

MSD – GRADE 6  
 .English Language Learner Curriculum Map

This curriculum map is spiral in nature; teachers should adjust the time frames based on the needs of their students.

Content/Topic	Observable Proficiencies/Skills	NJCCS	WIDA Model Performance Indicators
<b>Listening</b>	<b>Strand A: Active Listening</b>		
<b>How do you become an active listener?</b>	1.Listen actively for a variety of purposes such as enjoyment and obtaining information. 2.Listen attentively and critically to a variety of speakers 3.Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message. 4.Recognize and analyze persuasive techniques while listening. 5.Recognize the rich and varied language of literature (e.g. listen to a recording of poetry or classic literature. 6. Listen to determine a speaker's purpose, attitude, and perspective. 7.Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions	3.4.A.1 3.4.A.2 3.4.A.3 3.4.A.4 3.4.A.5 3.4.A.6	Level 1: Identify words and phrases following oral directions with visual support. Level 2: Follow simple directions orally. Level 3. Identify use of literacy devices in visually supported material (e.g. foreshadowing or flashback) Level 4. Identify cause and effect in oral discourse. Interpret main ideas or details in discussion of fiction and nonfiction writing.
	<b>Strand B: Listening Comprehension</b>		
<b>What does an excellent listener do to increase understanding?</b>	1.Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g. summarizing, reacting, retelling). 2.Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems. 3.Ask pertinent questions, take notes, and draw conclusions based on information presented. 4.Make inferences based on an oral report or presentation. 5.Follow three and four-step oral directions.	3.4.B.1 3.4.B.2 3.4.B.3 3.4.B.4 3.4.B.5	Level 1: Match oral phrases or sentences supported visually Level 2: Follow multi-step oral directions. Match information from oral descriptions to objects, illustrations Level 3: Categorize oral information using pictures and oral descriptions. Level 4: Apply learning strategies described orally to new situations.
<b>Speaking</b>	<b>Strand A: Discussion (small group and whole class)</b>	<b>NJCCS</b>	<b>WIDA Model Performance Indicators</b>
<b>How do you</b>	1. Support a position with organized, appropriate details.	3.3.A.1	

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<b>participate and contribute to a discussion or conversation?</b>	<ol style="list-style-type: none"> <li>2. Stay focused on a topic and ask relevant questions.</li> <li>3. Acknowledge others' opinions and respond appropriately.</li> <li>4. Respond orally to literature.</li> <li>5. Participate in class discussion appropriately.</li> </ol>	<p>3.3.A.2                  3.3.A.3                  3.3.A.4                  3.3.A.5</p>	<p>Level 1: State information using visual support.                  Level 2: Produce phrases in response to open ended questions.                  Level 3 Use sentences to provide information or opinions.                  Level 4: Discuss relationships among ideas or offer opinions in response to text.</p>
<b>Strand B: Questioning (Inquiry) and Contributing</b>			
<b>How do you increase oral language ability?</b>	<ol style="list-style-type: none"> <li>1. Respond orally by adding questions and comments while integrating knowledge.</li> <li>2. Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.</li> <li>3. Explore concepts by describing, narrating, or explaining how and why things happen.</li> <li>4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.</li> <li>5. Reflect and evaluate information learned as a result of the inquiry.</li> <li>6. Solve a problem or understand a task through group cooperation</li> </ol>	<p>3.3.B.1                  3.3.B.2                  3.3.B.3                  3.3.B.4                  3.3.B.5                  3.3.B.6</p>	<p>Level 1: Respond to WH- questions (who, what, when, where, which) with teachers and peers.                  Level 2: Initiate or engage in conversation by asking various types of questions.                  Level 2: Retell stories or events to clarify meaning.                  Paraphrase directions or information.                  Level : Summarize main points and evaluate information gathered from inquiry.</p>
<b>Strand C: Word Choice</b>			
<b>How do you enrich your vocabulary?</b>	<ol style="list-style-type: none"> <li>1. Use varied word choice to clarify, illustrate, and elaborate.</li> <li>2. Use figurative language purposefully in speaking situations.</li> <li>3. Select and use suitable vocabulary to fit a range of audiences</li> </ol>	<p>3.3.C.1                  3.3.C.2                  3.3.C.3</p>	<p>Level 1: Name and reproduce words and phrases using visuals.                  Level 2: Restate or paraphrase using visually supported information.                  Level 3: Use sequential language to outline steps to solve everyday problems.                  Produce sentences with details using varied vocabulary.                  Level 4: Explain with details, using a variety of words and expressions.</p>

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<b>Strand D: Oral Presentation</b>			
<b>What are the steps for an excellent oral presentation?</b>	<ol style="list-style-type: none"> <li>1. Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.</li> <li>2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement.</li> <li>3. Use clear, precise, organized language that reflects the conventions of spoken English.</li> <li>4. Use visuals such as charts or graphs when presenting for clarification.</li> <li>5. Use props effectively while speaking.</li> <li>6. Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus.</li> <li>7. Read aloud with fluency.</li> <li>8. Understand and use criteria from a rubric to improve an oral presentation.</li> <li>9. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.</li> </ol>	3.3.D.1 3.3.D.2 3.3.D.3 3.3.D.4 3.3.D.5 3.3.D.6 3.3.D.7 3.3.D.8 3.3.D.9	Level 1: Describe or list characteristics of pictures, objects, or people, using visually supported material. Level 2: Paraphrase or retell stories or events using visuals. Level 3: Recount steps for following oral instructions. Discuss stories, issues, and literary concepts. Level 4: Apply ideas, defend and justify points of view from various sources. Discuss and offer creative solutions to issues and problems.

<b>Writing</b>	<b>Strand A: Writing as a Process</b>	<b>NJCCS</b>	<b>WIDA Model Performance Indicators</b>
<b>Why is it important to use a process approach to writing?</b>	<ol style="list-style-type: none"> <li>1. Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary.</li> <li>2. Generate ideas for writing through reading and making connections across the curriculum and with current events.</li> <li>3. Expand knowledge about form, structure, and voice in a variety of genres.</li> <li>4. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.</li> <li>5. Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing.</li> </ol>	3.2.A.1 3.2.A.2 3.2.A.3 3.2.A.4 3.2.A.5 3.2.A.6 3.2.A.7 3.2.A.8 3.2.A.9 3.2.A.10 3.2.A.11 3.2.A.12	Level 1: Generate lists using visual prompts. Level 2: Complete graphic organizers or outlines; rewrite visually supported paragraphs. Level 3 Review and edit drafts of stories and essays visually supported paragraphs Level 4 Create stories or essays using a variety of elements (e.g. dialogue,) Evaluate writing using a rubric.

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	<ol style="list-style-type: none"> <li>6. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.</li> <li>7. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.</li> <li>8. Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision.</li> <li>9. Review and edit work for spelling, usage, clarity, organization, and fluency.</li> <li>10. Use a variety of reference materials to revise work.</li> <li>11. Use computer writing applications during the writing process.</li> <li>12. Understand and apply the elements of a scoring rubric to improve and evaluate writing.</li> <li>13. Reflect on own writing, noting strengths and setting goals for improvement.</li> </ol>		
<b>Strand B: Writing as a Product</b>			
<p><b>How does writing in different genres create proficient writers?</b></p>	<ol style="list-style-type: none"> <li>1. Expand knowledge of characteristics, structures, and tone of selected genres.</li> <li>2. Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue- based)</li> <li>3. Write grade appropriate, multi-paragraph expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports).</li> <li>4. Write various types of prose, such as short stories, biography, autobiography, or memoir that contain narrative elements.</li> <li>5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.</li> <li>6. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.</li> <li>7. Write sentences of varying length and complexity, using</li> </ol>	<p>3.2.B.1                  3.2.B.2                  3.2.B.3                  3.2.B.4                  3.2.B.5                  3.2.B.6                  3.2.B.7                  3.2.B.8                  3.2.B.9                  3.2.B.10</p>	<p>Level 1: Respond to illustrations and questions using models.                  Take notes and/or list information using words and phrases.                  Level 2: Identify and describe familiar places or events in sentences.                  Use outlines or organizers to write sentences about visually supported material.                  Level 3: Produce paragraphs of a series of events with original ideas using a model.                  Level 4: Produce a variety of literary forms, such as narrative and persuasive essays, using a variety of words and constructions.</p>

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	<p>specific nouns, verbs, and descriptive words.</p> <ol style="list-style-type: none"> <li>8. Prepare a works consulted page for reports or research papers.</li> <li>9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.</li> <li>10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.</li> </ol>		
	<b>Strand C: Mechanics, Spelling, and Handwriting</b>		
<b>How do good writers edit their work?</b>	<ol style="list-style-type: none"> <li>1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting.</li> <li>2. Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way.</li> <li>3. Use knowledge of English grammar and usage to express ideas effectively.</li> <li>4. Use correct capitalization and punctuation, including commas and colons, throughout writing.</li> <li>5. Use quotation marks and related punctuation correctly in passages of dialogue.</li> <li>6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.</li> <li>7. Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing.</li> <li>8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling.</li> <li>9. Use a variety of materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.</li> <li>10. Write legibly in manuscript or cursive to meet district standards.</li> </ol>	<p>3.2.C.1                  3.2.C.2                  3.2.C.3                  3.2.C.4                  3.2.C.5                  3.2.C.6                  3.2.C.7                  3.2.C.8                  3.2.C.9                  3.2.C.10</p>	<p>Level 1: Identify basic conventions or mechanics in text .                  Use bilingual dictionaries and visual support to write words                  Level 2: Edit convention and mechanics using such resources as computers, dictionaries or visual models.                  Level 3: Edit and revise guided writing (e.g. for conventions and structures), using teacher feedback, rubrics, etc.                  Level 4: Self-assess and/or peer access to edit and revise writing to produce final drafts.</p>

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	<b>Strand D: Writing Forms, Audiences, and Purposes</b>		
<b>What are the purposes of writing?</b>	<ol style="list-style-type: none"> <li>1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community).</li> <li>2. Gather, select, and organize information appropriate to a topic, task, and audience.</li> <li>3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing.</li> <li>4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples.</li> <li>5. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.</li> <li>6. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).</li> <li>7. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page.</li> <li>8. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.</li> <li>9. Demonstrate the ability to write business letters in correct format and coherent style.</li> <li>10. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.</li> <li>11. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.</li> </ol>	<p>3.2.D.1                      3.2.D.2                      3.2.D.3                      3.2.D.4                      3.2.D.5                      3.2.D.6                      3.2.D.7                      3.2.D.8                      3.2.D.9                      3.2.D.10                      3.2.D.11                      3.2.D.12                      3.2.D.13                      3.2.D.14                      3.2.D.15</p>	<p>Level 1: List words associated with school subjects using visually supported material.                      Level 2: Describe daily activities or discuss personal experiences in a clear and coherent manner.                      Level 3: Respond to and initiate original versions of various forms of writing, such as songs, poetry and prose;                      Level 4: Write a proposal or persuasive essay and give reasons and support from various sources.</p>

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	12. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs). 13. Demonstrate the development of a personal style and voice in writing. 14. Review scoring criteria of relevant rubrics. 15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio).		
<b>Reading</b>	<b>Strand A: Concepts about Print, Text</b>	<b>NJCCCS</b>	<b>WIDA Model Performance Indicators</b>
<b>What does a good reader know about textual features?</b>	1. Use a text index and glossary independently and appropriately. 2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory, concluding paragraphs). 3. Recognize and use common print formats to obtain information (e.g., newspapers, magazines, electronic sources).	3.1.A.1 3.1.A.2 3.1.A.3	Level 1: List information gleaned from visually supported text using texts, websites, libraries, or other sources Use common textual and graphic features to comprehend information. Level 2: Discuss or paraphrase main ideas and details of visually supported material. Level 3: Summarize or integrate visually supported information from various media (trade books, books on tape, video, newspapers, etc.). Level 4: Draw conclusions and predict based upon review of various print formats.
	<b>Strand B: Phonological Awareness</b>		
<b>What phonological elements does a good reader recognize and utilize?</b>	(from grade 3: 1. Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).  No additional indicators at this grade level.	(3.1.B.1)	(Level 1: Identify smallest units of sounds in words. Level 2: Distinguish phonological cues for sounding out unfamiliar words with accompanying visuals. Level 3: Classify one syllable words into long and short vowel sounds Level 4: Apply knowledge of phonemes to word recognition.

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<b>Strand C: Decoding and Word Recognition</b>			
<b>What skills does a good reader use to decode and recognize words?</b>	<ol style="list-style-type: none"> <li>1. Use a dictionary to decode new words independently.</li> <li>2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.</li> <li>3. Apply knowledge of new words correctly (refer to word parts and word origin).</li> <li>4. Apply spelling and syllabication rules that aid in decoding and word recognition.</li> </ol>	3.1.C.1 3.1.C.2 3.1.C.3 3.1.C.4	Level 1: Identify unfamiliar words with accompanying visuals by using cues and/or a dictionary. Level 2: Match visually supported context cues and knowledge of phonics and word parts to find meaning and facilitate fluency. Level 3: Apply knowledge of spelling rules, syllabication, etc. to decode unknown words. Level 4: Analyze and explain structural and context cues in decoding and recognizing words.
<b>Strand D: Fluency</b>			
<b>What does a good reader do to enhance fluency?</b>	<ol style="list-style-type: none"> <li>1. Adjust reading speed appropriately for different purposes and audiences.</li> <li>2. Read aloud in ways that reflect understanding of proper phrasing and intonation.</li> <li>3. Read silently for the purpose of increasing speed, accuracy, and reading fluency.</li> <li>4. Apply self-correcting strategies to decode and gain meaning from print, both orally and silently.</li> </ol>	3.1.D.1 3.1.D.2 3.1.D.3 3.1.D.4	Level 1 Adjust reading speed to aid comprehension with visually supported material. Level 2: Use proper phrasing pace, expression, and intonation to demonstrate understanding of text . Level 3: Apply self correcting strategies and reread for clarity. Level 4: Analyze and apply self correcting and self-monitoring strategies to build and expand knowledge.
<b>Strand E: Reading Strategies (before, during and after reading)</b>			
<b>How does a good reader increase comprehension before, during, and after reading?</b>	<ol style="list-style-type: none"> <li>1. Activate prior knowledge and anticipate what will be read or heard.</li> <li>2. Vary reading strategies according to their purpose for reading and the nature of the text.</li> <li>3. Reread to make sense of difficult paragraphs or sections of text.</li> <li>4. Make revisions to text predictions during and after reading.</li> <li>5. Use reference aids for word meanings when reading.</li> <li>6. Apply graphic organizers to illustrate key concepts and relationships in a text.</li> </ol>	3.1.E.1 3.1.E.2 3.1.E.3 3.1.E.4 3.1.E.5 3.1.E.6	<ol style="list-style-type: none"> <li>1. Identify word or phrases supported by illustrations to aid comprehension of reading material.</li> <li>2. Use basic reading skills, such as previewing, skimming, and scanning to increase comprehension.</li> <li>3. Apply self-monitoring and self-correcting strategies to further comprehension of text.</li> <li>4. Revise predictions and analyze text to comprehend and enhance understanding of material.</li> </ol>

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	<b>Strand F: Vocabulary and Concept Development</b>		
<b>What tools can help a good reader understand new words?</b>	<ol style="list-style-type: none"> <li>1. Infer word meanings from learned roots, prefixes, and suffixes.</li> <li>2. Infer specific word meanings in the context of reading passages.</li> <li>3. Identify and correctly use antonyms, synonyms, homophones, and homographs.</li> <li>4. Use the dictionary for a variety of purposes (e.g., definitions, word origins, parts of speech).</li> <li>5. Use a thesaurus to identify alternative word choices and meanings.</li> </ol>	3.1.F.1 3.1.F.2 3.1.F.3 3.1.F.4 3.1.F.5	Level 1: Identify vocabulary in context, supported by illustrations. Level 2: Define words using context and visual clues. Level 3: Extend meaning , change context, or purpose of communication by using synonyms and antonyms correctly Level 4: Expand reading vocabulary with figurative language and a variety of word choices.
	<b>Strand G: Comprehension Skills and Response to Text</b>		
<b>What skills does a good reader use to understand and respond to text?</b>	<ol style="list-style-type: none"> <li>1. Respond critically to an author’s purpose, ideas, views, and beliefs.</li> <li>2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration).</li> <li>3. Use cause and effect and sequence of events to gain meaning.</li> <li>4. Construct meaning from text by making conscious connections to self, an author, and others.</li> <li>5. Recognize persuasive and propaganda techniques used to influence readers.</li> <li>6. Recognize and understand historical and cultural biases and different points of view.</li> <li>7. Identify and analyze features of themes conveyed through characters, actions, and images.</li> <li>8. Distinguish between major and minor details.</li> <li>9. Make inferences using textual information and provide supporting evidence.</li> <li>10. Recognize common organizational patterns in text that support comprehension (e.g., headings captions).</li> <li>11. Identify and analyze text types, formats, and elements in nonfiction.</li> <li>12. Recognize characterization, setting, plot, theme, and point</li> </ol>	3.1.G.1 3.1.G.2 3.1.G.3 3.1.G.4 3.1.G.5 3.1.G.6 3.1.G.7 3.1.G.8 3.1.G.9 3.1.G.10 3.1.G.11 3.1.G.12. 3.1.G.13 3.1.G.14 3.1.G.15 3.1.G.16 3.1.G.17 3.1.G.18	Level 1: Identify words or phrases related to self, author, or others from illustrated text. Level 2: Make predictions or inferences from illustrated text using prior knowledge or personal experiences. Level 3: Differentiate between fact and opinion, bias and propaganda. Level 4: Analyze author’s purpose and point of view, and respond critically to text.

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	<p>of view in fiction.</p> <p>13. Recognize sensory details, figurative language, and other literary devices in text.</p> <p>14. Identify and respond to the elements of sound and structure in poetry.</p> <p>15. Analyze drama as a source of information, entertainment, persuasion, or transmitter of culture.</p> <p>16. Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed.</p> <p>17. Explain ways that the setting contributes to the mood of a novel, play, or poem.</p> <p>18. Interpret idiomatic expressions.</p>		
	<b>Strand H: Inquiry and Research</b>		
<b>How does a good reader research a topic effectively?</b>	<ol style="list-style-type: none"> <li>1. Develop and revise questions for investigations prior to, during, and after reading.</li> <li>2. Select and use multiple sources to locate information relevant to research questions.</li> <li>3. Draw conclusions from information gathered from multiple sources.</li> <li>4. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</li> <li>5. Summarize and organize information by taking notes, outlining ideas, and/or making charts.</li> <li>6. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.</li> <li>7. Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding.</li> </ol>	<p>3.1.H.1                  3.1.H.2                  3.1.H.3                  3.1.H.4                  3.1.H.5                  3.1.H.6                  3.1.H.7</p>	<p>Level 1: Search for topics on websites, in libraries or other sources.</p> <p>Level 2: Sort and self-select information on topics gathered from multiple sources.</p> <p>Level 3: Organize, arrange, and summarize information gathered from multiple sources on a topic of choice.</p> <p>Level 4: Analyze and compare themes, characters, or settings of different works or genres.</p>
<b>Viewing and Media Literacy</b>	<b>Strand A: Constructing Meaning</b>	<b>NJCCS</b>	<b>WIDA Model Performance Indicators</b>
<b>What messages exist in different types of media?</b>	<ol style="list-style-type: none"> <li>1. Respond to and evaluate the use of illustrations to support text.</li> <li>2. Use graphs, charts, and diagrams to report data.</li> </ol>	<p>3.5.A.1                  3.5.A.2                  3.5.A.3</p>	<p>The WIDA does not address <i>Viewing and Media Literacy</i> as a strand.</p>

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	<ol style="list-style-type: none"> <li>3. Distinguish between factual and fictional visual representations (e.g. political cartoons).</li> <li>4. Identify the central theme in a movie, film, or illustration.</li> <li>5. Identify the target audience for a particular program, story, or advertisement.</li> <li>6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.</li> <li>7. Understand uses of persuasive text related to advertising in society.</li> <li>8. Distinguish different points of view in media texts</li> </ol>	<p>3.1.A.4                  3.1.A.5                  3.1.A.6                  3.1.A.7                  3.1.A.8</p>	
<b>Strand B: Visual and Verbal Messages</b>			
<b>How do different types of media convey messages?</b>	<ol style="list-style-type: none"> <li>1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.</li> <li>2. Evaluate media messages for credibility.</li> <li>3. Explore and interpret various messages found in advertisements and other texts.</li> <li>4. Interpret verbal and nonverbal messages reflected in personal interactions with others.</li> <li>5. Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.</li> <li>6. Compare and contrast media sources, such as film and book versions of a story.</li> <li>7. Understand the uses of technology (e.g., the Internet for research).</li> </ol>	<p>3.5.B.1                  3.5.B.2                  3.5.B.3                  3.5.B.4                  3.5.B.5                  3.5.B.6                  3.5.B.7</p>	
<b>Strand C: Living with Media</b>			
<b>What role does media have in our society?</b>	<ol style="list-style-type: none"> <li>1. Express and justify preferences for media choices.</li> <li>2. Choose the most appropriate media for a presentation.</li> <li>3. Use a rubric to evaluate the content of media presentations.</li> <li>4. Examine and evaluate effects of media on the family, home, and school.</li> </ol>	<p>3.5.C.1                  3.5.C.2                  3.5.C.3                  3.5.C.4</p>	

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Viewing and Media Literacy	Strand A: Constructing Meaning	NJCCCS	(TESOL Progress Indicators)
<b>What messages exist in different types of media?</b>	<ol style="list-style-type: none"> <li>1. Respond to and evaluate the use of illustrations to support text.</li> <li>2. Use graphs, charts, and diagrams to report data.</li> <li>3. Distinguish between factual and fictional visual representations (e.g. political cartoons).</li> <li>4. Identify the central theme in a movie, film, or illustration.</li> <li>5. Identify the target audience for a particular program, story, or advertisement.</li> <li>6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.</li> <li>7. Understand uses of persuasive text related to advertising in society.</li> <li>8. Distinguish different points of view in media texts</li> </ol>	3.5.A.1 3.5.A.2 3.5.A.3 3.1.A.4 3.1.A.5 3.1.A.6 3.1.A.7 3.1.A.8	Level 1: Demonstrate an awareness of different media forms and how they contribute to communication. Level 2: Explain the use of graphs, charts, and diagrams as tools to enhance meaning. Level 3: Summarize key concepts by taking notes as information is presented during a film. Level 4: Analyze different points of view in media (e.g. in cartoons, headlines, maps).
	<b>Strand B: Visual and Verbal Messages</b>		
<b>How do different types of media convey messages?</b>	<ol style="list-style-type: none"> <li>1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.</li> <li>2. Evaluate media messages for credibility.</li> <li>3. Explore and interpret various messages found in advertisements and other texts.</li> <li>4. Interpret verbal and nonverbal messages reflected in personal interactions with others.</li> <li>5. Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.</li> <li>6. Compare and contrast media sources, such as film and book versions of a story.</li> <li>7. Understand the uses of technology (e.g., the Internet for research).</li> </ol>	3.5.B.1 3.5.B.2 3.5.B.3 3.5.B.4 3.5.B.5 3.5.B.6 3.5.B.7	Level 1: Respond appropriately to nonverbal cues and body language. Level 2: Compare and contrast a news story across different news sources. Level 3: Discuss and compare values in visual and verbal advertising. Level 4: Evaluate media messages for credibility.

MSD – GRADE 6  
 .English Language Learner Curriculum Map

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<b>Strand C: Living with Media</b>			
<b>How do media affect society?</b>	<ol style="list-style-type: none"> <li>1. Express and justify preferences for media choices.</li> <li>2. Choose the most appropriate media for a presentation.</li> <li>3. Use a rubric to evaluate the content of media presentations.</li> <li>4. Examine and evaluate effects of media on the family, home, and school.</li> </ol>	3.5.C.1 3.5.C.2 3.5.C.3 3.5.C.4	Level 1: Express preferences for media and programming choices (e.g., videos or books). Level 2: Understand television, video games, music, and motion picture rating as measurements of content appropriateness. Level 3. Examine and evaluate effects of media in the family, home, and school. Level 4. Analyze media content for emotional effect on audiences (e.g., advertisement, propaganda, entertainment).

Note:: Though the WIDA integrates Media into its other strands (reading, writing, listening speaking), TESOL standards include a separate strand for Viewing and Media Literacy. Therefore, I included the above page based on the TESOL strands.