferences. Given a short phrase with illustrations, students will select an inference from a multiple choice response. Given an example of text-students will be given multiple choice options regarding inference.

Part A

How does the phrase **curves like those of a flower petal** in paragraph 10 of the passage from *A Single Shard* contribute to the story?

○ A. It explains the primary purpose of the pottery Min makes.

○ B. It shows that Min bases his pottery designs on nature.

○ C. It indicates that Min's pottery is bright and colorful.

○ D. It illustrates the delicate beauty of Min's pottery.

Part B

Which evidence from the passage supports the answer to Part A? Select **two** answers.

☐ A. ". . . perfect symmetry." (paragraph 8)

☐ B. ". . . spinning slowed." (paragraph 8)

☐ C. ". . . the graceful shape . . ." (paragraph 9)

☐ D. ". . . gray-green color of celadon . . ." (paragraph 14)

☐ E. ". . . the breeze and the view of the mountains." (paragraph 16)

☐ F. "A new shape for a teapot . . ." (paragraph 17)

New Jersey Student Learning Standard (NJSLS) RL.6.2

NJSLS: 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 NJSLS: 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
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	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)	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?	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.

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

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

Part A

What is the theme of the poem "If—"?

⊙ A. Having many friends is key to becoming a powerful leader.

⊙ B. Self-awareness and control are necessary for success.

⊙ C. Explaining one's problems to others leads to growth.

⊙ D. Understanding the motivations of one's enemies is needed for success.

Part B

What advice does the speaker give that supports the theme selected in Part A?

⊙ A. Trust yourself, but try to understand why others doubt you.

⊙ B. Do whatever is necessary to be liked by others.

⊙ C. Help others because you might need their help one day.

⊙ D. Confront enemies who are trying to hurt you.

New Jersey Student Learning Standard (NJSLS) RL.6.4

NJSLS: 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 NJSLS: Determine how word choice changes the meaning in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below) Analyze why the author made a specific word choice Analyze the impact of the word choice on the reader Evaluate the effectiveness of the author's word choice Identify poetic devices	How can I identify different types of figurative language? How can I use context clues to interpret word meanings? How can I use words around a vocabulary word to determine its meaning?	Identify the types of figurative language used in a given text. Use a word wall to identify any word for which students need clarification. Have students Think-Pair-Share in regard to why the author chose to use specific words.

	used in text Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text		
- ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group	Identify examples of connotative and figurative language in literature from adapted grade 5-6 text-level band. Identify positive and negative connotation of words. Identify figurative language and describe meaning orally and in short phrases.	How can I identify different types of figurative language? How can I use context clues to interpret word meanings? How can I use words around a vocabulary word to determine its meaning? How can I use new vocabulary in my own context? How does tone and voice impact a phrase's meaning? How does the author create tone through word choice?	Use sentence strips to sort literal and nonliteral examples. 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. During the editing process, model how to infuse new vocabulary. Provide students with words on index cards with corresponding illustrations. Using index cards sort words into positive and negative meaning categories.
- ESL Students Levels 1-2.5	Identify examples of	What is figurative language?	Create a graphic organizer

- Special Education Students - Low Group	figurative and connotative language by matching phrases to visuals. Distinguish words with a negative and positive connotation using a visual representation.	What is literal and nonliteral meaning? 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	to draw an illustration with a short phrase or word to 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.

Part A

What does the phrase **force your heart and nerve** in line 21 **most likely** mean?

   ○ A. using power to make others do what you wish

   ○ B. asking others for help in times of trouble

   ○ C. pushing yourself to the limits

   ○ D. caring for people in need

Part B

Which text evidence in stanza 3 supports the answer to Part A?

   ○ A. ". . . make one heap of all your winnings"

   ○ B. ". . . risk it on one turn of pitch-and-toss,"

   ○ C. ". . . never breathe a word about your loss;"

   ○ D. ". . . hold on when there is nothing in you"

New Jersey Student Learning Standard (NJSLS) RL.6.5

NJSLS: 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 NJSLS: 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
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope Recognize how form relates to function and how a part relates to a whole Distinguish between different text structures Identify part to whole and whole to part relationships Observe how the individual components of the text add to the development of the theme, setting, and plot Analyze why the author included a specific section (chapter, scene, or stanza,	How does the author use words to establish tone? How does the use of chapter structure enhance overall meaning? How does the organization help to develop the plot?	Given ten sentences from a chapter, students will analyze the overall structure and development of the plot. Students can rewrite a chapter or scene within the story and present how it fits into the overall structure of the plot.

	etc.) of the text Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)		
- ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group	Word choice Tone Style Sentence structure Paragraph structure Using key content based vocabulary in simple, related sentences to describe theme, setting or plot from a grade level adapted text.	How does the author use words to establish tone? How does the use of specific words establish and enhance meaning? How does the author utilize vocabulary specific to the medium in which the piece of writing is presented? How do writing styles vary throughout mediums of communication? How are writing styles influenced by audience?	As a group, define setting using a word web or illustration. Discuss the where and when factors in the environment (noisy vs quiet). In pairs or in groups, students will read a passage and highlight the author's words or phrases that describe the setting. Using a Venn diagram, compare and contrast different writing styles found in a story, poem or drama.
- ESL Students Levels 1-2.5 - Special Education Students -	Use short phrases or, pictures to describe theme, setting or plot from	How does the author use words to establish tone?	In a small group, complete a story map.

Low Group	adapted text.	How does the use of specific words establish and enhance meaning? How do writing styles vary throughout mediums of communication?	Complete a Four Square graphic organizer With teacher assistance, complete a Venn Diagram and use sentence frames to compare and contrast writing mediums.

Sample Test Released Item: 3885_A EBSR / Associated Text: "Turn, Turn, My Wheel"

Part A

How does the first stanza (lines 1–7) of "Turn, Turn, My Wheel" contribute to the development of its theme?

- ○ A. It demonstrates how happy the potter is to be outdoors.
- ○ B. It explains why the potter prefers the kind of clay he is using.
- ○ C. It shows that the potter knows he can control the clay.
- ○ D. It suggests that the potter wants to work as quickly and efficiently as possible.

Part B

Which lines from the poem also support the answer to Part A? Select **two** answers.

- ☐ A. "Beneath the blossoming hawthorn-tree," (line 9)
- ☐ B. "The quilted sunshine and leaf-shade" (line 11)
- ☐ C. "Like a magician he appeared," (line 18)
- ☐ D. "That shapeless, lifeless mass of clay" (line 24)
- ☐ E. "Rise up to meet the master's hand," (line 25)
- ☐ F. "And even his slightest touch obey." (line 27)

New Jersey Student Learning Standard (NJSLS) RL.6.6

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

Essential Element of the NJSLS: 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
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	Identify various points of view Determine how the author develops the point-of-view of the narrator or speaker in the text 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 Determine how the author's word choice helps develop the narrator or speaker's point of view Evaluate the effectiveness	How does the author develop the narrator or speaker's point of view? How does the author's word choice help develop the narrator or speaker's point of view? Who is the narrator? From whose point of view is the text written? How did the author help develop the character's point of view?	In a particular chapter, students explain how the author's choice of words develops the point of view of the speaker. In a particular chapter, students identify the technique the author uses to develop the point of view of the narrator or speaker.

	of the author's choice in point of view		
- ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group	Understand point of view Identify point of view	How can I identify the narrator or speaker's point of view? How does the narrator or speaker's point of view affect the overall meaning of the text? How can I construct meaning from the narrator or speaker's point of view? How can I use evidence to support the specific points? What is the author's message?	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. With teacher assistance, read a leveled text, identify the author's point of view and highlight evidence that support particular points. Match author's point of view with citations. Complete the sentence frames about the author's point of view.
- ESL Students Levels 1-2.5 - Special Education Students - Low Group	Identify author's point of view. Use Y/N or Multiple Choice questions to identify text that supports the author's point of view.	How can I identify the narrator or speaker's point of view? How can I use evidence to support the specific points? What is the author's message?	After reading an adapted or an appropriately leveled passage, students will identify speaker's point of view using visual representations. Teacher will chart

| | | | responses.

Given leveled statements or visual representations, students will match the corresponding textual evidence that supports the author's message. |
| --- | --- | --- | --- |

Sample Test Released Item: 3727_A EBSR / Associated Text: "If—"

Part A

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

○ A. The speaker wants the impressionable youth to grow up quickly.

○ B. The speaker is a wise mentor giving advice to a young, inexperienced person.

○ C. The speaker has unrealistic expectations for people.

○ D. The speaker is sharing information that has been documented in other places.

Part B

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

○ A. "If you can talk with crowds and keep your virtue,
   Or walk with kings—nor lose the common touch;"(lines 25 and 26)

○ B. "If neither foes nor loving friends can hurt you;
   If all men count with you, but none too much;"(lines 27 and 28)

○ C. "If you can fill the unforgiving minute
   With sixty seconds' worth of distance run—"(lines 29 and 30)

○ D. "Yours is the Earth and everything that's in it,
   And—which is more—you'll be a Man, my son!"(lines 31 and 32)

New Jersey Student Learning Standard (NJSLS) RI.6.1

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
- General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group	Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim Use evidence from the text to make and check predictions when reading Make personal connections, make connections to other texts, and/or make global connections when relevant Gather evidence from the text to support inferences or explicit meaning. Read and analyze a variety of informational texts	How can I cite textual evidence to support my analysis of the text? What is the main idea of the passage? What is stated explicitly in the text? What inferences can I make based on the information explicitly stated? How can I justify and support my inferences? How and where can I seek additional information to justify inferences and clarify uncertainties?	Use a double journal entry to chart details and make inferences. Incorporate Accountable Talk to discuss quotes from a text that can be used to cite evidence. Given a paragraph, students will make inferences and support the inferences with an accurate quote from the text. Locate quotes or details from a given text to accurately support explanation or inferences.

	Closely examine the text's explicit content Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings Reconstruct and understand the text segment's new meaning Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences Refer to the text for support when analyzing and drawing inferences Correctly cite evidence from the text (this is the first time the term "cite" is used, before that it says quote accurately and refer to)		
- ESL Students Levels 2.5-3.9 - Special Education Students -	Read adapted or appropriately leveled text.	How can I cite textual evidence to support my analysis of the text?	As a class create a list of Accountable Talk stems for discussions and quoting text to cite

Mid Group	Identify the main idea Identify supporting details Analyze details Organize information Cite evidence orally and written. Use WH-questions to make inferences. Support inferences with evidence Provide evidence	What is the main idea of the passage? What is stated explicitly in the text? What inferences can I make based on the information explicitly stated? How can I justify and support my inferences?	evidence. Use a three column chart with text/meaning/ inference. Teacher will chart responses. Use a partially completed T- chart for claims and textual evidence. Model marking text and charting inferences. Use sentence frames. o The first paragraph states_____ o On page _____ In groups, students will read a text and discuss meaning. Student will chart inferences on a graphic organizer.
- ESL Students Levels 1-2.4 - Special Education Students - Low Group	Read adapted or appropriately leveled text. Listen for information	How can I cite textual evidence to support my analysis of the text? What is the main idea	As a class create a list of Accountable Talk stems for students to reference during discussions. These stems will be used to

	through audio and/or teacher read aloud. Identify the main idea using visual representation and matching to written statements. Identify supporting details Analyze details Organize information Cite evidence Identify inferences using visual representation and matching with written statements. Identify text that supports inferences with using Yes/ No or multiple choice questions	of the passage? What is stated explicitly in the text? What inferences can I make based on the information explicitly stated? How can I justify and support my inferences?	quote cited evidence. After listening to an audio or Read Aloud, teacher will chart student inferences. Match inferences to illustrations 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). Given an example of text-student will be given multiple choice options regarding inference.

Part A

What is the meaning of the word **caches** as it is used in paragraph 6?

⊙ A. special treasures

⊙ B. comfortable nests

⊙ C. concealed shelters

⊙ D. hidden resources

Part B

Which phrase from paragraph 6 supports the answer to Part A?

Drag the selection to the box labeled Support.

Support

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
- General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group	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	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?	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.

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

	Organize information
	
	Identify central idea orally or written.
	
	Identify supporting details orally or written.
			following sentence frames to summarize a text.
			
			  o In the beginning,…….
			
			  o In the middle, ……….
			
			  o In the end,…………
			
			Use a partially completed graphic organizer to summarize a text.
			
			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.
			
			Using a reference sheet with possible themes, students will answer Yes/ No questions.

- ESL Students Levels 1-2.4 - Special Education Students - Low Group	Identify theme using visual representation. Using visual representation or short phrases summarize	What is the central idea of the text? How can I justify my asserted central idea?	Students will use pictures to complete a storyboard. Students will use phrases and pictures to complete a

	story.	What are the primary details that supported my asserted central idea?	storyboard.
	Identifying text that is an example of a key detail orally of a key detail orally by answering Yes/No or multiple choice questions.	What are the supporting details that support my asserted central idea?	Provide students with a list of possible themes.
			Students will match pictures to statements about themes across multiple texts.
	Organize information		Students will categorize pictures of key details and the main idea.
	Main idea		
	Supporting details		After reading short phrases, students will circle key details that correspond to the main idea.

Sample Test Released Item: 3578 TECR / Associated Text: "The Alaska Start III"

Read the paragraph below.

Select the **four** sentences that make up a summary of the blog entry "Alaska Start III."

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. The dog sled parade was the most fun Groves had all day. Groves traveled with the mayor of Noorvik to visit the first household in Noorvik to be counted. Everyone from the village gathered for speeches, performances, and a gift exchange before the Director and his party left. Groves wanted everyone in the village to be interviewed by the press.

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
- General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group	Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below) Analyze why the author made a specific word choice Analyze the impact of the word choice on the reader Evaluate the effectiveness of the author's word choice	What is figurative language? How can I determine the deeper meaning an author may be alluding to when using figurative language? Why is it important to distinguish the difference between metaphors and similes? How can I interpret figurative language? Are there any clues around the word that can help me determine the meaning? What strategies can I use to help me determine the meaning	Use a word wall to identify any words for which students need clarification. Create a graphic organizer noting literal and implied meanings of words. Have students add transitional words and phrases to a document devoid of such devices. Given an excerpt which includes figurative language, students will highlight and describe the meaning of the figurative language examples.

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

			meanings.
- ESL Students Levels 1-2.4 - Special Education Students - Low Group	Identify figurative language to visual representations. Know that similes and metaphors are used to compare two objects Use context clues to help determine the meaning of words Understand the words and phrases often have literal and figurative meanings Use visual representation or short phrases to distinguish connotation and technical terms. Use a bilingual dictionary	What is figurative language? How can you distinguish between metaphors and similes? How can you interpret figurative language? Are there any clues around a word that can help me determine its meaning? How can I understand and determine technical meanings?	Identify types of figurative language. Use a Venn Diagram to compare and contrast metaphors and similes. In groups, students will use a partially completed T chart with examples of figurative language and students create a visual representation of meaning. Match context clues to words or pictures. Use a word web to chart context clues. Identify new vocabulary words by answering multiple choice questions. Use a T chart to compare visual representations of literal and nonliteral meanings of words. Provide students Yes/ No or multiple choice questions to identify meaning on metaphors and similes.

			Identify the meaning of metaphors and similes by matching illustrations to short phrases

Sample Test Released Item: 3873_A EBSR (paper form – additional item) / Associated Text: "Of Feathers, Fat, and Freezing"

Part A

What is the meaning of the word **forage** as it is used in paragraph 5?

- ◎ A. sleep

- ◎ B. chase

- ◎ C. search

- ◎ D. conserve

Part B

Which phrase from paragraph 5 supports the answer to Part A?

- ◎ A. ". . . such energy efficiency . . ."

- ◎ B. ". . . the least amount of time . . ."

- ◎ C. ". . . finding and eating . . ."

- ◎ D. ". . . the light fades."

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
- General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group	Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope Recognize how form relates to function and how a part relates to a whole Distinguish between different text structures Identify part to whole and whole to part relationships Observe how the individual components of the text add to the development of the theme, setting, and plot Analyze why the author included a specific	How does the author use words to establish tone? How does the use of specific words establish and enhance meaning? How does the author utilize vocabulary specific to the medium in which the piece of writing is presented? How do writing styles vary throughout mediums of communication? How are writing styles influenced by audience?	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. Given short excerpts and multiple choice options, students will determine the best concluding statement. Analyze informational texts, utilizing a graphic organizer noting the differences between how informational and narrative texts are structured.

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

			connotation.
			Use a Venn diagram compare and contrast different writing styles of a narrative and informational text.
			Using short sentences in a partially completed T-chart compare and contrast subject matter in two texts.
- ESL Students Levels 1-2.4 - Special Education Students - Low Group	Word choice Use short phrases or pictures to describe tone. Style Sentence structure Paragraph structure Word Wall Use a bilingual dictionary	How does the author use words to establish tone? How does the use of specific words establish and enhance meaning? How does the author utilize vocabulary specific to the medium in which the piece of writing is presented? How do writing styles vary throughout mediums of communication?	As a class use an excerpt to identify the author's tone. Highlight words or phrases that reinforce the author's tone. Using a modified excerpt, have students replace words using a word bank. Provide students with different sentences. Have students replace the underlined words with visual representation of vocabulary words. Sort words according to its negative and positive connotation. Using multiple choice or Yes

			or No questions, students will identify sentences that do not belong in a narrative or informational text.
			Using a visual representation of specific components of a narrative and informational text, students will compare and contrast different writing styles.
			Students will sort short phrases written on sentence strips in a partially completed
			T-chart to compare and contrast subject matter in two texts.

Sample Test Released Item: 3169_A EBSR/ Associated Text: "Of Feathers, Fat, and Freezing" (Task Type)

Part A

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

○ A. by providing an anecdote before summarizing a chickadee's adaptation

○ B. by introducing a conversation with the reader in order to establish authority on the subject of the chickadee

○ C. by directly addressing the reader with a question before summarizing a chickadee's adaptation

○ D. by describing a challenge to the chickadee's survival through the introduction of personal examples

Part B

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

○ A. paragraph 4

○ B. paragraph 6

○ C. paragraph 7

○ D. paragraph 9

New Jersey Student Learning Standard (NJSLS) RI.6.6

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
- General Education - ESL Students Levels 4-5 - WIDA ELDS: 1-5 Reading, Speaking, Writing - Special Education Students - High Group	Identify various points of view Determine how the author develops the point-of-view of the narrator or speaker in the text 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 Determine how the author's word choice helps develop the narrator or speaker's	What is the author's point of view or purpose? How does the author's word choice help develop the point of view/purpose? Use the text to support how the point of view/purpose is conveyed by the author.	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: 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? Using specific language found in the text, students work in pairs to prepare a Venn diagram

	point of view Evaluate the effectiveness of the author's choice in point of view		displaying the different points of view outlined in the text. Teachers listen intently and foster an environment of objective peer to peer feedback sharing in order to keep learning moving forward.
- ESL Students Levels 2.5-3.9 - Special Education Students - Mid Group	Point of view Author's purpose Perspective Word choice	How does the author's choice of language help develop the narrator or speaker's point of view? How does the author develop his / her point of view? Is it possible for people to have different points of view about the same topic?	Model for students how to identify the author's point of view based on an adapted informational text. In a 'think-pair-share', students will discuss with a partner a point of view different from the author's. In a whip-around activity, students will share what they think is the author's purpose behind writing a particular article.
- ESL Students Levels 1-2.4 - Special Education Students - Low Group	Point of view Author's purpose Perspective	Which sentence in the paragraph shows the author's point of view?	Model for students how to identify the author's point of view based on an adapted informational text.

	Word choice		After reading aloud and comprehending an appropriately leveled text, students will be 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.

Part A

What is the author's **main** purpose for writing the blog entry "The Alaska Start III"?

- A. to defend the census process to people who are critical of it

- B. to provide a description of how one group of citizens responded to the census

- C. to instruct census workers on the correct way to collect information from citizens

- D. to provide specific benefits of participating in the census

Part B

Which quotation from the blog **best** expresses the author's purpose for writing?

- A. "We flew to Noorvik mid-morning on Monday, January 25, a 10-seat plane—full of state dignitaries." (paragraph 1)

- B. "I met the elders of the village, who were assembled in the Inupiat culture room, now used to instruct the children in their native language." (paragraph 2)

- C. "I returned to the school, which is clearly the hub of social activity in the small village, to have lunch with the school children." (paragraph 6)

- D. "More interviews with press; a large gathering in the gymnasium with the entire village assembled; an exchange of gifts; speeches; native dancing." (paragraph 6)

New Jersey Student Learning Standard (NJSLS) W.6.2A,B,C,D,E,F

NJSLS: 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.6.2.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

- General Education
 	
- ESL Students Levels 4-5
 	
- WIDA ELDS: 1-5
Reading, Speaking, Writing
 	
- Special Education Students - High Group
	Introduce a topic
	  Compose a well-developed thesis statement
	  Select appropriate text structures and text features for clarity
	  Include formatting, graphics, and multimedia when useful to aid comprehension
	  Add relevant facts,
		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?
		What words will assist the reader in clarifying the relationship between the
			Create an informative/explanatory writing piece.

	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	ideas and concepts? What makes your piece formal in style? Is your concluding statement consistent with the information presented?	
- ESL Students Levels 2.5-3.9 - Special Education Students - Mid Group	Introduce a topic Convey information accurately. Understand and use various organizational structures. Utilize formatting, graphics, and multimedia	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 topic?	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 the audience, thesis

	Use facts, concrete details, quotations, examples to develop a topic. Use transitional expressions to establish relationships among ideas and concepts. Understand and use precise vocabulary. Incorporate definitions of terms. Understand and use a formal style. Provide an effective conclusion.	How do I know my writing is organized? How do I know when to incorporate transitions when writing? What words will assist the reader in clarifying the relationship between the ideas and the concepts? What makes your piece formal in style? Is your conclusion statement consistent with the information presented?	statement and highlight the supportive relevant facts. Using an adapted or leveled text, have students highlight facts, concrete details, quotations, examples to develop a topic. Use an adapted or leveled explanatory/informative essay. Provide students with a word bank of transitional words have students incorporate transitions words into excerpt 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. 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.

- ESL Students Levels 1-2.4 - Special Education Students - Low Group	Introduce a topic Convey information accurately. Understand and use various organizational structures. Utilize formatting, graphics, and multimedia Use facts, concrete details, quotations, examples to develop a topic. Use transitional expressions to establish relationships among ideas and concepts. Understand and use precise vocabulary. Incorporate definitions of terms. Understand and use a formal style. Provide an effective conclusion.	How you introduce your topic? What organizational structure will best enable you to convey your information?	Use an adapted or modified text of an explanatory/ informative essay. As a class highlight the purpose, thesis relevant facts and audience. As a class develop a writing piece with a thesis statement, supporting details and topic. Provide students with an outline with sentence starters that begin with transitional words to organize their writing. 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. 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.

Sample Test Released Item: 3183 PCR /Associated Text: "A Single Shard" and "Turn, Turn, My Wheel"

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

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

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New Jersey Student Learning Standard (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
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	Identify defining characteristics of different genres of writing Unpack a writing prompt Write for a specific purpose and audience Select an appropriate text structure or format for the task Use language that is precise and powerful to create voice Create a tone that is appropriate for one's audience	What form of writing does the prompt call for? What organizational structure will you use? What is the purpose for writing? Who is the audience? How will you organize and develop your thoughts before writing? Did you use vocabulary that is appropriate to your audience? Are you using a formal or informal style of writing? Which would be most appropriate for your audience?	Create an outline that will organize your thoughts before you begin writing. Given a writing piece, determine the audience and the thesis statement.
- ESL Students Levels 2.6-3.9 - Special Education Students -	Write in a logical and sequential manner.	What is the purpose for writing?	Given sentence strips of a paragraph out of sequential order,

Mid Group		Who is the audience? 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.
- 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.

New Jersey Student Learning Standard (NJSLS) W. 6.5

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

Essential Element of the NJSLS: With guidance and support from adults and peers, plan before writing and revise own writing.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	Revise and edit intentionally to improve writing Generate ideas to develop topic Revise writing with a partner or self-editing checklists Distinguish between editing and revising	How will you plan your writing piece? How does your planning template compare with your writing piece? Was something added/ omitted? Why What is the best title for this piece? Is the structure you selected the most effective format for conveying your ideas? Is additional evidence, description, or clarification needed anywhere in the piece? Does one section of your writing piece problematic? How can you revise that portion to better fit the	Students will work collaboratively with peers to plan, revise, edit and rewrite their writing. Students will participate in writing conferences with their teacher in order to plan, revise, rewrite and edit their writing.

			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?	
- ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group		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	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	Given a writing piece, students will use checklist to revise and edit. Students will work with partner to revise writing piece.

		stronger? Did you use your strategies for revision? Did you use your editing checklist? How does your initial draft compare to your final piece?	
- ESL Students Levels 1-2.5 - Special Education Students - Low Group	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	How will you plan your writing piece? What is the best title for this piece? Do all sentences belong? Do some sentences need to be reworded or deleted? Is your writing free of writing conventions errors? What do you think you did effectively? What do you think you could improve? Did you reread your piece out loud and to yourself? What did you notice as you read? What kinds of revisions could make your writing stronger? Did you use your	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. 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.

		strategies for revision? Did you use your editing checklist? How does your initial draft compare to your final piece?	

Sample Test Released Item: 3183 PCR /Associated Text: "A Single Shard" and "Turn, Turn, My Wheel" posted above addresses standards W.6.4 – 6.10

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

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

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New Jersey Student Learning Standard (NJSLS) W. 6.6

NJSLS: 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 NJSLS: Use technology, including the Internet, to produce writing while interacting and collaborating with others.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	Use technological resources to enhance writing Give and receive feedback using technology Seek out authentic publishing opportunities Use tools including blogs and wikis, to develop writing and communicate with students in their classes Type a minimum of three pages in a single sitting Use keyboarding skills to make typing more efficient Type three pages in an appropriate amount of time	What software will you use to create this document? How can the Internet serve as a tool for production, publication, and collaboration? What medium will you use to publish your writing so that others can access it? How will you use technology to collaborate and interact with others about your writing?	Students will produce a typed 3-page final draft of their writing piece.

- ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group	Use technological resources to enhance writing Understand how to choose and evaluate appropriate platform Understand how to link and cite sources Create shared writing products Give and receive feedback using technology	Do you know how to locate information on the internet? How will you use technology to create this document? How can you include a link to resources within your document? How did you cite your work? How did collaborate with peers and provide feedback?	Using a Class Wiki/Blog/Google Docs, students will publish written work, using simple sentences with key content based vocabulary. In groups have students spell check and grammar check to edit, and then export digital draft to class wiki. Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. 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. In pairs, review and discuss a shared writing product,

			add words to sentences in the electronic shared writing product.
- ESL Students Levels 1-2.5 - Special Education Students - Low Group	Use technological resources to enhance writing Understand how to choose and evaluate appropriate platform Understand how to link and cite sources Create shared writing products Give and receive feedback using technology	Do you know how to locate information on the internet? Do you know how to locate appropriate information Did you write a caption for your picture/ photograph? How did you provide feedback? How did you cite your work? How did you collaborate with your peers?	Using a Class Wiki/Blog/Google Docs, students will publish written work, using simple sentences with key content based vocabulary. Students can complete cloze sentences or captions for imagines selected from online sources, using and key content based vocabulary. With teacher support allow students to use a text to speech to listen to first draft and decide what information to add. Students can record daily activities on a blog that is shared with parents instead of a traditional home-

			school notebook.
			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.
			As a whole group review and discuss a shared writing product, add words to sentences in the electronic shared writing product.

Sample Test Released Item: 3183 PCR /Associated Text: "A Single Shard" and "Turn, Turn, My Wheel" posted above addresses standards W.6.4 – 6.10

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

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

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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
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	Use search terms effectively Assess the credibility and accuracy of each source Select direct and indirect quotations that relate to the topic as evidence Explain quotations used as support to enhance meaning Cite direct and indirect quotations Identify examples of plagiarism in writing Avoid plagiarism in writing Follow typing appropriate typing format and conventions	How will you locate information from both print and digital sources? What makes this information relevant to the topic? How do you know that the source is credible? What direct quotes will you use? What conclusive information do you plan to include? How will you paraphrase the information? How do you cite (various) sources in a bibliography?	Students will gather print and digital sources for an assigned topic. Students will evaluate the credibility of each source. Students will paraphrase various pieces of information from each source. Students will identify two direct quotes from each source.

- ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group	Gather print and digital information (research) Assess relevance of information Assess credibility of sources Utilize quotes Paraphrase correctly Identify examples of plagiarism in writing Create a bibliography	How will you locate information from both print and digital sources? Which sources did you draw from? What kind of media did you use? What makes this information relevant to the topic? How do you know that the source is credible? What direct quotes will you use? How will you paraphrase the information to demonstrate your own understanding? How do you cite (various) sources in a bibliography? If you had to refer a friend to the best source on the subject, where would you tell him or her to look?	Students will gather print and digital sources for an assigned topic. Students will evaluate the credibility of each source. Students will paraphrase various pieces of information from each source. Students will identify two direct quotes from each source.
- ESL Students Levels 1-2.5 - Special Education Students - Low Group	Gather print and digital information (research) Assess credibility of sources Utilize quotes Paraphrase correctly Identify examples of	How will you locate information from both print and digital sources? Which sources did you draw from? What kind of media did you use? What makes this information relevant to the topic? How do you know that the source is credible? What direct quotes will you use?	Students list basic bibliographic information for sources by producing single words that represent key ideas using phrase patterns and general, content-related vocabulary.

	plagiarism in writing	What conclusive information do you plan to include? How will you paraphrase the information to demonstrate your own understanding?	

Sample Test Released Item: 3183 PCR /Associated Text: "A Single Shard" and "Turn, Turn, My Wheel" posted above addresses standards W.6.4 – 6.10

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

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

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New Jersey Student Learning Standard (NJSLS) W. 6.10

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) Reflect on and be able to explain purposeful decisions made while writing Respond to a wide-variety of topics for an array of purposes and audiences Produce written reflections	How can you create an outline (with time frames) to facilitate/organize your writing? What is the purpose of this writing? What is the specific task? Who is the intended audience? How will you address the audience's knowledge/ perspective?	Students produce several pieces of writing to be revised. Students communicate their ideas for revision of their peers' work through a written reflection.
- ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group	Practice writing for different purposes and audiences Understand the writing process	What is the purpose of this task? What is the time frame of the task? Who is the audience? What steps will you take to	Students can write narratives, dialogues, or make periodic journal entries for a specific purpose or audience using simple related sentences and

	Plan & self-monitor when writing Understand and use of reflective writing	complete the task? Will your style be formal? Informal? Why?	key content based vocabulary.
- ESL Students Levels 1-2.5 - Special Education Students - Low Group	Understand the writing process Determine purpose and audience Use of revision strategies (checklist)	Who is the audience? Did you write your thoughts about something you learned or wondered today?	With prompting and support, students can write reflective journal entries for a specific purpose or audience by utilizing words from a word bank. What do you think was the most important word you heard today? The most important passage? Why is it important to you?

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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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**
Literary Analysis/Research	**Informational/Explanatory**	**Examples**

Literary Analysis/Research	**Informational/Explanatory**	**Examples**
Literary Essay on a Single Piece of Literature **Lesson1**: Identifying Characteristics in Literary Figures **Lesson 2**: Judging the Importance of Characteristics Revealed About Characters **Lesson 3**: Identifying Characteristics of a Literary Figure in a Film **Lesson 4**: Identifying Characteristics of a Literary Figure in a Text **Lesson 5**: Making a Claim About a Literary Figure **Lesson 6**: Using a Hook or Background Context in a Literary Essay **Lesson 7**: Choosing the Best Evidence and Writing an Introductory Paragraph **Lesson 8**: Beginning to Write Body Paragraphs **Lesson 9**: Writing Body Paragraphs **Lesson 10**: Writing a Concluding Paragraph **Lesson 11**: Revision from Reader Feedback **Lesson 12**: Revising for Content **Lesson 13**: Revising for Variety, Clarity, Correctness, Conciseness **Lesson 14**: Edit Down the Lane and Using a Rubric **Lesson 15**: Publishing and Sharing **Literary Essay on Paired Texts** **Lesson 1**: People Pairs, Making Claims and Finding Evidence	The culminating assignment within the HML unit, addresses informational/explanatory writing. However, additional writing lessons may be needed to address all NJSLS.	Reader's Response Notebook Journals Blogging Quick Writes Interactive Writing

Lesson 2: Evidence or Not Evidence, Judging Evidence **Lesson 3**: Judging Textual Evidence **Lesson 4**: Four Corners, Defending a Claim with Textual Evidence **Lesson 5**: Background Context **Lesson 6**: Review of Writing and Speaking Terms **Lesson 7**: Reading Paired Texts for LAT **Lesson 8**: Creating an Outline for LAT **Lesson 9**: Writing Workshop, Beginning an In-Class Writing Workshop **Lesson 10**: Writing Workshop, The Introductory Paragraph **Lesson 11**: Evaluating an Exemplar Introductory Paragraph for LAT **Lesson 12**: Writing Workshop, The First Body Paragraph for LAT **Lesson13**: Evaluating an Exemplar First Body Paragraph for LAT **Lesson 14**: Writing Workshop, The Second Body Paragraph for LAT **Lesson 15**: Evaluating an Exemplar Second Body Paragraph for LAT **Lesson 16**: Writing Workshop, The Third Body Paragraph for LAT **Lesson 17**: Evaluating an Exemplar Third Body Paragraph for LAT **Lesson 18**: Writing Workshop, The Concluding Paragraph for LAT **Lesson 19**: Evaluating an Exemplar Concluding Paragraph for LAT **Lesson 20**: Revising for Variety, Clarity, Conciseness, and Correctness		

Lesson 21: Essay to Outline Analysis for Compare and Contrast Essay for LAT **Lesson 22**: Essay to Outline Analysis for Point of View Essay for LAT **Lesson 23**: Using a Template for a Compare and Contrast Essay for LAT **Lesson 24**: Using a Template for a Point of View Essay for LAT **Lesson 25**: Practice Set and Using a Writing Rubric for a Compare and Contrast Essay for LAT **Lesson 26**: Using a Rubric for a Point of View Essay for LAT **Lesson 27**: Classroom Quiz Please note, district required reading and writing resources should be utilized to develop Literary Analysis Tasks and Research Tasks throughout the year.		

Writing Rubrics

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

Research Simulation Task and Literary Analysis Task

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

Additional Resources: Suggested in the NJ Curriculum Framework

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

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

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.aaamatematicas.com
 over 2500 interactive math lesson pages
NASA's Space Place - http://spaceplace.nasa.gov
 NASA's education program; also available in Spanish
Achieve 3000-http://www.achieve3000.com/

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 Pagehttp://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 embedded media links, sound, and video, and then share their posters with friends.

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

Interactives – Elements of a Story

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

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

National Writing Project (NWP)

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

http://www.nwp.org

Pacecar

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

http://pacecar.missingmethod.com/

Plickers

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

https://plickers.com/

Read Write Think

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

http://www.readwritethink.org

RubiStar

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

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

Special Education Resources

VisuWords

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

http://www.visuwords.com/

Vocab Ahead

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

http://www.vocabahead.com/

Voki

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

 http://www.voki.com/

Webspriration

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

Wordle

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

http://www.wordle.net/