ENGLISH LANGUAGE ARTS
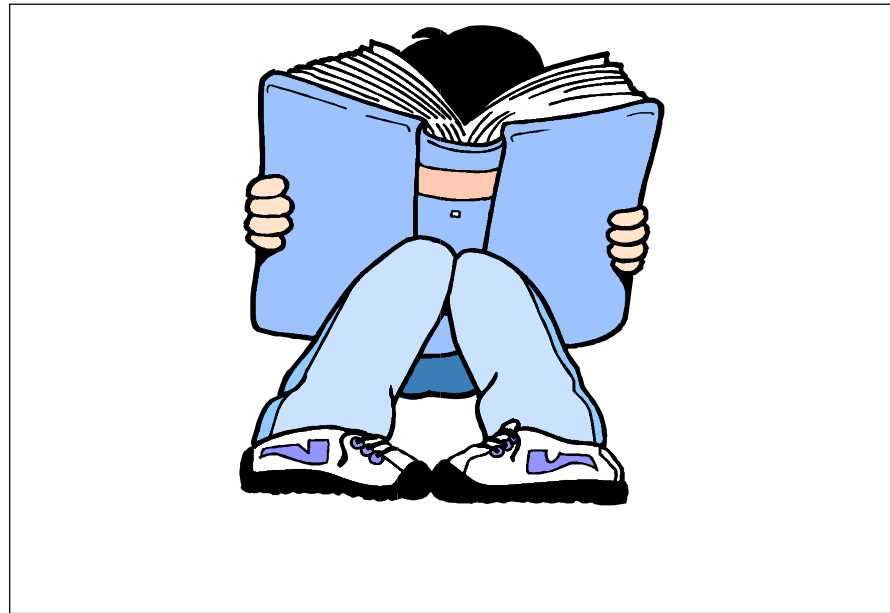
Grade 6: Unit 3

Reading: Literature & Informational

Writing: Narrative & Literary Analysis

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 3		
Topic: Reading Literature and Informational Text **Narrative & Literary Analysis**	**NJSLS**	
DISTRICT RESOURCES **Reading Instruction:** **Novel:** *Walk Two Moons* by Sharon Creech **HML Unit 1:** The School Play, All Summer in a Day, The Prince and the Pauper **HML Unit 2:** Jeremiah Song, Writing Workshop: Comparison-Contrast Essay, Text Analysis Workshop: Character, Point of View **HML Unit 5:** Mooses, Is the Moon Tired, I'm Nobody, Who Are You? Reading Poety, Message from the Caterpillar, Fog, Two Haiku **HML Unit 6:** Myths, Legends, and Tales, Apollo's Tree/Arachne **Writing Instruction:** Narrative & Literary Analysis	**Reading Standards:** **Literature** RL.6.1, RL.6.2, RL.6.3 RL.6.4, RL. 6.5, RL. 6.6, RL. 6.7 RL.6.9 **Informational** RI.6.1, RI.6.2, RI.6.6 **Writing Standards:** W.6.3A,B,C,D,E,F W.6.4, W.6.5, W.6.6, W.6.8, W.6.10 **Language Standards:** L.6.1C,D,E, L.6.2A,B L.6.3A,B, L.6.4A,C,D L. 6.5A,C, L.6.6 **Speaking and Listening Standards:** SL.6.1A,B,C,D SL.6.2, 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 Concepts
  □ Create a document with text using a word processing program.
    Example: Students will use Microsoft Word to develop real or imagined narratives.

Creativity and Innovation
  □ Illustrate and communicate original ideas and stories using digital tools and <u>media-rich resources</u>.
    Example: Students will create a Power Point presentation to develop their real or imagined narratives. Their presentations will embed the following media-rich resources: audio (sound), graphics and videos.

Communication and Collaboration
  □ Engage in a variety of <u>developmentally appropriate</u> learning activities with students in other classes, schools, or countries using electronic tools.
    Example: Students will share their published narratives with other classes.

Digital Citizenship
  □ Model legal and ethical behaviors when using both print and non-print information by citing resources.
   Example: Students will write an essay of about 250 words in which they compare and contrast two texts within the IFL Unit: Identity in terms of their approaches to a similar theme. Students will support their analysis with relevant, adequate, and clearly explained evidence. Students will use the website http://www.citationmachine.net/apa/cite-a-book to properly cite 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 IFL texts: "Eleven," Maggie and Millie," and "What Do Fish Have to Do With Anything?".

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 narratives.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example: Students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk small group discussion to determine a theme or central idea of a text and 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	Frequent feedback	Note-taking assistance
Audio-taped books	Read directions aloud		Color code materials

Differentiated Instruction
Accommodate Based on Students' Individual Needs:
Leveled Text Chunking text Choice Board 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: Analysis of Theme: Identity

Social Studies: **Standard: 6.18.B.1.a**

Exploring Personal, Group, and National Identities - The activity is designed to encourage students to make connections between the ways in which they think about their own identities, the ways in which they categorize others and the concept of nation as a particular kind of reference group. By examining the variety of identities each person has the importance of context in the selection of appropriate criteria for categorizing themselves and others. Students will begin an exploration of how individuals balance the concept of nationality with a variety of other kinds of identities in the course of daily life.
 http://istep.sdsu.edu/documents/SectionOne_001.pdf

Identity Circles - Identify aspects of personal identity to explore how individual differences contribute to a healthy community. Student will explore how our differences and commonalities make us stronger as a group and in our communities.
http://www.youthcommunityservice.org/filemgmt/visit.php?lid=167

Science: **Standard: MS-LS4-5**

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

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

Enrichment

Accommodate Based on Students Individual Needs: Strategies

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

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

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

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

Generate theories and hypotheses and pursue methods of inquiry.

Produce products that express insight, creativity, and excellence.

Possess exceptional leadership skills.

Evaluate vocabulary

Elevate Text Complexity

Inquiry based assignments and projects

Independent student options

Tiered/Multi-level activities

Purposeful Learning Center

Open-ended activities and projects

Form and build on learning communities

Providing pupils with experiences outside the 'regular' curriculum

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

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

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

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

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

Assessments	
Required District/State Assessments	***Suggested Formative/Summative Classroom Assessments***
Study Island (Refer to district assessment calendar for appropriate testing window) PARCC Writing Prompts DRA2	Short constructed response questions Multiple Choice questions Quizzes Journals Essays Quick writes Summative chapter test Projects Portfolio Exit Slips Graphic Organizers Presentations (incorporating Web 2.0 tools) Homework Anecdotal Notes Student Conferencing

Grade: 6	ELA Standards	Standards in each Unit			
		1	2	3	4
LANGUAGE					
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.6.1A	Ensure that pronouns are in the proper case (subjective, objective, possessive).	X			
L.6.1B	Use intensive pronouns (e.g., *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

	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: 3	Topic: Reading: Literature and Informational Writing: Narrative and Literary Analysis

Standards: NJSLS:

Reading Literature: RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL. 6.7, RL. 6.9

Reading Informational Text: RI.6.1,RI.6.2, RI.6.6   **Writing:** W.6.3A,B,C,D,E, W.6.4, W.6.5, W.6.6, W. 6.8, W.6.10

Speaking and Listening: SL.6.1A,B,C,D, SL.6.2, SL.6.4, SL.6.6   **Language:** L.6.1C,D,E, L.6.2A,B, L.6.3A,B, L.6.4A,C,D, L.6.5A,C L.6.6

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

HML Unit

Analysis of Theme: Identity

This unit is about analyzing theme and identity. Through engaging in this unit, students will:
- read, write about, and discuss three short stories and two poems to deepen their understanding of identity and theme;
- learn to analyze how themes are developed over the course of a text and how they emerge and are shaped and refined by specific details;
- learn how to write essays about their analyses of themes; and

Compare and contrast two unit texts in terms of their approaches to a similar theme.

Required Resources - HML

"The Southpaw" by Judith Viorst
"Maggie and Millie and Molly and May" by E.E. Cummings
"What Do Fish Have to Do With Anything?" by Avi
"Eleven" by Sandra Cisneros
"Motto" by Langston Hughes

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 Probe a segment of text in	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.

	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 make and check predictions	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?	Use a partially completed three column chart text, meaning, inference In pairs, use a T-chart to chart claims and textual evidence. Model marking text and

	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.		charting inferences. Use sentence frames to cite text- 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 do the sentences from 0:03–0:11 of the audio recording contribute to the development of the plot?

> Alice was beginning to get very tired of sitting by her sister on the bank and of having nothing to do. Once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it . . . .

○ A. by explaining why Alice enjoyed spending time with her sister

○ B. by demonstrating that Alice would rather read a book than play games

○ C. by establishing Alice's boredom and that she would welcome an adventure

○ D. by showing that Alice was lazy and did not enjoy trying new things

Part B

Which detail from the audio recording signals when Alice's outlook changes?

○ A. ". . . making her feel very sleepy and stupid . . ." (0:22–0:25)

○ B. ". . . suddenly a white rabbit with pink eyes ran close by her." (0:33–0:37)

○ C. ". . . but at the time it all seemed quite natural." (0:54–0:57)

○ D. ". . . to wonder what was going to happen next." (1:54–1:56)

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

Which sentence **best** states a theme of the audio recording?

- ⦿ A. Experiences can be important to personal growth.

- ⦿ B. People can turn to others for help with problems.

- ⦿ C. Adventure can occur unexpectedly.

- ⦿ D. Books can be a source of excitement.

Part B

Which evidence from the audio recording supports the answer to Part A?

- ⦿ A. "Once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it." (0:23–0:27)

- ⦿ B. "Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket or a watch to take out of it." (1:24–1:32)

- ⦿ C. ". . . fortunately was just in time to see it pop down a large rabbit-hole under the hedge." (1:38–1:43)

- ⦿ D. "'Why, I wouldn't say anything about it, even if I fell off the top of the house!'" (2:57–3:00)

New Jersey Student Learning Standard (NJSLS) RL.6.3

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

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

Student Population	Skills, Strategies & Concepts	Essential Questions (Accountable Talk)	Sample Activities/Lesson Starters
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	Explain the parts of a plot; provide a summary of each part Observe and analyze how story characters and plot interact and develop throughout a given text Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits	How can I identify the different stages of the plot? How does the story's events and setting influence and possibly change the characters? What can I learn from identifying the conflict in a story? How can I describe the character using specific details from the text?	Use a graphic organizer to write about three events from the plot. Describe how a character changed throughout those events. Write dialogue in speech bubbles to describe the responses of characters to one situation in a given image. Model how to develop a conclusion for a story that connects to the plot and provides closure.

- ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group	Use adapted literature in the grade 5-6 text level band. Describe plot using key content based vocabulary and specific details in simple, related sentences. Given events on sentence strips student will place events in chronological order. Create a character/setting word wall. Identify problem and solution. Identify important events that lead to solution	How can I identify the different stages of the plot? How does the story's events and setting influence and possibly change the characters? How can I describe the characters using specific details from the text? Did the environment affect the outcome of the story?	Given a plot diagram, students will outline key events that led to problems/ solutions. Use a partially completed T-chart to chart how the character changes from the beginning and the end of the story. Given a Character Web. Students will identify character traits and cite evidence. Given a character trait reference sheet, students will identify character traits with corresponding citation. As a class, model how to write a paragraph about a character. Identify a trait and underline text that supports trait. Use a paragraph template with sentence frames using transitional words and text support. Use a cloze paragraph template with transitional

			words and text support.
- ESL Students Levels 1-2.5 - Special Education Students - Low Group	Use adapted literature in the grade 5-6 text level band. Describe plot using key content based vocabulary and specific details in simple, related sentences. Given events on sentence strips student will place events in chronological order. Create a character/setting word wall. Identify problem and solution. Identify important events that lead to solution	What are the different stages of the plot? How does the story's events and setting influence and possibly change the characters? How can I describe the character using specific details from the text? Did the environment affect the outcome of the story?	Students will complete a partially filled storyboard and add dialogue. Students will match pictures to words or short dialogue. Teacher will assist students with labeling their pictures. Students will be given a list of traits and a bilingual/picture dictionary. Provide students with pictures and leveled words that represent character traits and the setting. In a small group, complete a Venn Diagram about the character in the beginning of the story vs. the end. Using sentence strips or illustrations students will sort statements into events that led to a problem or a solution.

Part A

How does Alice respond to the rabbit jumping down the hole?

◎ A. She jumps down the hole without thinking of the consequences.

◎ B. She patiently waits for the rabbit to come back out of the hole.

◎ C. She carefully looks down the hole and decides not to jump in.

◎ D. She jumps down the hole but immediately regrets her decision.

Part B

Which evidence from the audio recording supports the answer to Part A?

◎ A. ". . . whether the pleasure of making a daisy chain would be worth the trouble of getting up and picking the daisies . . ." (0:26–0:32)

◎ B. "When she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural." (0:49–0:58)

◎ C. ". . . down went Alice after it, never once considering how in the world she was to get out again." (1:27–1:33)

◎ D. "'. . . after such a fall as this, I shall think nothing of tumbling down stairs!'" (2:32–2:36)

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 non-literal 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 non-literal 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

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

○ A. The poet gives the tree human qualities to show that it respects and wants to protect the potter.

○ B. The poet gives the potter's wheel human qualities to show how it turns smoothly in order to please the potter.

○ C. The poet gives the potter's clothing human qualities to show how it responds to the potter's energetic movement.

○ D. The poet gives the clay human qualities to show that it is compliant with the potter's demands.

Part B

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

☐ A. "Without a pause, without a sound:" (line 2)

☐ B. "Follows the motion of my hand;" (line 5)

☐ C. "The quilted sunshine and leaf-shade" (line 11)

☐ D. "A figure woven in tapestry," (line 14)

☐ E. "In that magnificent attire" (line 16)

☐ F. "And even his slightest touch obey." (line 27)

New Jersey Student Learning Standard (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	Use short phrases or, pictures to describe theme, setting or plot from adapted text.	How does the author use words to establish tone?	In a small group, complete a story map.

- Special Education Students - Low Group		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.

Part A

Review the detail from 1:02–1:07 of the audio recording.

> . . . the Rabbit actually took a watch out of its waistcoat pocket, and looked at it . . . .

How does this detail help develop the plot of the story?

- ⊙ A. It signals a turning point in the story because the pace of the action quickens.

- ⊙ B. It reveals that the action in the story has reached its high point and will start to fall.

- ⊙ C. It introduces a new character to the story that will be responsible for the conflict.

- ⊙ D. It shows that the problems of the main character will be solved by going on a journey.

Part B

Which evidence from the audio recording **best** supports the answer to Part A?

- ⊙ A. "There was nothing so VERY remarkable . . . ." (0:55–0:58)

- ⊙ B. ". . . burning with curiosity, she ran across the field after it . . . ." (1:34–1:37)

- ⊙ C. "The rabbit-hole went straight on like a tunnel for some way . . . ." (1:51–1:54)

- ⊙ D. ". . . too dark to see anything . . ." (2:18–2:19)

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 of the author's choice in	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.

	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	Understand point of view Identify point of view Analyze purpose Narrator	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) RL.6.7

NJSLS: RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Essential Element of the NJSLS: Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same 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	Compare and contrast texts across various genres on the same theme or topic Evaluate multiple approaches to the same subject Compare text to multimedia as it impacts the audience	How does reading a story compare to the audio or video version? What do you see/hear when reading the text? Explain your perception of what you hear and see. Explain the differences between what you *see* and *hear* when reading to your perception of what you *hear* and *watch* in an audio, video or live version. What was similar/ different? How? Why?	**Cover to Cover.** Examine the various covers of books and DVDs from recent releases. With a partner or small group, discuss how the DVD cover differs from the book cover. Determine how the DVD cover reveals the ways in which the film differs from the book. Please find below a list for book and DVD covers. http://www.readwritethink.org/files/resources/lesson_images/lesson1098/CloserLook.pdf **Thinking Critically About Movie Adaptations.** This strategy has students critically analyze movie adaptations of a book. Students will choose elements of the book that were changed, the effects of the change and the reader's preferences.

- ESL Students Levels 2.6-3.9 - Special Education Students -Mid Group	Compare and contrast texts across various genres on the same theme or topic Evaluate multiple approaches to the same subject Compare text to multimedia as it impacts the audience	How do images and sounds and movement help a video or a live presentation of a story? What do you see/hear when reading the text? Think about how visual images influence your perspective.	Guide students in a whole group discussion viewing images, sounds and movement of a particular story and ask students how these things add to the story. Have students analyze other stories with WH questions and engage in an Accountable Talk discussion using pre-taught phrases and simple sentences.
- ESL Students Levels 1-2.5 - Special Education Students - Low Group		How are reading a story and watching the movie the same and different? Do pictures, sounds and moving people/things help you understand what you have already read or listened to?	Guide students in a whole group discussion viewing images, sounds and movement of a particular story (movie clip) and ask students how these things add to the story with pre-taught vocabulary and phrases. Have students analyze other stories with WH questions and engage in an Accountable Talk discussion using pre-taught phrases and simple sentences.

New Jersey Student Learning Standard (NJSLS) RL.6.9

NJSLS: RL.6.9.Compare and 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.

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
- General Education - ESL Students Levels 4-5 - Special Education Students - High Group	Compare and contrast texts of different genres that share similar themes Analyze how each author conveys the same message through different avenues Investigate the authors' dissimilar backgrounds that inspire such works (themes**)** Compare/contrast how each author infuses their philosophy and persona into their work Analyze the impact of the differences in forms or genres on the reader Evaluate the effectiveness of each author's approach	How are _____ and _____ alike / similar? How are _____ and _____ different? What are the text forms/genres of each selection? What is the topic or theme of each selection? Although the topic/theme of these passages is similar, how does the presentation differ? Why do you think the author used this approach in relaying the theme?	**Compare Chart.** This strategy helps students compare and contrast texts in different forms or genres, with specific reference to theme. Students are to note how the texts are alike and different, and then use evidence from the text to support their claims. Comparing_____and _____ How Alike Support from texts How Different Support from texts

		to the theme and topic	
- ESL Students Levels 2.6-3.9 - Special Education Students - Mid Group	Understand compare and contrast patterns Recognize text forms and genres Understand how themes are developed Identify text topics	How are _____ and _____ alike /similar? How are _____ and _____ different? What are the texts forms/genres of each selection? What is the topic or theme of each selection? Why do you think the author used this approach in relaying? What topic do both stories deal with? What are the differences and similarities in both stories?	Create a modern retelling of a fairy tale. Using a Venn diagram, model for your students how to compare and contrast information about the same topic both stories address. Using a partially filled graphic organizer, students will add similarities and differences in the information present in both stories.
- ESL Students Levels 1-2.5 - Special Education Students - Low Group	Understand compare and contrast patterns Recognize text forms and genres Understand how themes are developed Identify text topics	Which of the following information is similar in both stories? Which of the following information is different in both stories?	Create a modern retelling of a fairy tale. After reading two leveled paragraphs as a class, students will complete a cloze paragraph to compare and contrast information about the topic both stories address. Use visual representations to

			compare and contrast. Given a bank of pre-taught words and phrases, students will use a partially completed graphic organizer to add similarities and differences present in the two leveled paragraphs.

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) 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 Closely examine the text's explicit content	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.

	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 - Mid Group	Read adapted or appropriately leveled text. Identify the main idea Identify supporting	How can I cite textual evidence to support my analysis of the text? What is the main idea of the passage?	As a class create a list of Accountable Talk stems for discussions and quoting text to cite evidence. Use a three column chart

	details
	Analyze details
	Organize information
	  Cite evidence orally and
	  written.
	  Use WH-questions to
	  make inferences.
	  Support inferences with
	  evidence
	Provide evidence
		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?
			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 through audio and/or teacher read aloud. Identify the main idea	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?	As a class create a list of Accountable Talk stems for students to reference during discussions. These stems will be used to quote cited evidence. After listening to an audio or Read Aloud, teacher

|			

	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.
		What inferences can I make based on the information explicitly stated?
		
		How can I justify and support my inferences?
			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.

Read the list of details about the National Weather Service (NWS) that are provided in "Father of All Forecasters" and "At Your Fingertips."

Drag and drop each detail into the Venn diagram to show how the articles are the same and how they are different.

Details

explains how weather predictions are made	explains the history of the NWS
tells the impact of forecasts made by the NWS	tells how to receive NWS information
shares details about the range of the NWS	shares the reason the NWS was formed
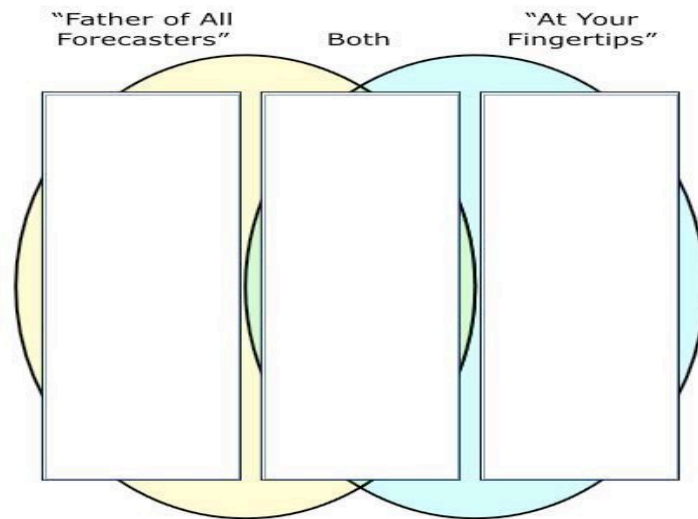
"Father of All Forecasters"   Both   "At Your Fingertips"

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

Sample Test Released Item3575_A EBSR; Associated Text: "The Alaska Start III"

Part A

What is a central idea of the blog entry?

○ A. Leaders should express their support for the census process.

○ B. The census is more important to small villages than it is to large
cities.

○ C. The census is important to all people regardless of their status or
location.

○ D. Schools should educate all students about the history of the national
census.

Part B

How does the author convey the central idea?

○ A. by including quotes from interviews with television reporters

○ B. by emphasizing the unique rituals of the people in the village

○ C. by using one village to symbolize the entire national census

○ D. by showing how important the media is to the census

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 point of view	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 displaying

	Evaluate the effectiveness of the author's choice in point of view		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 Word choice	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. 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.

Sample Test Released Item: 3574_A EBSR (paper form – additional item); Associated Text: "The Alaska Start III"

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.6.3A,B,C,D,E,

NJSLS: 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.6.3.A. 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.

W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.

Essential Element of the NJSLS: Write about events or personal experiences.
a. Write a narrative about a real or imagined experience introducing the experience and including two or more events.
b. Not applicable
c. Use words that establish the time frame.
d. Use words that convey specific details about the experience or event.
e. 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	Engage and orient the reader by establishing a context Engage the reader with a story hook Introduce a narrator and/or characters Organize an event sequence that unfolds naturally and logically Use narrative techniques effectively to develop	What experience or event will you write about? How will you introduce your characters and narrator? How will you organize the events in your story? Are they logical? How can you use dialogue to convey the	Develop and write an organized narrative piece following the steps of the writing process, and including character development, logical plot, conflict, dialogue, and resolution. Develop and write an organized narrative piece that includes dialogue and descriptive language to

	experiences, events, and/or characters Transition from one idea to the next by using appropriate words and phrases Use figurative language to aid in description Describe ideas by using sensory and specific language Write a conclusion that brings the story events to a meaningful close. Clearly convey a conflict and a resolution to the conflict	experience? What transitional expressions did you use to convey the sequence of events? Are the shifts from one time frame to another evident? How and where can the use of descriptive language assist in conveying the experience? Are the descriptive details appropriate and relevant? How will you provide a satisfying conclusion?	"show" instead of "tell". Develop and write an organized narrative piece that includes transitional expressions to convey sequence of events. Develop and write an organized narrative piece that includes descriptive details and sensory language to convey experiences and events. Develop and write an organized narrative piece that provides a conclusion that follows from the narrated experiences or events.
- ESL Students Levels 2.5-3.9 - Special Education Students - Mid Group	Organize a narrative piece using simple sentences with transitional phrases, descriptive details, sensory language and key content based grade level vocabulary. Sequence of events Convey an experience Determine the audience	How can I show that I understand how to outline a story? What facts or ideas from the story show the response of a character to a situation? How can I show that I understand how to outline a story to show progression	Given an adapted text students will complete a plot diagram or a sequence chart Using an adapted text as a class will highlight examples of how the author uses dialogue to develop plot. Provide students with sentence stems with transition words for a narrative event. -

	and purpose of the writing task. Incorporate dialogue Write in short sentences in a logical, sequential manner. Use transitional phrases to show sequence of events. Use descriptive language. Provide logical conclusion.	of a plot? How would I apply what I learned to develop a clear and coherent writing piece? How will you organize the events in your story? What transitional words did you use to convey the sequence of events? How can you use descriptive language to assist in conveying the experience? How will you conclude your narrative?	Have students revise overused words in their narrative by using a thesaurus. Create an anchor chart about sensory language. Use an adapted a narrative text highlight descriptive and sensory language.
- ESL Students Levels 1-2.4 - Special Education Students - Low Group	Organize a narrative piece using short phrases. Incorporate dialogue Develop a word/phrase wall Bilingual dictionary Write in short sentences in a logical, sequential manner. Incorporate transitional words	How can I show that I understand how to outline a story? What facts or ideas from the story show the response of a character to a situation? How can I show that I understand how to outline a story? How do you show dialogue in writing?	Given an adapted text students will complete a story map with stem sentences and transitional words. Using a sample text students will highlight the author's point of view using Yes/ No or multiple choice questions. Using a sample text students will identify how the author

	Incorporate descriptive language Create a conclusion	How can I show that I understand how to outline a story to show a progression of a plot? How would I apply what I learned to develop a clear and coherent writing piece? How would you apply what you learned to develop a clear and coherent writing piece? How will you organize the events in your story? What transitional words did you use to convey the sequence of events? How can you use descriptive language to assist in conveying the experience? How will you conclude your narrative?	introduces the narrator using Yes/ No or multiple choice questions. Provide students with a modified narrative writing piece on sentence strip. Students will put events in order. Students will complete a story map with dialogue. Create an anchor chart of temporal or transition words. Write a brief narrative as a class using transition words. Use Yes/No or multiple choice questions to select words that best complete a sentence. Create an anchor chart about sensory language. Use an adapted a narrative text highlight descriptive and sensory language.

			Provide a word bank of descriptive words. Students will complete a cloze paragraph.

Sample Test Released Item: 3845 PCR; Alice's Adventures in Wonderland

Imagine Alice has returned from her journey down the rabbit hole and is retelling the events to her sister. Write a story from Alice's point of view, in which Alice explains what happened to her after she reached the bottom of the rabbit hole. Be sure to use dialogue to show how Alice's sister responds to the story. Use details from the audio recording in your response.

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 -	Understand various writing Understand various writing	What form of writing does the task call for?	Teacher will model how to develop an outline

| Mid Group | text types and their organizational structures.

Understand the writing task.

Identify and understand the writing purpose.

Determine and address the audience appropriately.

Understand and utilize appropriate style. | What organizational structure will you use?

Can I use a graphic organizer to help me create a clear and coherent writing?

Does your writing move the reader easily from one part to another?

Who is the audience? | In small groups students read a writing piece and determine the audience and the thesis statement. Students will identify words or phrases as evidence. |
|---|---|---|---|
| - ESL Students Levels 1-2.5
- Special Education Students - Low Group | Understand various writing Understand various writing text types and their organizational structures.

Understand the writing task.

Identify and understand the writing purpose.

Determine and address the audience appropriately.

Understand and utilize appropriate style. | Why is it important to know who you are writing for?

Can I use a graphic organizer to organize my writing?

Who is the audience?

Does your writing make sense? Can the reader follow what you are saying? | Teacher will model how to develop an outline

Teacher will model how to determine the audience and the thesis statement of a writing piece. |

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 stronger?	Given a writing piece, students will use checklist to revise and edit. Students will work with partner to revise writing piece.

		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 strategies for revision?	Write, plan, revise and edit to develop, strengthen, and focus writing or use drawings and selected words in phrase patterns. Students will work with a partner to develop an outline before beginning the writing process (topic, three details, and conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided. 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

		Did you use your editing checklist? How does your initial draft compare to your final piece?	group's feedback, and then add to the outline.

Sample Test Released Item: 3845 PCR; Alice's Adventures in Wonderland, listed above meets standards W.6.3-W6.10.

Imagine Alice has returned from her journey down the rabbit hole and is retelling the events to her sister. Write a story from Alice's point of view, in which Alice explains what happened to her after she reached the bottom of the rabbit hole. Be sure to use dialogue to show how Alice's sister responds to the story. Use details from the audio recording in your response.

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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. Create a presentation that incorporates technology. Alternatively, students may use posters, or other visuals.
Sample Test Released Item: 3845 PCR; Alice's Adventures in Wonderland, listed above meets standards W.6.3-W6.10. (Task Type) Imagine Alice has returned from her journey down the rabbit hole and is retelling the events to her sister. Write a story from Alice's point of view, in which Alice explains what happened to her after she reached the bottom of the rabbit hole. Be sure to use dialogue to show how Alice's sister responds to the story. Use details from the audio recording in your response. **B** *I* U ≣ ≣ ↶ ↷			

New Jersey Student Learning Standard (NJSLS) W. 6.8

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

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

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

	conventions		
- 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 Create a bibliography Identify examples of plagiarism in writing	How will I locate information from both print and digital sources? Which sources did I draw from? What kind of media did you use? Is information relevant to the topic? Is this source credible? What direct quotes will you use? What information will I include? How will I paraphrase the information? How did I keep track of your sources and the information located? How do I cite (various) sources in a bibliography?	Conduct research and gather relevant information 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. Identify relevant information from multiple print and digital sources by producing key, content-based vocabulary in simple sentences using repetitive structures that represent multiple-related ideas.
- ESL Students Levels 1-2.5 - Special Education Students - Low Group	Gather print and digital information (research) Assess relevance of information Assess credibility of	Is information relevant to the topic? Is this source credible? What direct quotes will	Conduct research and gather relevant Information Identify relevant information from multiple print and digital sources in

	sources Utilize quotes Paraphrase correctly Create a bibliography Identify examples of plagiarism in writing	you use?	by producing high-frequency, content-related single words in phrases or memorized patterns that represent key ideas. Students list basic bibliographic information for sources by producing single words that represent key ideas using phrase patterns and general, content-related vocabulary.

Sample Test Released Item: 3845 PCR; Alice's Adventures in Wonderland, listed above meets standards W.6.3-W6.10.

Imagine Alice has returned from her journey down the rabbit hole and is retelling the events to her sister. Write a story from Alice's point of view, in which Alice explains what happened to her after she reached the bottom of the rabbit hole. Be sure to use dialogue to show how Alice's sister responds to the story. Use details from the audio recording in your response.

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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	Identify and understand the task Identify and understand the purpose Identify and understand	What is the purpose of this writing? Who is the audience? What steps will you take to complete the task?	Students can write narratives, dialogues, or make periodic journal entries for a specific purpose or audience using

	the audience Compose a variety of text types Communicate information effectively	How will you ensure your piece is effective?	simple related sentences and 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?

Sample Test Released Item: 3845 PCR; Alice's Adventures in Wonderland, listed above meets standards W.6.3-W6.10.

Imagine Alice has returned from her journey down the rabbit hole and is retelling the events to her sister. Write a story from Alice's point of view, in which Alice explains what happened to her after she reached the bottom of the rabbit hole. Be sure to use dialogue to show how Alice's sister responds to the story. Use details from the audio recording in your response.

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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**
Narrative	**Literary Analysis**	**Examples**
Personal Memoir **Lesson 1**: Inspiration Videos for Personal Memoirs – Getting Ideas **Lesson 2**: Relating Experiences – Sharing Ideas and Giving Feedback **Lesson 3**: Evaluating the Strengths and Weaknesses of Personal Memoirs (Flashback, Flashforward, Hypothetical) **Lesson 4**: Evaluating the Strengths and Weaknesses of Personal Memoirs (Sensory Language, Minor Actions, Feelings) **Lesson 5**: Writing a Personal Memoir **Lesson 6**: Reader Feedback **Lesson 7**: Revising for Content **Lesson 8**: Revising for Variety, Clarity, Correctness and Conciseness **Lesson 9**: Getting Your Message Across **Lesson 10**: Using a Rubric and Edit Down the Lane **Lesson 11**: Presentation **Lesson 12**: Review **Responding to Literature** **Lesson 1**: Examining the Strengths and Weaknesses of a Response to Literature **Lesson 2**: Mapping Out a Response to Literature	The culminating assignment within the IFL unit, addresses the Literary Analysis. However, additional writing lessons may be needed to address all NJSLS.	Reader's Response Notebook Journals Blogging Quick Writes Interactive Writing

Lesson 3: Writing an Original Response
Lesson 4: Putting Finishing Touches on a Response
Lesson 5: Reflecting on and Evaluating Responses
Lesson 6: Presentation
Lesson 7: Preparing to Write an Extended Response
Lesson 8: Fleshing Out Characters
Lesson 9: Writing a Response
Lesson 10: Revision from Reader Feedback
Lesson 11: Revision for Content and Technique
Lesson 12: Revision for Variety, Clarity, Correctness and Conciseness
Lesson 13: Using a Rubric and Edit Down the Lane
Lesson 14: Review

Original Narrative

Lesson 1: Getting Ideas for Original Characters
Lesson 2: Getting Ideas for Theme
Lesson 3: Creating and Fleshing Out Characters
Lesson 4: Writing a Plot Summary of an Inspiration Story
Lesson 5: Writing a Plot Summary for an Original Short Story
Lesson 6: Creating a Setting and Mood
Lesson 7: Writing the Exposition
Lesson 8: Writing Major and Minor Actions for an Original Narrative
Lesson 9: Refining the Climax of an Original Narrative
Lesson 10: Writing a Satisfying Resolution
Lesson 11: Writing a Progressive Story
Lesson 12: Revision from Reader Feedback
Lesson 13: Revising for Content
Lesson 14: Revising for Variety, Clarity, Correctness, and Conciseness

Lesson 15: Using a Rubric and Edit Down the Lane **Lesson 16**: Publishing and Sharing		

Writing Rubrics

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

Narrative Writing

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response: is **effectively** developed with narrative elements and is **consistently appropriate** to the task; demonstrates **purposeful** coherence, clarity, and cohesion, making it **easy to follow** the writer's progression of ideas; establishes and maintains an **effective** style, attending to the norms and conventions of the discipline.	The student response: is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task: demonstrates coherence, clarity and cohesion, making it **fairly easy** to follow the writer's progression ideas: establishes and maintains a **mostly effective** style, while attending to the norms and conventions of the discipline.	The student response: is developed with **some** narrative elements and is **somewhat appropriate** to the task; demonstrates **some** coherence, clarity, and/or cohesion, making the writer's progression of ideas **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: is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; demonstrates **limited** coherence, clarity, and/or cohesion, making the writer's progression of ideas **somewhat unclear;** has a style that has **limited** effectiveness, with **limited** awareness of the norms of the discipline.	The student response: is **undeveloped** and/or **inappropriate** to the task; **lacks** coherence, clarity, and cohesion: has an **inappropriate** style, with **little to no** awareness of the norms of the discipline.
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.

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

District Resources

CCSS Exemplars: (Appendix B)

Informational Text: History/Social Studies

Monk, Linda R. *"Words We Live By: Your Annotated Guide to the Constitution"*
Partridge, Elizabeth. *"This Land Was Made For You and Me: The Life and Songs of Woody Guthrie"*

http://www.corestandards.org/assets/Appendix_B.pdf

Text AND Lessons for CONTENT-AREA READING by Harvey "Smokey" Daniels/Nancy Steineke

Text Set 8: Privacy page 226 (Texts In Order of Use)
"Eye Scan Technology Comes to Schools" (easier) page 234
"Assembly Panel Backs Moratorium on Using ID Chips for School Kids" (easier) page 235
"Growing Presence in the Courtroom: Cellphone Data as Witness" page 236
"Microchips Everywhere: A Future Vision" page 237
"FBI Prepares Vast Biometrics Database" page 239

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 addresses 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/