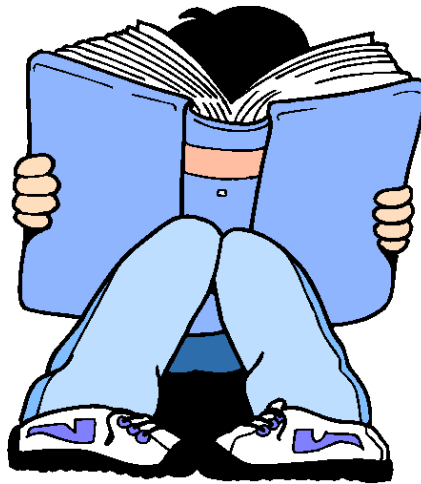


# ENGLISH LANGUAGE ARTS



## Grade 5: Unit 2

Reading Literature and Informational Texts  
Research/Informative Writing

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## *Course Description* *(Workshop Model)*

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

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## *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.

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## *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.

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**Pacing Chart – Unit 2**

**Topic: Reading  
Literature and  
Informational  
Texts  
Research/Inform  
ative Writing**

**NJSLS**

**Instruction: 8 weeks  
Assessment: 1 week**

<p><b>DISTRICT RESOURCES</b></p> <p><b>DISTRICT RESOURCES</b></p> <p><b>Writer’s Workshop:</b> Journeys: Informative Writing (Procedural composition, compare-contrast, essay, cause and effect essay, prewrite a research report, write a research report)</p> <p><b>Reading Instruction:</b> Journeys: Wild Animals, Responsibility, Conversation, Courage, Animal Behaviors</p> <p><b>Guided Reading:</b> Teachers will meet daily with guided reading groups using the materials to their students’ reading level, with the end goal being students reading at level R by the end of fourth grade. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on.</p>	<p><b>Reading Standards: Literature</b>  RL.5.1, RL.5.2 , RL.5.3, RL.5.4, RL.5.5, RL.5.6,  RL.5.7, RL.5.10</p> <p><b>Informational</b>  RI.5.1, RI.5.2, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI. 5.6, RL.5.7,  RI.5.8, RI.5.9, RI.5.10</p> <p><b>Reading Foundational Skills:</b>  RF.5.3A, RF.5.4A,B,C</p> <p><b>Writing Standards:</b>  W.5.1A,B,D, W.5.2A,B,C,D,E, W.5.4, W.5.5, W.5.6, W.5.7,  W.5.8, W.5.9A,B, W.5.10</p> <p><b>Language Standards:</b>  L.5.1A,C,E L.5.2A,E , L.5.3A,B, L, L.5.4A,B,C,  L.5.5B, L.5.6</p> <p><b>Speaking and Listening Standards:</b>  SL.5.1,A,B,C,D SL.5.2, SL.5.3, SL.5.4, SL.5.6</p>	
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## Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving

Writing to learn Making

thinking visible

Note-taking Rereading

& rewriting

Establishing text-based norms for discussions & writing

Establishing metacognitive reflection & articulation as a regular pattern

in learning

Quick writes

Pair/trio Sharing

Turn and Talk

Charting Gallery

Walks

Whole class discussions

Modeling

Word Study Drills

Flash Cards

Interviews

Role Playing

Diagrams, charts and graphs

Storytelling Coaching

Reading partners Visuals

Reading Aloud

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

Mind Mapping Trackers

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

Conferencing



# Educational Technology

## Standards

8.1.5.A.3, , 8.1.5.A.D.3, 8.1.5.E.1 8.2.5.B.5

### ➤ Technology Operations and Concepts

- Use graphic organizer to organize information about a problem or issue.

**Example:** Students can use a graphic organizer to organize examples of discrimination found in *Number the Stars*.

### ➤ Digital Citizenship

- Demonstrate the understanding of the need to practice cyber safety, cyber security and cyber ethics when using technologies and social media.

**Example:** Students can produce a quick-write in their journal, after viewing a YouTube video depicting the importance of practicing cyber safety.

### ➤ Research and Information Fluency

- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Example:** Students can locate, organize, evaluate, synthesize, and ethically use information from a variety of sources and media, when conducting research for historical research report.

### ➤ Technology and Society

- Explain the purpose of intellectual property law.

**Example:** Students can view brief YouTube video (for kids) pertaining to intellectual property law, take notes, and write a brief summary, inclusive of key details.



# Computer Skills

## Basic Computer Skills

- Turn the monitor off and on
- Turn the computer off and on
- Log onto the computer with user id
- Verbally identify computer parts
- Locate, save, and retrieve documents to and from student folders

## Word Processing Skills

- Type, edit, and print documents
- Capital letter at the beginning of sentences
- Spacebar once between words and sentences
- Period/Question mark at the end of sentence
- Backspace/Delete to edit incorrect letters in a body of text
- Insert words into sentences and letters into words

## Keyboarding Skills

- Demonstrate awareness of home row keys
- Demonstrate proper fingering of home row keys

## Internet Skills

- Use the web browser to access the Paterson Public Schools site
- Use the web browser to access curriculum links and other resources

## Publisher Skills

- Insert Word Art
- Insert Design Gallery object
- Insert, move, and resize text boxes and graphics





## Career Ready Practices

Standards

CRP1, CRP4, CRP5, CRP7

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- **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**Example:** In this unit, students will demonstrate their understanding of the obligations and responsibilities of being a member of a community by collaborating with peers when participating in group discussions.

- **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Example:** In this unit, students will use written communication when producing a historical research report.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**Example:** In this unit, students will project the future effects of decisions by writing an essay as to whether space exploration is worth the costs.

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

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

**Example:** In this unit, students will use reliable research process to search for new information when conducting research on the Westward Expansion for Writer's Workshop.

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



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

<p><b>6- Reaching</b></p>	<ul style="list-style-type: none"> <li>· Specialized or technical language reflective of the content areas at grade level</li> <li>· A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>· Oral or written communication in English comparable to proficient English peers</li> </ul>
<p><b>5- Bridging</b></p>	<ul style="list-style-type: none"> <li>· Specialized or technical language of the content areas</li> <li>· A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>· Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</li> </ul>
<p><b>4- Expanding</b></p>	<ul style="list-style-type: none"> <li>· Specific and some technical language of the content areas</li> <li>· A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>· 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</li> </ul>
<p><b>3- Developing</b></p>	<ul style="list-style-type: none"> <li>· General and some specific language of the content areas</li> <li>· Expanded sentences in oral interaction or written paragraphs</li> <li>· 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</li> </ul>
<p><b>2- Beginning</b></p>	<ul style="list-style-type: none"> <li>· General language related to the content area</li> <li>· Phrases or short sentences</li> <li>· 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</li> </ul>

**1- Entering**

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

# Differentiated Instruction

## Accommodate Based on Students Individual Needs: Strategies

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

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



## Differentiated Instruction

### Accommodate Based on Students' Individual Needs:

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



## Interdisciplinary Connections

### *Number The Stars*

#### **Social Studies & Writing Connection: 6.1.12.D.2.e; 6.1.12.D.13.b; W.5.2**

Martin Luther King Jr. stated, “Injustice anywhere is a threat to justice everywhere.” Based on knowledge gained from the novel, *Number The Stars* ask students if they agree or disagree with the powerful quote. Then have students write a short essay explaining the meaning of the quote using evidence from the novel.

#### **Art Connection: 1.4.5.B.1**

Tell students that they will be making a Star of David, just like the star that Ellen had on her necklace. Provide students with various art supplies, including popsicle sticks, yarn, pipe cleaners, construction paper, and markers to create their Star of David. Encourage them to personalize their stars; for example, a student might write a different word on each leg of the star. You might want to help them research the meaning behind the Star of David (also called the Shield of David). Alternatively, you can have students make their own symbol. Point out that the Star of David and the swastika are two vivid symbols in the novel. Encourage students to create a symbol of their own, and have them present their symbols to the class, and explain how symbols can have powerful meanings (ie connect to courage lesson).



# Enrichment

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### 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

- DRA 2
- Study Island Benchmarks
- End of Unit Assessment  
(Students with CPL  $\geq$ 3.5)
- ESL Unit Level 1-2 Assessment  
(Students with CPL  $\leq$ 3.4)
- W-APT oral language proficiency test / ACCESS
- PARCC

### Suggested Formative/Summative Classroom Assessments

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





Grade: 5	ELA Standards	Lessons in each Unit				
		6	7	8	9	10
<b>LANGUAGE</b>						
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
L.5.1A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			X	X	X
L.5.1B	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses.					
L.5.1C	Use verb tense to convey various times, sequences, states, and conditions.	X				X
L.5.1D	Recognize and correct inappropriate shifts in verb tense.					
L.5.1E	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).				X	
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
L.5.2A	Use punctuation to separate items in a series.			X		
L.5.2B	Use a comma to separate an introductory element from the rest of the sentence.					
L.5.2C	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).					
L.5.2D	Use underlining, quotation marks, or italics to indicate titles of works.					
L.5.2E	Spell grade-appropriate words correctly, consulting references as needed.	X	X	X	X	X
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
L.5.3A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				X	
L.5.3B	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i> ) used in stories, dramas, or poems.		X			
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.					

L.5.4A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.					X
L.5.4B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i> ).			X	X	
L.5.4C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	X		X		
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

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

RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	X	X		X	
RL.5.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background					

	knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.					
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X		X
<b>READING: INFORMATIONAL TEXT</b>						
RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X	X	X
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	X		X	X	X
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			X		X
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	X		X	X	X
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.			X		X
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	X		X		
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.				X	
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		X	X		
RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.					X
RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	X	X	X	X	X
<b>WRITING</b>						
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					

W.5.1A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are			X		X
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	logically grouped to support the writer’s purpose.					
W.5.1B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.			X		
W.5.1C	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).					
W.5.1D	Provide a conclusion related to the opinion presented.					X
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
W.5.2A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.	X	X	X		X
W.5.2B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	X	X	X		X
W.5.2C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).	X	X	X		X
W.5.2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	X	X	X		X
W.5.2E	Provide a conclusion related to the information of explanation presented.	X	X	X		X
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
W.5.3A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.					
W.5.3B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.					
W.5.3C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.					
W.5.3D	Use concrete words and phrases and sensory details to convey experiences and events precisely.					
W.5.3E	Provide a conclusion that follows from the narrated experiences or events.					
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	X	X	X		X

W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	x	x	x	x	x
W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.					x



W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.	X				
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.				X	X
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					
W.5.9A	Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).		X		X	
W.5.9B	Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).			X		X
W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X	X	X	X	X
<b>SPEAKING AND LISTENING</b>						
SL.5.1A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	X	X	X	X	X
SL.5.1B	Follow agreed-upon rules for discussions and carry out assigned roles.			X	X	
SL.5.1C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	X	X	X	X	X
SL.5.1D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.				X	X
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	X	X	X	X	X
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			X		X
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	X				X
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.					

SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	X				X
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**Grade: 5**

**Unit: 2**

**Topic: Reading Literature and Informational Texts  
Research/Informative Writing**

**Reading Standards: Literature**

RL.5.1, RL.5.2 , RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.10

**Informational**

RI.5.1, RI.5.2, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI. 5.6, RL.5.7, RI.5.8, RI.5.9, RI.5.10

**Reading Foundational Skills:**

RF.5.3A, RF.5.4A,B,C

**Writing Standards:**

W.5.1A,B,D, W.5.2A,B,C,D,E, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9A,B, W.5.10

**Language Standards:**

L.5.1A,C,E L.5.2A,E , L.5.3A,B, L, L.5.4A,B,C, L.5.5B, L.5.6

**Speaking and Listening Standards:**

SL.5.1,A,B,C,D SL.5.2, SL.5.3, SL.5.4, SL.5.6



## New Jersey Student Learning Standard (NJSL)

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

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

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

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading,</li> </ul>	<ul style="list-style-type: none"> <li>· Identify details and examples in a text</li> <li>· Cite specific examples and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why is it important to make inferences from the excerpt I just read?</li> </ul>	<ul style="list-style-type: none"> <li>· Model to students how to use words and phrases to reference a quote from a text (e.g. The author (name) states “(quotation)” (and cite author).</li> </ul>
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<p>Speaking</p> <ul style="list-style-type: none"> <li>Special Education</li> <li>Students - Mid Group</li> </ul>	<p>details to support inferences</p> <ul style="list-style-type: none"> <li>Understand author's point of view</li> </ul>	<ul style="list-style-type: none"> <li>How can I determine if my inferences are accurate based on the story events/details?</li> <li>How can I demonstrate an understanding of the text recalling details and citing textual evidence to support my response?</li> <li>Why did the author write this passage?</li> <li>What inferences can you make?</li> <li>What can you conclude from this passage?</li> </ul>	<ul style="list-style-type: none"> <li>Given a passage, students highlight a direct quote that answers the question.</li> <li>As a class create a list of Accountable Talk stems for students to reference during discussions.</li> <li>With a paragraph, teacher models aloud for students how to make inferences and support the inference with an accurate quote from the text.</li> <li>Use a three column chart with text, meaning, and inference. Teacher will chart responses to support the inference.</li> <li>In small group/whole class discussion, ask students to use introductory words and phrases to quote facts from the text. (e.g. The author (name) states ("quotation")).</li> <li>Use introductory words and phrases to explain inferences drawn from the text (e.g. this means that _____; the author thinks that _____; this makes me reach the conclusion that _____).</li> <li>Use pre-identified words and phrases and complete graphic organizers to complete sentence starters or cloze paragraphs,</li> <li>that describe the responses of story characters.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>WIDA 2: Reading, Speaking</li> </ul>	<ul style="list-style-type: none"> <li>· Orally identify details and examples in a text</li> <li>· Cite specific examples and details to support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why is it important to make inferences from the what I just read?</li> <li>▪ How can I determine if my inferences are</li> </ul>	<ul style="list-style-type: none"> <li>· Model to students how to use words and phrases to reference a quote from a text (e.g. The author (name) states “(quotation)” (and cite author).</li> <li>· Given a sentence, students highlight a direct quote</li> </ul>
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<ul style="list-style-type: none"> <li>Special Education Students - Low Group</li> </ul>	<p>inferences</p> <ul style="list-style-type: none"> <li>Understand author's point of view</li> </ul>	<p>accurate based on the story events/details? OR</p> <ul style="list-style-type: none"> <li>How can I tell if my meaning is correct? Can I find or point to a quote from the text?</li> <li>How can I demonstrate an understanding of the text recalling details and citing textual evidence to support my response?</li> <li>Why did the author write this passage?</li> <li>What inferences can you make?</li> <li>In the end, what do you understand from the story</li> </ul>	<p>that answers the question.</p> <ul style="list-style-type: none"> <li>Teacher models Accountable Talk using quotes from a text that can be used to cite evidence.</li> <li>Select a sentence or illustration and model aloud for students how to make an inference or guess using a direct quote from the text.</li> <li>In small group/whole class discussion, ask students to use introductory words and phrases to quote facts from the text. (e.g. The author (name) states "quotation").</li> <li>Teacher uses Yes/No and multiple questions? For example, "The author wrote this story to say ___? Yes/No</li> <li>Do you think the author wants to say ___ or ____.</li> <li>Use pre-taught words and phrases from previously completed graphic organizers to complete sentence starters that describe the responses of story characters.</li> </ul>
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Sample Test Released Item:

EBSR (2181\_A)

Associated Text: "The Bread Winner"

## **TASK**

### **Part A**

What does paragraph 11 reveal about the characters?

- A. The characters have different opinions about the table.
- B. The characters had a disagreement about starting a bakery.
- C. The characters agree on a name for their new bakery.
- D. The characters think working together is a good idea.

### **Part B**

Which word from paragraph 11 supports the answer to Part A?

- A. nodded
- B. grinned
- C. outnumbered
- D. thoughtful

TECR (VH027074) Associated Text: "Play, Play Again"

## **TASK**

26 | Page

**Part A**

Which sentence describes a way that young prey animals play differently than young predators?

- A. Young prey animals injure themselves more often during play.
- B. Young prey animals jump and run around more during play.
- C. The play of young prey animals includes less role reversal.
- D. The play of young prey animals involves more creativity.

**Part B**

Select the sentence in the passage that **best** supports the answer to Part A.

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

## New Jersey Student Learning Standard (NJSL)

**NJSLS: RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.**

**Essential Element of the NJSLS: Identify the central idea or theme of a story, drama or poem.**

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

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> </ul>	<ul style="list-style-type: none"> <li>· Identify the universal theme</li> <li>· Locate details to support the theme</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is the theme of the story?</li> <li>▪ How can I know the theme or message of the text?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher models how to read and analyze a text and identify the theme using specific details and quotes that support the theme.</li> <li>· In small group, students will create a list of key details/quotes that support the theme.</li> </ul>
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<p>Students - Mid Group</p>	<ul style="list-style-type: none"> <li>· Summarize the text</li> <li>· Identify author's purpose</li> <li>· Summarize important key events and details</li> </ul>	<ul style="list-style-type: none"> <li>▪ How can I demonstrate understanding of the theme?</li> <li>▪ Can I compare and contrast themes across a variety of texts?</li> <li>▪ How can I determine the key events or details in the story?</li> <li>▪ How can I summarize the text identifying specific details/events from the text?</li> </ul>	<ul style="list-style-type: none"> <li>· After listening to a read-aloud of a text, teacher models how the speaker in the text reflects upon a topic by completing a graphic organizer using content vocabulary, simple sentences and phrases.</li> <li>· Given a leveled text, students read, discuss and identify the author's purpose.</li> <li>· Use a Fishbone graphic organizer to identify main idea/theme and supporting details</li> <li>· Provide students with the following sentence frames to summarize story: <ul style="list-style-type: none"> <li>· In the beginning....</li> <li>· In the middle.....</li> <li>· In the end .....</li> </ul> </li> <li>· As a class, list possible themes for a text. In small groups discuss different themes across multiple texts. Chart and share with class.</li> <li>· Students show how a message or theme is the same and different using two or more texts by completing a Venn Diagram</li> </ul>
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<p>· ESL Levels 1-2.4 ·</p> <p>WIDA 2: Reading, Speaking</p>	<p>· Orally identify the main theme/message using pre-taught words</p>	<ul style="list-style-type: none"> <li>▪ What is the theme/message of the story?</li> <li>▪ How can I demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher models</li> <li>· how to read and analyze a text and identify the theme using specific details and quotes that support the theme.</li> </ul>
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<ul style="list-style-type: none"> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Find one word or phrase or point to an illustration to support the main message</li> <li>· Summarize the text using a graphic organizer with single words or phrases</li> </ul>	<p>understanding of the theme?</p> <ul style="list-style-type: none"> <li>▪ Can I compare and contrast themes across a variety of texts?</li> <li>▪ How can I determine the key events or details in the story?</li> <li>▪ How can I summarize the text identifying specific details/events from the text?</li> <li>▪ Can I use a word/phrases or point to an illustration to show that I know the message of the story?</li> <li>▪ How can I show that I understand the message of the story? Can I draw the message and add some key words?</li> <li>▪ How can I retell what happened in the story? Can I use a graphic organizer?</li> </ul>	<ul style="list-style-type: none"> <li>· After listening to a read-aloud of a text, teacher models how the speaker in the text reflects upon a topic.</li> <li>· Have students complete a graphic organizer using content vocabulary, simple sentences and phrases. May refer to a model or word bank.</li> <li>· Students can use pictures to complete a storyboard</li> <li>· Students with list of possible themes</li> <li>· Students can show understanding of a theme/message by drawing an illustration and adding key words or simple phrases.</li> <li>· Students will match pictures to statements about theme across multiple texts.</li> <li>· Given a text, model how to read and identify the author's purpose.</li> <li>· Teacher uses Yes/No or multiple choice type questions.</li> </ul>
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Sample Test Released Item:EBSR (2022\_A) Associated Text: "Where the Red Fern Grows"

**TASK**

**Part A**

Which statement expresses a theme in *Where the Red Fern Grows*?

- A. Determination is often rewarded.
- B. Caring for animals brings happiness.
- C. Harsh discipline is sometimes necessary.
- D. Animals can understand difficult situations.

**Part B**

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

- A. "I closed my eyes, intending to pray again for the help I so desperately needed." (paragraph 9)
  - B. "I started shouting encouragement to Little Ann." (paragraph 12)
  - C. "I strained for one more inch." (paragraph 16)
  - D. "Just when I thought my task was impossible, I felt the hook slide under the tough leather." (paragraph 19)
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## New Jersey Student Learning Standard (NJSL)

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

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

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



<ul style="list-style-type: none"><li>· ESL Levels 2.5-3.9</li><li>· WIDA 2: Reading,</li></ul>	<ul style="list-style-type: none"><li>· Identify details and examples in a text</li></ul>	<ul style="list-style-type: none"><li>▪ Why is it important to make inferences from the excerpt I just read?</li></ul>	<ul style="list-style-type: none"><li>· Model to students how to use words and phrases to reference a quote from a text (e.g. The author (name) states “(quotation)” (and</li></ul>
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<p>Speaking</p> <ul style="list-style-type: none"> <li>· Special Education</li> <li>· Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Cite specific examples and details to support inferences</li> <li>· Understand author's point of view</li> </ul>	<ul style="list-style-type: none"> <li>▪ How can I determine if my inferences are accurate based on the text events/details?</li> <li>▪ How can I demonstrate an understanding of the text recalling details and citing textual evidence to support my response?</li> <li>▪ Why did the author write this passage?</li> <li>▪ What inferences can you make?</li> <li>▪ What can you conclude from this passage?</li> </ul>	<p>cite author).</p> <ul style="list-style-type: none"> <li>· Given a passage, students highlight a direct quote that answers the question.</li> <li>· As a class create a list of Accountable Talk stems for students to reference during discussions.</li> <li>· With a paragraph, teacher models aloud for students how to make inferences and support the inference with an accurate quote from the text.</li> <li>· Use a three column chart with text, meaning, and inference. Teacher will chart responses to support the inference.</li> <li>· In small group/whole class discussion, ask students to use introductory words and phrases to quote facts from the text. (e.g. The author (name) states ("quotation").</li> <li>· Use introductory words and phrases to explain inferences drawn from the text (e.g. this means that _____; the author thinks that _____; this makes me reach the conclusion that _____).</li> <li>· Use pre-identified words and phrases and complete graphic organizers to complete sentence starters or cloze paragraphs,</li> <li>· that describe the responses of characters.</li> </ul>
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· ESL Levels 1-2.4	· Orally identify details and examples in a text	▪ Why is it important to make inferences from the what I just read?	· Model to students how to use words and phrases to reference a quote from a text (e.g.
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<ul style="list-style-type: none"> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Cite specific examples and details to support inferences</li> <li>· Understand author's point of view</li> </ul>	<ul style="list-style-type: none"> <li>▪ How can I determine if my inferences are accurate based on the text events/details? OR</li> <li>▪ How can I tell if my meaning is correct? Can I find or point to a quote from the text?</li> <li>▪ How can I demonstrate an understanding of the text recalling details and citing textual evidence to support my response?</li> <li>▪ Why did the author write this passage?</li> <li>▪ What inferences can you make?</li> <li>▪ In the end, what do you understand from the text</li> </ul>	<p>The author (name) states “(quotation)” (and cite author).</p> <ul style="list-style-type: none"> <li>· Given a sentence, students highlight a direct quote that answers the question.</li> <li>· Teacher models Accountable Talk using quotes from a text that can be used to cite evidence.</li> <li>· Select a sentence or illustration and model aloud for students how to make an inference or guess using a direct quote from the text.</li> <li>· In small group/whole class discussion, ask students to use introductory words and phrases to quote facts from the text. (e.g. The author (name) states “quotation”).</li> <li>· Teacher uses Yes/No and multiple questions? For example, “The author wrote this text to say ___? Yes/No</li> <li>· Do you think the author wants to say ___ or ____.</li> <li>· Use pre-taught words and phrases from previously completed graphic organizers to complete sentence starters that describe the responses of characters.</li> </ul>
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**New Jersey Student Learning Standard (NJSLS)**

**NJSLS: RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**

**Essential Element of the NJSLS: Identify the main idea of a text when it is not explicitly stated.**

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



<ul style="list-style-type: none"> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Identify details</li> <li>· Understand main idea</li> <li>· Understand how the author supports main idea</li> </ul>	<ul style="list-style-type: none"> <li>· Are the main ideas _____ and _____?</li> <li>· After listening to the text, did these details _____, _____, _____, support the main ideas?</li> <li>· Can you decide if this detail is important?</li> <li>· Does the author use _____ kinds of details to support the main ideas?</li> <li>· What did you learn from the text?</li> <li>· Which sentence summarizes the main idea?</li> </ul>	<p>partially completed graphic organizer (with main ideas listed) to list the details from the excerpt. Together they can verbally state a one or two sentence summary.</p> <ul style="list-style-type: none"> <li>· Students will work with a partner to match text summary to an excerpt of two texts that they read. The students will share out two or three details that led them to choose that summary.</li> <li>· Students read an excerpt from a nonfiction text. They create a picture, illustrating the main ideas and at least one key detail for support. They may have the option of using clipart images for their illustrations.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Summarize text</li> <li>· Identify details</li> <li>· Understand main idea ·</li> <li>Find supporting details</li> </ul>	<ul style="list-style-type: none"> <li>· Is the text about _____?</li> <li>· Is _____ the main idea?</li> <li>· Is this detail important?</li> <li>· Did you learn _____ or _____ from the text?</li> <li>· Does _____ sentence summarize the main idea?</li> </ul>	<ul style="list-style-type: none"> <li>· Students will listen to an excerpt from a text. The teacher will then model how to complete a graphic organizer to list the main ideas and at least two details from the excerpt. They can create an anchor chart with those details including visual reminders.</li> <li>· After listening to an excerpt of a text, students will work with a partner to match the main ideas to details. They will use a teacher provided worksheet with visual cues.</li> </ul>
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Students listen to an excerpt from a nonfiction text. They create a picture of what they learned in the excerpt. They may have the option of using clipart images for their illustrations.

Sample Test Released Item: Associated Text: "Play, Play Again"

## TASK

### Part A

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

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

### Part B

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

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

"play exercises the brain" (paragraph 10)

"more creative and complex ways" (paragraph 9)

"more likely to get hurt" (paragraph 7)

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

"different kinds of animals play in different ways" (paragraph 3)

"they often reverse roles" (paragraph 5)

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

Main Idea 1

Main Idea 2





**New Jersey Student Learning Standard (NJSLS)**

**NJSLS: RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**

**Essential Element of the NJSLS: Compare two individuals, events, or ideas in a text.**

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Identify the relationships or interactions between people, places and ideas in text</li> <li>· Explain the relationship to analyze the text</li> </ul>	<ul style="list-style-type: none"> <li>· Explain the relationship between _____ and _____.</li> <li>· What information from the text did you use to determine the relationship between these two scientific concepts?</li> <li>· What information from the text did you use to determine the relationship between these two historical events?</li> <li>· What was the result of _____'s idea?</li> <li>· How has the interaction between these two people affected us today?</li> <li>· Where, in the text, does the author indicate what the result of these events has been?</li> </ul>	<ul style="list-style-type: none"> <li>· Students read about a historical event, ideally using multiple sources. They create a dialog between two or three of the main characters in the event, based on the information as well as inferring the relationship. The students should indicate in their dialog where they found the information. The teacher assesses both the written dialog with cited sources and the performance. (<b><i>small group or pairs</i></b>)</li> <li>· Students will read from multiple sources about two to four scientists. They will write a brief outline about each of the scientists. Finally, they will pretend to be a television reporter. Students will pretend to have a round table discussion with the scientists about their discoveries and how it affected the world and each other. This would be presented in a written script form with information from the text highlighted or otherwise indicated. It could be presented to the class, with each student in the group taking a part (<b><i>small group or pairs</i></b>)</li> </ul>
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			<ul style="list-style-type: none"><li>· Students will read an account of historical event, and then they will create a sequence chart with diagrams or pictures to show the sequence of events. Between the events they will explain the connection between them and answer the question: “What happened to cause the next event?” (<i>small group, pairs, or individual</i>)</li></ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>· Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand there is a relationships or interactions between people, places and ideas in text</li> <li>· Identify the relationship in the text</li> </ul>	<ul style="list-style-type: none"> <li>· Is there a relationship between ____ and ____.</li> <li>· Did _____ information from the text help you determine there was a relationship?</li> <li>· Is there a relationship between these two historical events?</li> <li>· What was _____'s idea? _____ or _____?</li> <li>· Has the interaction between these two people had an impact on us today?</li> <li>· In the text, does the author indicate the result of these events?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will read about a historical event while students follow along in the text. Students will highlight key words about one or two main characters while they are reading. Teacher will model how to locate the dialogue in the text.</li> <li>· Teacher will read from multiple sources about two to four scientists. The teacher will then model how to write a brief outline about each of the scientists. Students will then break into a fishbowl activity and using the teacher's summary will discuss the scientists and their discoveries.</li> <li>· Teacher will read an account of historical event, and then as a whole class, they will create a sequence chart with pictures to show the sequence of events. Between the events they will use words and phrases to explain the connection between them.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>WIDA 2: Reading,</li> <li>Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand relationship</li> <li>· Label people, places, and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>· Is there a relationship between _____ and _____?</li> <li>· Was _____ information in the text? Did it help you determine if there was a relationship?</li> <li>· Does _____ and _____ historical event have a relationship?</li> <li>· What was _____'s idea? Was it _____?</li> <li>· Did this person have an impact on us today?</li> <li>· Is this result of the event _____?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will read about a historical event while students follow along in the text. Teacher will model how to locate the dialogue in the text while students highlight.</li> <li>· Teacher will read from multiple sources about two scientists. The teacher will then model how to write a brief outline about each of the scientists. Students will then draw a picture to show what the scientist discovered.</li> <li>· Teacher will read an account of historical event, and then as a whole class, they will create a sequence chart using pictures to show the sequence of events.</li> </ul>
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**New Jersey Student Learning Standard (NJSLS)**

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

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

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





Sample Test Released Item: EBSR VH013157 Associated Text: “Play, Play Again”

## **TASK**

### **Part A**

Read the sentence from paragraph 3 of the passage.

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

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

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

### **Part B**

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

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



**New Jersey Student Learning Standard (NJSLS)**

**NJSLS: RI.5.5.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

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

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

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

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

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

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

**NJSLS: RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**

**Essential Element of the NJSLS: Locate information in print or digital sources.**

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Read texts closely to determine the main ideas and important details</li> <li>· Synthesize information from multiple sources</li> <li>· Use media efficiently to answer questions and to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>· Use Internet sources to find the answer to ____.</li> <li>· Use the information from ____ and ____ to find the answers to ____.</li> <li>· How would you solve the problem of ____?</li> <li>· Where would you find this answer?</li> <li>· Summarize information from different formats.</li> <li>· Can you use the information from several different sources to come up with a solution to that problem?</li> <li>· Which search engine would be the best to use in order to locate the answer to the question?</li> </ul>	<ul style="list-style-type: none"> <li>· Provide students with a list of questions at a variety of learning levels. Provide access to print as well as internet sources. Given a set amount of time, see how many answers they are able to find. Students must cite their sources. Include some fun questions as well as educational ones. For example, include a riddle or math challenge. <b>Pair, individual</b></li> <li>· Assign each student to a research team. Observe them as they research assigned questions and topics. Students will record citations and should be prepared to defend the facts if challenged. Next, create a team Jeopardy type game where the teacher or moderator asks questions and students must provide an answer. Another team or the teacher can challenge them to mention the source of the information stated in the answer. (Limit the number of time this can be done to be mindful of pacing.) <b>Small group, pair</b></li> <li>· Provide groups of students with an open ended math challenge requiring some</li> </ul>
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			<p>research information, such as the temperature of the sun, or inches in a mile. Allow each student group equal access to the same resources, such as science text books, the Internet, and science magazines. Let them work to gather the information and solve the challenge. <b>Small group, pair</b></p> <ul style="list-style-type: none"> <li>Students or small groups draw a topic from a bag at random. They have a set amount of time to research the topic and to create questions and answers about that topic. They will be evaluated on the accuracy of the questions and answers as well as the depth of knowledge represented. <b>Small group, pair, individual</b></li> </ul>
<ul style="list-style-type: none"> <li>ESL Levels 2.5-3.9</li> <li>WIDA 2: Reading, Speaking</li> <li>Special Education</li> <li>Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>Find and comprehend information using Print/Digital Sources</li> <li>Identify different references</li> <li>Know how to search the web using key terms</li> <li>Determine if a source is credible</li> </ul>	<ul style="list-style-type: none"> <li>Why is it important to know how to use internet sources to find information?</li> <li>How can you summarize or organize information you find from different sources?</li> <li>Can you use information from different sources to come up with a solution to a problem?</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with a list of questions and have them locate the information/answer efficiently using multiple sources.</li> <li>Given a topic, students will draw on information from multiple print or digital sources to list details/write about that topic by writing in simple, related sentences.</li> </ul>



<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>WIDA 2: Reading,</li> <li>Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Find and comprehend one or more information using Print/Digital Sources</li> <li>· Identify one or more different references</li> <li>· Know how to search the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why is it important to know how to look up information on the internet?</li> <li>▪ How can you organize or list your information?</li> <li>▪ Can you use information from</li> </ul>	<ul style="list-style-type: none"> <li>· Model and provide students with a list of questions and have them locate the information/answer efficiently using multiple sources by marking them in the text or use of post-it notes.</li> <li>· Given a topic, students will draw on information from multiple print or digital</li> </ul>
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	<p>web using key terms</p> <ul style="list-style-type: none"><li>· Determine if a source is credible.</li></ul>	<p>different sources to solve a problem?</p> <ul style="list-style-type: none"><li>▪ How can I tell if a source is a good and reliable one?</li></ul>	<p>sources to list details/write about that topic on a graphic organizer using pre-taught vocabulary and phrases with teacher modeling and guidance.</p>
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**New Jersey Student Learning Standard (NJSLS)**

**NJSLS: RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**

**Essential Element of the NJSLS: Identify the relationship between a specific point and supporting reasons in an informational text.**

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Identify the points or claims an author makes in a text</li> <li>· Identify reasons and evidence for those points or claims made</li> <li>· Prove each point with evidence from the text</li> <li>· Explain how an author uses proof to support a point in the text</li> </ul>	<ul style="list-style-type: none"> <li>· What is the author’s message?</li> <li>· Did the author use any evidence to support his thinking?</li> <li>· Where in the text does the author show evidence to support the claim?</li> <li>· Why did the author write that?</li> <li>· Does the author give any reasons for writing that?</li> <li>· Could you tell me why the author might have included that?</li> <li>· What evidence could the author have added to make the points stronger?</li> <li>·</li> </ul>	<ul style="list-style-type: none"> <li>· Give students differing points of view on a single subject. Students will debate a point from an author’s point of view using specific reasons and evidence from the text they were given. <b><i>Small group</i></b></li> <li>· Give students a controversial text with which they do not agree. Have them identify the author’s reasons and evidence for their viewpoint. Students may then defend their viewpoint as a counterpoint argument. <b><i>Pair, individual</i></b></li> <li>· Students read a nonfiction text, identifying the key points and write them on pieces of paper. Next they select reasons and evidence for each key point and write those on paper. Then each student will create a graphic organizer with the key ideas and evidence for each. Finally each student will evaluate the evidence to see if it has sufficiently defended the key point through writing a brief summary. <b><i>Pair, individual</i></b></li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>· Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Identify the points or claims an author makes in a text</li> <li>· Understand how to identify reasons and evidence for those points or claims made</li> <li>· Textual evidence</li> <li>· Understand that an author uses proof to support a point in the text</li> </ul>	<ul style="list-style-type: none"> <li>· Is the author's message ____ or ____?</li> <li>· Can you tell if there is evidence to support his thinking?</li> <li>· Does the author show evidence to support the claim on page _____?</li> <li>· Can you determine why the author wrote that?</li> <li>· Does the author give any reasons for writing that on page _____?</li> <li>· Did the author include that because _____?</li> <li>· Could the author have added evidence to make the points stronger?</li> </ul>	<ul style="list-style-type: none"> <li>· Give students differing points of view on a single subject. Students will work with a partner and use a Venn diagram to compare the differing viewpoints.</li> <li>· As a whole group students will listen to a controversial text with which they do not agree. Using teacher provided notes have the students identify the author's reasons and evidence for their viewpoint.</li> <li>· Teacher will provide students with a graphic organizer that lists key points. Students will work with a partner to complete the graphic organizer with supporting evidence from an excerpt of a text.</li> </ul>
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<p>· ESL Levels 1-2.4 ·</p> <p>WIDA 2:</p> <p>Reading, Speaking</p>	<ul style="list-style-type: none"> <li>· Understand points and claims in a text</li> <li>· Understand there are reasons and evidence for those points or claims made</li> <li>· Textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>· Is the author's message _____?</li> <li>· Does _____ evidence support his thinking?</li> <li>· Does the statement _____ show evidence to support the claim?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model for students how to compare differing viewpoints on a single subject. The whole class will create an anchor chart comparing these viewpoints.</li> <li>· As a whole group students will listen to a controversial text with which they do not agree. Teacher will model how to identify the author's reasons and evidence for their</li> </ul>
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<p>· Special Education</p> <p>Students - Low Group</p>	<p>· Understand proof</p>	<ul style="list-style-type: none"><li>· Did the author write _____ because of _____?</li><li>· Does _____ state a reason for the author writing _____?</li><li>· Did the author include that because _____?</li><li>· Could the author have added _____ as more evidence?</li></ul>	<p>viewpoint.</p> <ul style="list-style-type: none"><li>· Students will match key points to supporting evidence on a worksheet.</li></ul>
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Sample Test Released Item: EBSR VH001651 Associated Text: "Play, Play Again"

**TASK**

**Part A**

Read the subheading from the passage.

**Play puzzles scientists. Why do animals spend time and energy doing silly things that seem to have no purpose?**

How does the author answer the question?

- A. by providing descriptions of how animals play
- B. by providing examples of different animals that play
- C. by providing details of research studies on playing animals
- D. by providing explanations of how different types of play help animals

**Part B**

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

- A. "Young predators, such as wolves, lions, and bears, play by stalking . . ." (paragraph 3)
- B. "Prey animals, such as elk, deer, or antelope, play differently." (paragraph 4)
- C. ". . . if it has had lots of practice regaining its footing in play, its misstep is less likely to spell disaster." (paragraph 8)
- D. "Research shows that smarter animals spend more time playing." (paragraph 9)



**New Jersey Student Learning Standard (NJSLS)**

**NJSLS: RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.**

**Essential Element of the NJSLS: Compare and contrast details gained from two texts on the same topic.**

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Find similarities and differences in themes and topics when reading stories of the same genre</li> <li>· Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> <li>· Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>	<ul style="list-style-type: none"> <li>· What did you learn from this piece of text about <i>__topic__</i>?</li> <li>· Were there important details in this text that were not in the other?</li> <li>· How are you deciding what details are important enough that you need to include them when you are writing?</li> <li>· Did the author of this text write something that you need to include that the other didn't?</li> <li>· How are you keeping track of the information so that you can put it together when you are writing or speaking?</li> <li>· Does that sound like you know what you are talking about?</li> </ul>	<ul style="list-style-type: none"> <li>· Students select a historical or scientific topic (or are assigned one). They create key questions they would like answered. They use a variety of sources (minimum of three) to find the answers to these questions as well as additional information. Students need to document these sources. They then create a three to five minute presentation on their topic and present it to the class. <b><i>Pair, individual</i></b></li> <li>· Each student selects a famous person and reads about him/her in books, video clips from the Internet, magazines, and other sources. Each student then creates a list of ten important facts about the person. Each student makes a poster with this information as well as a picture of the person. (This can be drawn or printed from another source.) The posters are lined up in chronological order in the hall so other students can take a history walk, learning about various famous people. <b><i>Pair, individual</i></b></li> </ul>
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			<ul style="list-style-type: none"><li>· Groups of students are given a person or event, such as the most important person of the Revolutionary War. Each group researches a person, recording information and discussing findings. They then defend, in debate format, why this person was the key or most important person of the event. Other groups, or the teacher, can ask questions or request the source of an argument during the debate. <i>Small group</i></li></ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how to find similarities and differences in themes and topics when reading stories of the same genre</li> <li>· Understand how to connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> <li>· Understand how to combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>	<ul style="list-style-type: none"> <li>· Did you learn _____ from this text?</li> <li>· Was _____ an important detail in this text? Was the same detail in _____ text?</li> <li>· Do you know how to decide what details are important enough to include when you are writing?</li> <li>· Did the author of the text write _____? Did the other author include something like that?de that the other didn't?</li> <li>· Are you keeping track of the information? How? Will you use it when you are writing or speaking?</li> </ul>	<ul style="list-style-type: none"> <li>· Students will be given a historical or scientific topic and key questions that needs to be answered. Working with a partner, they will use a two to three sources to find the answers to these questions. Students will present there information to the whole group.</li> <li>· Each student selects a famous person and with assistance reads about him/her in books, video clips from the Internet, magazines, and other sources. Using a teacher model, the students will create a list of five important facts about the person. Students will create a poster with this information as well as a picture of the person.</li> <li>· Students will be working in groups and will be given a person or event. With assistance, each group researches a person, recording information and discussing findings. The students can</li> </ul>
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			then engage in a fishbowl activity discussing their person or events.
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>WIDA 2: Reading,</li> <li>Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand similarities and differences</li> <li>· Understand theme</li> <li>· Connecting text</li> <li>· Knowledge of a subject</li> </ul>	<ul style="list-style-type: none"> <li>· Did you learn _____ from this text?</li> <li>· Was _____ an important detail in this text?</li> <li>· Is _____ an important detail?</li> <li>· Did the author of the text write _____ ?</li> <li>· Did both authors say the same thing?</li> <li>· Can you keep track of the information? How?</li> </ul>	<ul style="list-style-type: none"> <li>· Students will be given a historical or scientific topic and one key question that will need to be answered. Working with a partner, students will be given an excerpt of an informational source to find an answer to the question. Students will create a picture with words or phrases to represent their information and present that information to the whole group.</li> <li>· Teacher will select a famous person and model for them how to research him/her in books, video clips from the Internet, magazines, and other sources. As a class the students will create a list of five or more important facts about the person. Students will work in groups and create a poster using the teacher provided information.</li> <li>· Students will be working in groups and will be given a person or event. Each group will be provided with information on their person. They can then fill in an informational sheet on that person using a word bank and teacher provided information.</li> </ul>





**New Jersey Student Learning Standard (NJSL)**

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

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

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

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

**NJSLS: W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**

**Essential Element of the NJSLS: Produce writing that is appropriate for an explicitly stated task or purpose.**

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

## **TASK**

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



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



**New Jersey Student Learning Standard (NJSLS)**

**NJSLS: W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)**

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

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Practice revising and editing skills</li> <li>· Change word choice and sentence structure in writing to strengthen the piece</li> <li>· Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>· Recognize spelling, grammar, and punctuation errors</li> <li>· Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>	<ul style="list-style-type: none"> <li>· What will you use to help organize your ideas?</li> <li>· Which would be the best opening sentence?</li> <li>· What is the best title for this selection?</li> <li>· Can you rewrite this so that the ideas/details are clearer?</li> <li>· Which sentence can best be added?</li> <li>· Which sentence would be the best topic sentence?</li> <li>· You have tried organizing your writing this way; have you thought of using another approach?</li> <li>· Did you share your ideas and thoughts with your</li> </ul>	<ul style="list-style-type: none"> <li>· Use graphic organizers to help students connect ideas for designing a coherent structure for their writing piece.</li> <li>· Teacher models reading their own writing and do a think aloud about how to add more details to make writing clearer.</li> <li>· Students reread their own work aloud to classmate to see if their piece really conveys what they want to say.</li> <li>· Peer edit based on checklist and rubric.</li> </ul>
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		<p>group?</p> <ul style="list-style-type: none"><li>· What feedback did they give you?</li><li>· Is there a better way to start or end your writing?</li></ul>	
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how to revise and edit</li> <li>· Know that changing word choice in writing will strengthen the piece</li> <li>· Use at least two or three graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>· Recognize spelling, grammar, and punctuation errors</li> <li>· Understand how to employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>	<ul style="list-style-type: none"> <li>· Do you need help organize your ideas?</li> <li>· Which would be the best opening sentence _____ or _____?</li> <li>· What is the best title for this selection _____ or _____?</li> <li>· If you rewrite this will it make your ideas clearer?</li> <li>· Which sentence can best be added _____ or _____?</li> <li>· Would _____ be the best topic sentence?</li> <li>· You have tried organizing your writing this way; have you thought of using another approach?</li> <li>· Can you share your ideas and thoughts with your</li> </ul>	<ul style="list-style-type: none"> <li>· Students will use a partially completed graphic organizer to write their ideas down. The teacher will model how to connect those ideas to structure for their writing piece.</li> <li>· Teacher models reading their own writing and do a think aloud about how to add more details to make writing clearer.</li> <li>· Students reread their own work aloud to the teacher to see if their piece really conveys what they want to say.</li> <li>· Peer edit based on checklist and rubric.</li> </ul>
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		group? · Is there a better way to start your writing?	
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li>   <li>WIDA 2: Reading, Speaking</li>   <li>· Special Education</li>   <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how to revise</li>   <li>· Understand that changing a word during writing will strengthen the piece</li>   <li>· Use at least one or two graphic organizers</li>   <li>· Understand how to recognize spelling, grammar, and punctuation errors</li>   <li>· Understand the importance of conferences, check sheets, and peer editing.</li> </ul>	<ul style="list-style-type: none"> <li>· Did you organize your ideas?</li>   <li>· Would this be the best opening sentence _____?</li>   <li>· Would this be the best title for this selection _____?</li>   <li>· Do you know how to rewrite this to make your ideas clearer?</li>   <li>· Can this sentence be added _____?</li>   <li>· Could _____ be a topic sentence?</li>   <li>· Do you know how to use a graphic organizer to organize your writing?</li>   <li>· Can you share your ideas and thoughts with your partner?</li>   <li>· Did you start your writing?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model for students how to use a graphic organizer to write their ideas down. The teacher will model how to connect those ideas to structure for their writing piece.</li>   <li>· Teacher models reading own writing and do a think aloud and how to use a rubric to add more details to make writing clearer.</li>   <li>· Teacher will read the students work to them while they listen to see if the piece really conveys what they want to say.</li>   <li>· Peer edit based on checklist and rubric.</li> </ul>
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**New Jersey Student Learning Standard (NJSLS)**

**NJSLS: W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.**

**Essential Element of the NJSLS: With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.**

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Use digital tools to collaborate on written works</li> <li>· Ask for guidance when appropriate</li> <li>· Use technology for producing and publishing writing, and collaborating with others</li> <li>· Demonstrate keyboarding skills</li> </ul>	<ul style="list-style-type: none"> <li>· What software would you use to create this document?</li> <li>· Where/how would you save your document?</li> <li>· How do you spell check a document?</li> <li>· How do you access _____?</li> <li>· How would you find _____ on the Internet?</li> <li>· How did your group divide up the responsibilities for the task?</li> <li>· What online resources might you use to help write your paper?</li> </ul>	<ul style="list-style-type: none"> <li>· Students work in pairs or groups to illustrate their writing, using digital images and media.</li> <li>· Students type final writing piece on computer.</li> <li>· Peer edit, based on rubric.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Use digital tools</li> <li>· Use technology for producing and publishing writing</li> <li>· Demonstrate keyboarding skills</li> <li>· Collaborate with peers to improve writing</li> </ul>	<ul style="list-style-type: none"> <li>· What software would you use to create this document?</li> <li>· Where/how would you save your document?</li> <li>· How do you spell check a document?</li> <li>· How do you access _____?</li> <li>· How would you find _____ on the Internet?</li> </ul>	<ul style="list-style-type: none"> <li>· With teacher support and guidance, students will select program to create a document.</li> <li>· Teacher will demonstrate how to create and save a document; students will work in pairs to create/save document.</li> <li>· In small group, students will work with teacher to access appropriate information on the internet.</li> <li>· Students type final writing piece on computer or utilize text-to-speech tools.</li> <li>· Peer edit, based on rubric.</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand types of digital tools</li> <li>· Understand how to create and save a document</li> <li>· Demonstrate keyboarding skills</li> <li>· Collaborate with peers to improve writing</li> </ul>	<ul style="list-style-type: none"> <li>· What program do you use for this document?</li> <li>· Do you know how to locate information on the internet?</li> <li>· How do you save your work?</li> <li>· How did collaborate with peers and provide feedback?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model for students how to access programs for document they are creating.</li> <li>· Teacher will model how to access appropriate information on the internet.</li> <li>· Students will practice keyboarding skills and/or utilize text-to-speech tools to create their document.</li> <li>· Peer edit based on rubric.</li> </ul>



**New Jersey Student Learning Standard (NJSLS)**

**NJSLS: W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**

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

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Locate information from print and digital sources</li> <li>· Integrate information from personal experiences</li> <li>· Include a list of sources used</li> <li>· Take notes on information gathered from the sources to support the topic</li> <li>· Synthesize information to avoid plagiarism</li> <li>· Organize information into categories</li> </ul>	<ul style="list-style-type: none"> <li>· Ask yourself, “How does this support my topic?”</li> <li>· Is this information important to your research?</li> <li>· How do you know the source is credible?</li> <li>· How did you determine if this information is relevant to your topic?</li> <li>· How do you cite sources in a bibliography?</li> <li>· Where can you find information about how to cite Internet sources?</li> <li>· What do you need to do if you are using the author’s exact words?</li> <li>· Can you say that using your own</li> </ul>	<ul style="list-style-type: none"> <li>· Students paraphrase portions of an informational text.</li> <li>· Provide students with samples of notes that have been jotted down about a passage from a mentor text. Students respond with red/green cards to show if the samples are helpful notes. If not, they explain what they would change to make the notes more helpful.</li> <li>· Teacher creates anchor chart of common phrases and language authors use to introduce and cite evidence to support a claim. Encourage students to incorporate into their writing.</li> <li>· Given a brief passage, students highlight 15 of the most important words and then use them to write a</li> </ul>
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		<p>words?</p> <ul style="list-style-type: none"><li>· How is a digital source cited differently than a printed source?</li><li>· How will you summarize the information found in this data?</li><li>· What can you conclude?</li></ul>	<p>summary statement.</p>
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Locate information from print and digital sources</li> <li>· Use information from personal experiences</li> <li>· List sources used</li> <li>· Take notes about a topic</li> <li>· Understand plagiarism</li> <li>· Categorize information</li> </ul>	<ul style="list-style-type: none"> <li>· Does this information support your topic?</li> <li>· Is this information important to your research?</li> <li>· Do you know if the source is credible?</li> <li>· Is the information relevant to your topic?</li> <li>· Do you know how to cite sources in a bibliography?</li> <li>· Can you find information about</li> </ul>	<ul style="list-style-type: none"> <li>· Working with a partner and using a teacher provided rubric, students will paraphrase portions of an informational text.</li> <li>· Teacher will model how to find information that is relevant to a topic. Teacher will also model how to determine if the source is credible and how to cite the information.</li> <li>· Teacher creates anchor chart of common phrases and language authors used to introduce and cite</li> </ul>
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		<p>how to cite Internet sources _____ or _____?</p> <ul style="list-style-type: none"><li>· Can you use the author's exact words? What do you do after?</li><li>· Can you say that using your own words?</li><li>· Is a digital source cited differently than a printed source?</li><li>· Can you summarize the information found in this data?</li><li>· Can you conclude _____?</li></ul>	<p>evidence to support a claim.</p> <ul style="list-style-type: none"><li>· Given a brief passage, students highlight 5-10 of the most important words and then use them to complete a summary statement (teacher will provide a sample of a summary statement).</li></ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand that information can be located from print and digital sources</li> <li>· Understand personal experiences can be used in writing</li> <li>· List at least one to two sources used</li> <li>· Know the topic</li> <li>· Understand plagiarism</li> <li>· Sort information</li> </ul>	<ul style="list-style-type: none"> <li>· What is your topic?</li> <li>· Does _____ support your topic?</li> <li>· Does this information match your research?</li> <li>· Do you know how to tell if the source is credible?</li> <li>· Do you know how to cite sources?</li> <li>· Does _____ give you information about how to cite</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model how students can paraphrase portions of an informational text. As a class they can list the steps involved.</li> <li>· Teacher will model how to find information that is relevant to a topic. Teacher will also model how to determine if the source is credible and how to cite the information.</li> <li>· Teacher creates a class anchor chart of common phrases and language authors used to introduce and cite evidence to support a claim.</li> </ul>
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		<p>Internet sources?</p> <ul style="list-style-type: none"><li>· Can you use the author's exact words?</li><li>· How would you say that?</li><li>· Is _____ how a digital source is cited? Is _____ how a printed source is cited?</li><li>· Is this a summary of the information found in this data?</li><li>· Can you conclude _____?</li></ul>	<ul style="list-style-type: none"><li>· Given a brief leveled passage, students highlight 3-5 of the most important words in the passage. They will complete a matching sheet matching the words to their meanings.</li></ul>
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**New Jersey Student Learning Standard (NJSLS)**

**NJSLS: W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

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

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Produce numerous pieces of writing over various time frames</li> <li>· Develop skills in research</li> <li>· Reflect on the choices made while writing</li> <li>· Reflect on and revise writing</li> <li>· Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>· How did you pick your topic?</li> <li>· How will you organize your thoughts (graphic organizers, Thinking Maps) ?</li> <li>· Write about...</li> <li>· Today you will have _____ minutes to write about...</li> <li>· Where will you find your sources? Do you have a variety of sources from which you can pull information?</li> <li>· Re-read your writing and ask a peer to read it to see if there are additions you need to make.</li> <li>· Did you think about your audience when you were writing?</li> </ul>	<ul style="list-style-type: none"> <li>· Students produce several pieces of writing to be revised.</li> <li>· Teacher reads aloud a mentor text. Students then develop a checklist to help them see what effective writers do to be able to create a well-developed piece of writing.</li> <li>· Students revise their teacher's work using the checklist.</li> <li>· Students communicate their ideas for revision of their peers' work through written conversation so that peers can remember and reflect upon their thoughts. (Sentence starters can be provided).</li> </ul>
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		<ul style="list-style-type: none"> <li>· Did you edit and revise your writing using the proofreading checklist?</li> </ul>	
<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Produce numerous pieces of writing over various time frames</li> <li>· Develop skills in research</li> <li>· Understand the choices made while writing</li> <li>· Revise writing</li> <li>· Develop a topic</li> </ul>	<ul style="list-style-type: none"> <li>· Did you pick your topic?</li> <li>· Will you use _____ or _____ to organize your thought?</li> <li>· What will you write about?</li> <li>· Today you will have _____ minutes to write about...</li> <li>· Do you know where will you find your sources?</li> <li>· Did you re-read your writing? Do you need to make any revisions?</li> <li>· Did you think about your audience?</li> <li>· Do you know how to edit and revise your writing using the proofreading checklist?</li> </ul>	<ul style="list-style-type: none"> <li>· Students produce several pieces of writing to be revised using a teacher provided rubric as a guide.</li> <li>· Teacher projects and reads aloud a mentor text. Students will highlight on the board what effective writers do to be able to create a well-developed piece of writing. Create a class anchor chart.</li> <li>· Students work with a partner and revise their teacher's work using the checklist.</li> <li>· Students will use a graphic organizer to gather their writing ideas. They will meet with a partner and then the teacher to discuss their ideas prior to writing.</li> </ul>



<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>WIDA 2: Reading,</li> <li>Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Produce pieces of writing over time frames</li> <li>· Understand how to do research</li> <li>· Reflect on writing</li> <li>· Understand you can revise writing</li> <li>· Develop a topic</li> </ul>	<ul style="list-style-type: none"> <li>· Is your topic _____?</li> <li>· Will you use _____ to organize your thought?</li> <li>· Will you write about _____?</li> <li>· Today you will have _____ minutes to write about...</li> <li>· Do you know how to find your sources?</li> <li>· Did you re-read your writing? Did anyone else re-read your writing?</li> <li>· Do you know how to edit?</li> <li>· Do you know how to use a proofreading checklist?</li> </ul>	<ul style="list-style-type: none"> <li>· Students produce several pieces of pre-writing/writing on the same topic to be kept in a writing folder. Teacher will sit with students to show them how they can revise their writing.</li> <li>· Teacher projects and reads aloud a mentor text. Teacher will then highlight on the board what effective writers do to be able to create a well-developed piece of writing. Create a class anchor chart.</li> <li>· Students work with a partner and correct errors on a teacher created piece. The errors can be highlighted and an answer bank and checklist can be provided.</li> </ul> <p>Students will use a graphic organizer to gather their writing ideas. They will meet with a partner and then the teacher to discuss their ideas prior to writing.</p>
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## District Resources

### Guided Reading

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



#### Running Records

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

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





**District Resources**

**Guided Reading**

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

### **Fifth Grade Level V**

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

## Vocabulary

### When teaching vocabulary,

- Please introduce students to 10-12 words per week.
- Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).
- Use the various learning modalities and sample menu in order to deliver instruction.
- Have students see the word in context first before explicit vocabulary instruction.
- Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.
- Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

### Target Vocabulary

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> <li>➤ dwarfed</li> <li>➤ presence ➤ snug</li> <li>➤ beaming</li> </ul>	<ul style="list-style-type: none"> <li>➤ frantic ➤ stride</li> <li>➤ checking</li> <li>➤ romp</li> </ul>	<ul style="list-style-type: none"> <li>➤ unique ➤ restore</li> <li>➤ regulate</li> <li>➤ guardians</li> </ul>	<ul style="list-style-type: none"> <li>➤ critical</li> <li>➤ bundle ➤ elite</li> <li>➤ demolished</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unobserved</li> <li>➤ vary</li> <li>➤ Keen</li> <li>➤ Mature</li> </ul>

### Domain Specific Vocabulary

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

### Spelling Words

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> <li>➤ glory</li> <li>➤ aware</li> <li>➤ adore</li> <li>➤ soar</li> </ul>	<ul style="list-style-type: none"> <li>➤ earth</li> <li>➤ peer</li> <li>➤ burnt</li> <li>➤ appear</li> </ul>	<ul style="list-style-type: none"> <li>➤ steel</li> <li>➤ aloud</li> <li>➤ ring</li> <li>➤ lesson</li> </ul>	<ul style="list-style-type: none"> <li>➤ wildlife</li> <li>➤ light bulb</li> <li>➤ uproar</li> <li>➤ newscast</li> </ul>	<ul style="list-style-type: none"> <li>➤ cellar</li> <li>➤ anger</li> <li>➤ tractor</li> </ul>

### Terms about Reading/Language Arts

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

<ul style="list-style-type: none"><li>➤ quotation</li><li>➤ dialect ➤ proverb</li><li>➤ contrast</li></ul>	<ul style="list-style-type: none"><li>➤ sensory ➤ adage</li><li>➤ proverb</li><li>➤ compare</li></ul>	<ul style="list-style-type: none"><li>➤ affix ➤ prefix</li><li>➤ cause</li><li>➤ author's purpose</li></ul>	<ul style="list-style-type: none"><li>➤ conclusion</li><li>➤ paraphrase</li><li>➤ root</li><li>➤ summarize</li></ul>	<ul style="list-style-type: none"><li>➤ main ideas</li><li>➤ direct quotation</li><li>➤ thesaurus</li><li>➤ source</li></ul>
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## Journeys Readings

*Kangaroos, Elaine Ness*  
*Rain Forest Wildlife, Racio Rivas*  
*Mad for Marsupials, Katherine Colton*  
*Animals in the Rain Forest, Racio Rivas*  
*Young Eagle and His Horse, Lisa Lunny*  
*On the Long Drive, Holly Melton*  
*Riding with the Camel Corps, Jennifer Liss*  
*The Long Cattle Drive, Holly Melton*  
*Guardian of the Everglades, Phyllis Waterman*  
*America's Urban Parks, Thomas Pressel*  
*The Salton Sea, Suzanne Lindell*  
*America's City Parks, Thomas Pressel*  
*Sugaring Weather, Roger Morell*  
*The River Kept Rising, Valerie Ross*  
*Night of the Killer Waves*  
*The Rising River, Valerie Ross*  
*Sharks, Susan Blackaby*  
*The Return of the Yellowstone Grizzly, Sasha Griffin*

## CCSS: Exemplars (Appendix B)

### Stories:

**Why Koala Has No Tail**  
**Old Yeller, Fred Gibson**  
**What Makes it Good?**  
**Everglades Forever, Trish Marx**  
**Storm Warriors, Elisa Carbone**  
**Purr-fection**

### Informational Text:

**Quest for the Tree Kangaroo, SY Montgomery**  
**National Parks of the West**  
**Forgotten Heroes**  
**Cougars**



## Writing

**Primary Focus: Writing Unit**

**Secondary Focus**

**Routine Writing**

**Lesson 6**

➤ Informative Writing: Procedural  
Composition

Focus Trait: Organization

➤ Language:

➤ Spelling: Vowel /r/ sounds

➤ Verbs

**Lesson 7**

➤ Informative Writing:  
Compare-Contrast Essay

Focus Trait: Word Choice

➤ Language:

➤ Spelling: More vowel in /r/ sounds

➤ Adages and proverbs

**Lesson 8**

➤ Informative Writing: Cause and  
Effect Essay

Focus Trait: Ideas

➤ Language:

➤ Spelling: Homophones

➤ Conjunctions

**Lesson 9**

➤ Informative Writing: Prewrite a  
Research Report

Focus Trait: Ideas

➤ Language:

➤ Spelling: Compound words

➤ Greek and Latin Words

**Lesson 10**

Informative writing: Write a research report

Focus Trait: Sentence Fluency

-Final Schwa /r/ sounds

-Shades of meaning

## **PARCC Introductory and RST Writing**

### **Introductory**

**Lesson 1:** People Pairs, Making Claims  
and Finding Evidence **Lesson 2:**

Classmate Claim, Making Claims And  
Finding Multiple Pieces of Evidence

**Lesson 3:** Evidence or NOT Evidence,  
Judging Evidence **Lesson 4:** Judging

Textural Evidence **Lesson 5:** Four  
Corners, Defending a Claim with

Textural Evidence **Lesson 6:**

Background Context **Lesson 7:** Review  
of Writing and Speaking Terms

### **RST Essay**

**Lesson 27:** Reading Paired Texts,  
Watching a Video, Finding Main Ideas  
for the RST Essay

**Lesson 28:** Creating an Outline for RST

**Lesson 29:** Writing Workshop, The

· Reader's Response  
Notebook

· Journals

· Blogging

· Quick Writes

· Interactive Writing

· Writing in Response  
to Reading







# Writing Rubrics

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

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



## Writing Rubrics

<b>and Conventions</b>	<b>command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b> .	<b>command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b> .	<b>command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b> .	<b>command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b> .
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**NOTE:**

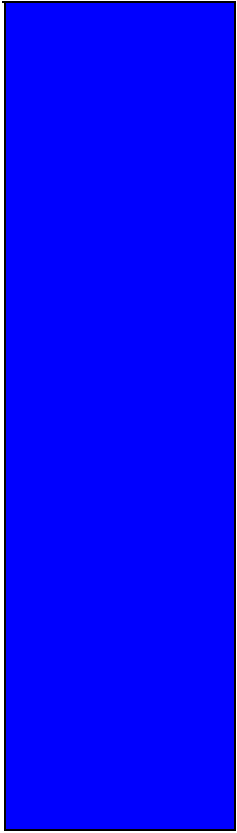
- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.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

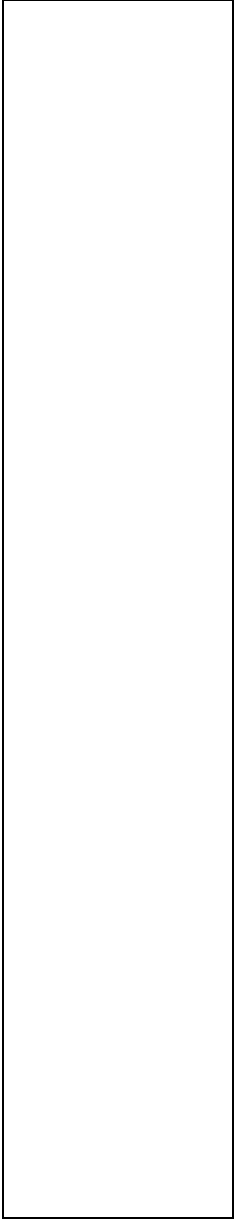
A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.



## Rubric for Information Writing—Fifth Grade

	Grade 3 (1 POINT)	1.5PTS	Grade 4 (2POINTS)	2.5PTS	Grade 5 (3POINTS)	3.5PTS	Grade 6 (4POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer taught readers information about a subject. She put in ideas, observations, and questions.	Mid-level 	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of	Mid-level 	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	Mid-level 	The writer conveyed ideas and information about a subject. Sometimes he incorporated essays, explanations, stories, or procedural passages into his writing.	
<b>Lead</b>	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	Mid-level 	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she	Mid-level 	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would develop later as well as the sequence.	Mid-level 	The writer wrote an introduction in which she interested readers, perhaps with a quote or significant fact. She may have included her own ideas about the topic. She let readers know the subtopics that she would develop later and how her text would unfold.	













# Writing Rubrics

<b>Transitions</b>	The writer used words to show sequence such as before, after, then, and later. She also used words to show what did not fit such as however and but.	Mid-level	The writer used words in each section that helped readers understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as before, later, next, then, and after. If he organized the section in kinds or parts, he used words such	Mid-level	When the writer wrote about results, she used words and phrases such as consequently, as a result, and because of this. When she compared information, she used phrases such as in contrast, by comparison, and especially. In narrative parts, she used phrases that go with stories such as a little later and three hours later. If she wrote sections that stated an opinion, she used words such as but the most important	Mid-level	The writer used transition words to help his readers understand how different bits of information and different parts of his writing fit together.  The writer used transitions such as for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite, and on the other hand to help connect ideas, information, and examples and to compare, contrast, and imply relationships.
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as another, also, and for

reason, for example, and

	<b>Grade 3</b> (1 POINT)	1.5PTS	<b>Grade 4</b> (2POINTS)	2.5PTS	<b>Grade 5</b> (3POINTS)	3.5PTS	<b>Grade 6</b> (4POINTS)		<b>SCORE</b>
<b>STRUCTURE (cont.)</b>									

<b>Ending</b>	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level	The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the	Mid-level	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.	Mid-level	The writer wrote a conclusion in which she restated her important ideas and offered a final insight or implication for readers to consider.
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end.



# Writing Rubrics

<b>Organization</b>	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	Mid-level 1	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	Mid-level 1	The writer organized her writing into a sequence of separate sections. She may have used headings and subheadings to highlight the separate sections.  The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	Mid-level 1	The writer used subheadings and/or clear introductory transitions to separate his sections.  The writer made deliberate choices about how to order sections and information within sections. He chose structures and text features to help emphasize key points.  The writer used transitions, introductions, and topic sentences to pop out his main points. He wrote	
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	Mid-level 1	The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting.  The writer included different kinds of facts and details such as numbers, names, and	Mid-level 1	The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes.  The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing.	Mid-level 1	The writer chose a focused subject, included a variety of information, and organized her points to best inform her readers.  The writer used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography.	(X2)
	<b>Grade 3</b> (1 POINT)	1.5PTS	<b>Grade 4</b> (2POINTS)	2.5PTS	<b>Grade 5</b> (3POINTS)	3.5PTS	<b>Grade 6</b> (4POINTS)	SCORE

DEVELOPMENT (cont.)



# Writing Rubrics

<b>Elaboration*</b> (cont.)			<p>The writer got her information from talking to people, reading books, and from her own knowledge and observations.</p> <p>The writer made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to</p>	<p>The writer worked to make his information understandable to readers. To do this, he may have referred to earlier parts of his text and summarized background information. He let readers know when he was discussing facts and when he was offering his own thinking.</p>	<p>The writer worked to make her information understandable and interesting. To do this, she may have referred to earlier parts of her text, summarized background information, raised questions, and considered possible implications.</p> <p>The writer might have used different organizational structures within her piece including stories, essays, and how-to sections.</p>	
<b>Craft*</b>						



	<p>The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.</p>	<p>Mid-level</p>	<p>help teach her readers. deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic.</p> <p>When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points.</p> <p>The writer made choices about which information was best to include or not include.</p> <p>The writer used a teaching tone. To do so, he may have used phrases such as that</p>	<p>Mid-level</p>	<p>The writer made deliberate word choices to have an effect on her readers. She used the vocabulary of experts and explained key terms.</p> <p>The writer worked to include the exact phrase, comparison, or image that would explain information and concepts.</p> <p>The writer not only made choices about which details and facts to include but also made choices about how to convey her information so it would make sense to readers. She blended storytelling, summary, and other genres as needed and used text features.</p> <p>The writer used a consistent,</p>	<p>Mid-level</p>	<p>The writer chose his words carefully to explain his information and ideas and have an effect on his readers. He incorporated domain-specific vocabulary and explained these terms to readers.</p> <p>The writer worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts to keep readers engaged.</p> <p>The writer chose how to present his information to clearly convey why and how the information supported his points.</p> <p>The writer supported readers' learning by shifting within a consistent teaching tone as appropriate. He used language and</p>	<p>(X2)</p>
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means . . . , what that

inviting, teaching tone and

sentence structure that matched

	<b>Grade 3</b> (1 POINT)	1.5PTS	<b>Grade 4</b> (2POINTS)	2.5PTS	<b>Grade 5</b> (3POINTS)	3.5PTS	<b>Grade 6</b> (4POINTS)	SCORE
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	Mid-level	The writer used resources to be sure the words in her writing were spelled correctly, including technical vocabulary.	

<b>Writing Rubrics</b>								
								TOTAL

he wrote his final

## Writing Rubrics

<b>Punctuation</b>	<p>The writer punctuated dialogue correctly, with commas and quotation marks.</p> <p>The writer put punctuation at the end of every sentence while writing.</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in</p>	Mid-level 1	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>	Mid-level 1	<p>The writer used commas to set off introductory parts of sentences (for example, As you might know,).</p> <p>The writer used a variety of punctuation to fix any run-on sentences. She used punctuation to cite her sources.</p>	Mid-level 1	<p>The writer used punctuation such as dashes, parentheses, colons, and semicolons to help him include extra information and explanation in some of his sentences.</p>	
								TOTAL













# Additional Resources: Suggested in the NJ Curriculum Framework

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



## Suggested Websites

### **Reading Rockets**

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

### **Writing Fix**

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

### **Read Write Think**

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

### **Brain Pop**

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

### **Tween Tribune**

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

### **E Reading Worksheets**

Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State

## Suggested Websites

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

### **Achieve the Core**

Hundreds of literacy resources for teachers, resources for leaders who are putting college and career readiness standards into action in their own schools, and opportunities to become an advocate for the Common Core. <http://achievethecore.org/>

### **The Florida Center for Reading Research**

The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The link will take you to a wealth of CCSS resources to guide you in finding activities and ideas for teaching the standards. Click on the grade level link next to the domain to find activities aligned to specific standards.

<http://www.fcrr.org/for-educators/sca.asp>

### **ReadWorks**

ReadWorks provides research-based units, lessons, and authentic leveled non-fiction and literary passages that you can search by lexile level, grade and skill. This site also offers novel study units that all can be aligned to the Common Core State Standards for free. [www.readworks.org](http://www.readworks.org)

### **Learn Zillion**

This site will provide you with PowerPoint presentations aligned to the Common Core State Standards, and provide an alternate approach to teaching standards. The lessons are scaffolded to provide a clear understanding of the standard being addressed, and enhances the use of technology in your classroom. You must complete the free registration before using learnzillion. [www.learnzillion.com](http://www.learnzillion.com)

### **News ELA**

News ELA provides a wealth of informational articles that can be geared to multiple lexile levels. They will give you an opportunity to embed Social Studies and Science into your lessons as well as give you an opportunity to increase text complexity within your instruction. In addition, News ELA offers a variety of topics and current events that will engage your students by providing material that is interesting and relevant. Students also have the ability to access that material at home. <http://www.newsela.com/>



## Field Trip Ideas



## Unit 1

**AFRO-AMERICAN HISTORICAL AND CULTURAL SOCIETY MUSEUM** is located is on the upper floor of the Greenville Branch of the Jersey City, New Jersey. Public Library. Its collection is dedicated to the African American experience. The museum has galleries for lectures, special exhibits, and a permanent collection of material culture of New Jersey's African Americans as well as African artifacts. The collection includes books, newspapers, documents, photographs and memorabilia regarding African American history and information about the slave trade in New Jersey, the underground railroad, a replica of an urban 1930s kitchen, the Pullman Porters (a black labor union), the Civil Rights Movement, the NAACP in New Jersey, New Jersey's historic African American churches, and genealogical records.

[www.cityofjerseycity.org/docs/afroam.shtml](http://www.cityofjerseycity.org/docs/afroam.shtml)

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

[www.aahmsnj.org/](http://www.aahmsnj.org/)

**PETER MOTT HOUSE** was built around 1845 by Peter Mott, an early Black landowner of Mount Pisgah AME church in Lawnside. This one was used by Mott and his wife, Elizabeth AnnThomas Mott, to harbor escaped slaves in the years leading up to the Civil War. The house features an old trapdoor suggesting that the Motts hid runaways in their basement.

[www.petermotthouse.org/museum.htm](http://www.petermotthouse.org/museum.htm)

## Unit 2

**LIBERTY SCIENCE CENTER** - An interactive science museum and learning center located in Liberty State Park. The center, which first opened in 1993 as New Jersey's first major state science museum, has science exhibits, the largest IMAX Dome theater in the United States, numerous educational resources, and the original *Hoberman sphere*.

<http://lsc.org/plan-your-visit/>

**BUEHLER CHALLENGER & SCIENCE CENTER** in New Jersey provides students, scouts, homeschoolers, and youth groups with the opportunity to “fly” simulated space missions using applied science and inquiry-based learning in our state-of-the-art simulators. Participants work

## Field Trip Ideas

as a team as they take on the role of astronauts and mission controllers to Rendezvous with Comet Halley, Return to the Moon, or Voyage to Mars. Students, scouts, and youth groups use team-building and hands-on learning with a focus on STEM to complete their mission goal.

[www.bcsc.org](http://www.bcsc.org)

### **Unit 3**

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

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

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

[www.jerseycitymuseum.org](http://www.jerseycitymuseum.org)

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

[www.newarkmuseum.org](http://www.newarkmuseum.org)

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

[www.state.nj.us/state/museum](http://www.state.nj.us/state/museum)

### **Unit 4**



## Field Trip Ideas

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

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

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

[www.essexcountyparks.org/parks/kips-castle-park](http://www.essexcountyparks.org/parks/kips-castle-park)



## ELL Resources

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- **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](http://www.Duolingo.com)

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

- **Differentiation activities for students based on their lexile-** [www.Mobymax.com](http://www.Mobymax.com) ▪

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

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

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

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

best practices for various aspects of an English language classroom

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

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

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

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

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

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

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

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

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

supported through the NJDOE, Office of Special Education Programs.

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

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

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



## ELL Resources

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

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

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

Games and quizzes for practicing vocabulary

## Students K-8

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

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

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

Learning games and songs for preschool and elementary children

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

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

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

Phonics lessons, interactive books, and word games

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

over 2500 interactive math lesson pages

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

NASA's education program; also available in Spanish

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

## Students K-12

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

Sites and resources for classroom instruction compiled by Keith Schoch

- **Mrs. Hurley's ESL Page**<http://www.mrshurleysesl.com> Tips,

activities, information & links for students and teachers

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

Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more



## ELL Resources

- **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

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- **Animoto**

Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share.

<https://animoto.com>

- **Bookbuilder**

Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

<http://bookbuilder.cast.org/>

- **CAST**

CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.

<http://www.cast.org>

- **CoSketch**

CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.

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

- **Crayon**

The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper.

<http://crayon.net/>

## Special Education Resources

- **Education Oasis**

Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more!

<http://www.educationoasis.com/printables/graphic-organizers/>

- **Edutopia**

A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration.

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

- **Glogster**

Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends.

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

- **Interactives – Elements of a Story**

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

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





## Special Education Resources

· **National Writing Project (NWP)**

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

<http://www.nwp.org>

· **Pacecar**

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

<http://pacecar.missingmethod.com/>

· **Plickers**

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

<https://plickers.com/>

· **Read Write Think**

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

<http://www.readwritethink.org>

· **RubiStar**

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

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

## Special Education Resources

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· **VisuWords**

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

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

· **Vocab Ahead**

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

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

· **Voki**

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

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

· **Webspiration**

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

· **Wordle**

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

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