

GRADE 5 – Reading Street

September	October	November	December	January
<p>Reading: Novel Study: Review Types of Literature and the process of Active Reading Vocabulary</p> <p>Writing: Narrative Essay</p> <p>Grammar: Capitalization, Punctuation, End marks, Indentation</p> <p>Spelling: Lessons 1-4</p>	<p>Reading: Novel Study: Elements of a Novel Vocabulary</p> <p>Writing: Narrative Essay cont.</p> <p>Grammar: Capitalization</p> <p>Spelling: Lessons 5-8</p>	<p>Reading: Novel Study: Character Analysis Vocabulary</p> <p>Writing: Descriptive Essay</p> <p>Grammar: Nouns Study: pronouns, plurals, possessive, collective</p> <p>Spelling: Lessons 9-12</p>	<p>Reading: Novel Study: Plot Analysis Vocabulary</p> <p>Writing: Descriptive Essay cont.</p> <p>Grammar: Pronouns – subject, object, passive</p> <p>Spelling: Lessons 13-15</p>	<p>Reading: Novel Study: Setting Vocabulary</p> <p>Writing: Expository Essay</p> <p>Grammar: Adjectives – articles, forms</p> <p>Spelling: Lessons 16-20</p>
February	March	April	May	June
<p>Reading: Novel Study: Theme Vocabulary</p> <p>Writing: Expository Essay cont.</p> <p>Grammar: Verbs – action, linking, helping, tenses</p> <p>Spelling: Lessons 21-24</p>	<p>Reading: Novel Study: Figurative vs. Literal Vocabulary</p> <p>Writing: Persuasive Essay Speculative Writing</p> <p>Grammar: Adverbs – types, forms</p> <p>Spelling: Lessons 25-28</p>	<p>Reading: Novel Study: Point of View Vocabulary</p> <p>Writing: Persuasive Essay cont. Speculative Writing cont.</p> <p>Grammar: Prepositions – object of, phrases</p> <p>Spelling: Lessons 29-32</p>	<p>Reading: Novel Study: Tone/Mood Vocabulary</p> <p>Writing: Poetry/Research</p> <p>Grammar: Sentence – declarative, Imperative, Interrogative, Exclamatory</p> <p>Spelling: Lessons 33-36</p>	<p>Reading: Novel Study: Cumulative Review of all Novel Elements Vocabulary</p> <p>Writing: Poetry/Research cont.</p> <p>Grammar: Cumulative review</p> <p>Spelling: Lessons Unit/Rules Review</p>

Grade 5
Reading: Informational Text
RI.5.1-5.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use a text index and glossary appropriately.</p> <p>Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).</p>	<ul style="list-style-type: none"> • Reading workshop • Independent reading • Guided reading • Literature circles • Word study 	<ul style="list-style-type: none"> • Effective questioning • Teacher observation • Oral response • Written response 	<p>Science</p> <p>Social Studies</p> <ul style="list-style-type: none"> • Working within the text <p>Health</p>

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use the pronunciation key of a dictionary to decode new words.</p> <p>Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.</p> <p>Interpret new words correctly in context.</p> <p>Apply spelling and syllabication rules that aid in decoding and word</p>	<ul style="list-style-type: none"> • Reading workshop • Independent reading • Guided reading • Literature circles • Word study • Teacher “Read Aloud(s)” • 	<ul style="list-style-type: none"> • Effective questioning • Teacher observation • Oral response • Written response • Conference – teacher/student, peer checklists • Written product • Writing across the curriculum 	<p>Science</p> <p>Social Studies</p> <ul style="list-style-type: none"> • Working within the text <p>Health</p>

recognition.			
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Grade 5
Speaking and Listening – SL.5.1-5.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Adjust reading speed appropriately for different purposes and audiences.</p> <p>Apply knowledge of letter-sound associations, language structures, and context to recognize words.</p> <p>Read aloud in ways that reflect understanding of proper phrasing and intonation.</p> <p>Read silently for the purpose of increasing speed, accuracy, and reading fluency.</p>	<ul style="list-style-type: none"> • Reading workshop • Independent reading • Guided reading • Literature circles • Word study • Spelling • Plays/skits 	<ul style="list-style-type: none"> • Effective questioning • Anecdotal records • Teacher observation • Oral response • Written response • Conference – teacher/student, peer checklists • Book talks 	<p>Science</p> <p>Social Studies</p> <ul style="list-style-type: none"> • Working within the text <p>Health</p>

Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.			
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Grade 5

Reading: Literature – RL.5.1-5.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Activate prior knowledge and anticipate what will be read or heard.</p> <p>Vary reading strategies according to their purpose for reading and the nature of the text.</p> <p>Reread to make sense of difficult paragraphs or sections of text.</p> <p>Make revisions to text predictions during and after reading.</p> <p>Apply graphic organizers to illustrate key concepts and relationships in a text.</p>	<ul style="list-style-type: none"> • Reading workshop • Independent reading • Guided reading • Literature circles • Word study • Teacher “Read Aloud(s)” • Mini-lessons to promote literary analysis 	<ul style="list-style-type: none"> • Effective questioning • Teacher observation • Conference – teacher/student, peer checklists • Rubrics • Graphic organizers • Inspiration software 	<p>Science</p> <p>Social Studies</p> <ul style="list-style-type: none"> • Working within the text <p>Health</p>

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Grade 5
Language – L.5.1-5.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Infer word meanings from learned roots, prefixes, and suffixes.</p> <p>Infer specific word meanings in the context of reading passages.</p> <p>Identify and correctly use antonyms, synonyms, homophones, and homographs.</p> <p>Use a grade-level appropriate dictionary independently to define unknown words.</p> <p>Use a thesaurus to identify alternative word choices and</p>	<ul style="list-style-type: none"> • Reading workshop • Independent reading • Guided reading • Literature circles • Word study • Teacher “Read Aloud(s)” • Vocabulary challenges for upper elementary students • Inspiration Software 	<ul style="list-style-type: none"> • Effective questioning • Teacher observation • Conference – teacher/student, • peer <p>Anecdotal records Checklists Oral and Written Response</p>	<p>Science Social Studies</p> <ul style="list-style-type: none"> • Working within the text <p>Health</p>

meanings			
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Grade 5
Reading: Literature – RL.5.1-5.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Identify author’s purpose, views, and beliefs.</p> <p>Identify genre by their distinctive elements (e.g. tall tale-exaggeration).</p> <p>Use cause and effect and sequence of events to gain meaning.</p> <p>Anticipate and construct meaning from text by making conscious connections to self, an author, and others.</p> <p>Recognize persuasive and propaganda techniques used to</p>	<p>Reading Workshop</p> <ul style="list-style-type: none"> • Daily • Independent • Reading • Daily Guided • Reading with small group rotation • Teacher “Read Aloud(s)” • Literature • Circles 	<p>Effective Questioning</p> <p>Oral Responses</p> <p>Written Responses</p> <p>Teacher Observation</p> <p>Conferring</p> <ul style="list-style-type: none"> • Teacher Observation • Conferring • Teacher/Student • Peer • Checklists • Rubrics 	<p>Social Studies</p> <ul style="list-style-type: none"> • Study Skills • Working within the text <p>Science</p> <ul style="list-style-type: none"> • Working within the • Text <p>Health</p>

<p>influence readers.</p> <p>Recognize historical and cultural biases and different points of view.</p> <p>Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly.</p> <p>Distinguish between major and minor details.</p> <p>Make inferences using textual information and provide supporting evidence.</p> <p>Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).</p> <p>Identify and analyze text types, formats, and elements in nonfiction.</p> <p>Recognize literary elements in stories, including setting, characters, plot, and mood.</p> <p>Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).</p> <p>Identify and respond to the</p>			
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<p>elements of sound and structure in poetry.</p> <p>Identify the structures in drama.</p> <p>Read regularly in materials appropriate for their independent reading level.</p> <p>Interpret idiomatic expressions.</p>			
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Grade 5

Reading: Foundational Skills – RF.5.3-5.4

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use library classification systems, print or electronic, to locate information.</p> <p>Develop and revise questions for investigations prior to, during, and after reading.</p> <p>Use multiple sources to locate information relevant to research questions.</p> <p>Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence</p>	<p>Reading Workshop</p> <p>Writing Workshop</p> <ul style="list-style-type: none"> Inspiration Software 	<p>Effective Questioning</p> <p>Teacher observation</p> <p>Conferring</p> <ul style="list-style-type: none"> Teacher/student Peer Rubric 	<p>Social Studies</p> <p>Science</p> <ul style="list-style-type: none"> Working within the text <p>Health</p> <p>Technology</p>

<p>of reading.</p> <p>Draw conclusions from information gathered from multiple sources.</p> <p>Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</p> <p>Summarize and organize information by taking notes, outlining ideas, and/or making charts.</p> <p>Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.</p>			
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Grade 5
Writing – W.5.1-5.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending</p> <p>Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph</p> <p>Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions and brainstorming</p> <p>Develop an awareness of form, structure, and author’s voice in various genres</p> <p>Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing</p> <p>Draft writing in selected genre with supporting structure according to the intended message, audience, and purpose for writing</p> <p>Make decisions about the use of precise language, including adjective, adverbs, verbs, And specific details, and justify the choice made</p> <p>Revise draft by rereading for meaning, narrowing focus, elaborating and deleting, as well as</p>	<p>Writing Workshop</p> <p>The Writing Process</p> <ul style="list-style-type: none"> • Graphic Organizers • Peer Conferencing • Mini-lessons for Writer’s Craft • Author’s Visit • Inspiration Software 	<p>Effective Questioning</p> <p>Writer’s Notebook</p> <p>Teacher Observation</p> <ul style="list-style-type: none"> • Sharing • Author’s Chair <p>Anecdotal records</p> <p>Graphic Organizers</p> <p>Teacher/Student</p> <p>Conference</p> <p>Peer Conference</p> <p>Checklists of:</p> <ul style="list-style-type: none"> • Writing Elements • Student Self-Evaluation <p>Rubrics</p> <ul style="list-style-type: none"> • Holistic • Analytic 	<p>Science, Social Studies, Health – short answer responses, essay responses, paraphrasing, note taking</p>

<p>reworking organization, openings, closings, word choice, and consistency of voice</p> <p>Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision</p> <p>Review and edit work for spelling, usage, clarity, organization, and fluency</p> <p>Use a variety of reference materials to revise work</p> <p>Use computer writing applications during writing process</p> <p>Understand and apply the elements of a scoring rubric to improve and evaluate writing</p> <p>Reflect on own writing, noting strengths and setting goals for improvement.</p>			
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Grade 5
Writing – W.5.1-5.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Expand knowledge of characteristics and structures of selected genres.</p> <p>Write a range of grade appropriate essays across curricula (persuasive, personal, descriptive, issue based)</p> <p>Write grade appropriate multi-paragraph, expository pieces across curricula (problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports)</p> <p>Write various types of prose, such as short stories, biography, autobiography, or memoir, that contain narrative elements</p> <p>Support main idea, topic, or theme with facts, examples, including information from multiple sources</p> <p>Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately</p> <p>Write sentences of varying length and complexity,</p>	<p>Writing Workshop</p> <ul style="list-style-type: none"> • Microsoft Publisher • Research Report • Autobiography • Peer Revising/Editing 	<p>Writers' Notebook</p> <p>Teacher Observation</p> <ul style="list-style-type: none"> • Checklists • Rubrics <p>Graphic Organizer</p> <p>Teacher/Student</p> <p>Conference</p> <p>Peer Conference</p> <p>Checklists of:</p> <ul style="list-style-type: none"> • Writing Elements • Students Self-Evaluation <p>Rubrics</p> <ul style="list-style-type: none"> • Holistic • Analytic <p>Published Pieces</p> <p>Sharing</p> <ul style="list-style-type: none"> • Author's Visit 	<p>Science – lab reports</p> <p>Social Studies - debates, point of view, current events</p> <p>Health – debates, point of view</p>

<p>using specific nouns, verbs, and descriptive words</p> <p>Prepare a works consulted page for reports or research papers</p> <p>Provide logical sequence throughout ,multi-paragraph works be refining organizational structure and developing transitions between ideas</p> <p>Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion</p>			
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Grade 5
Reading: Informational Text RL.5.1-5.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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Grade 5
Writing- W.5.1-5.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Write for different purposes (to express ideas, to inform, to entertain, to respond to literature, to question, reflect, clarify, to share) and audiences (self, peers, community)</p> <p>Gather, select, and organize information appropriate to a topic, task, and audience</p> <p>Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing</p> <p>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</p> <p>Use transitions between and within paragraphs</p> <p>Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution</p> <p>Use narrative techniques (dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters)</p> <p>Write reports based on research with a scope narrow enough to be thoroughly covered,</p>	<p>Writing Workshop</p> <ul style="list-style-type: none"> • Writing Portfolio • Current Events • Friendly Letter <p>Descriptive Writing</p> <ul style="list-style-type: none"> • How-To Writing <p>Narrative Writing</p> <ul style="list-style-type: none"> • Journal Writing <p>Persuasive Writing</p> <ul style="list-style-type: none"> • Business Letter • Poetry • Graphic Organizer 	<p>Writers' Notebook</p> <p>Teacher Observation</p> <ul style="list-style-type: none"> • Peer Sharing • Authors' Visit • Sharing <p>Graphic Organizers</p> <p>Teacher/Student Conference</p> <p>Peer Conference</p> <p>Checklists of:</p> <ul style="list-style-type: none"> • Writing Elements • Student Self-Evaluation <p>Rubrics</p> <ul style="list-style-type: none"> • Holistic • Analytic • Published Pieces 	<p>Science - research</p> <p>Social Studies – conflict, point of view, historical context</p> <p>Health - research</p> <p>Technology – multi media presentation</p>

<p>supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page.</p> <p>Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanation, and including a works consulted page</p> <p>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.</p> <p>Demonstrate the ability to write friendly/business letters in correct format and coherent style</p> <p>Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance</p> <p>Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature</p> <p>Use relevant graphics in writing (maps, charts, illustrations, graphs, photographs)</p> <p>Demonstrate the development of a personal style and voice in writing</p> <p>Review scoring criteria of relevant rubrics</p> <p>Develop a collection of writings (literacy folder, literacy portfolio)</p>			
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**GRADE 6 –
AMSCO Writer’s Studio
Prentice Hall Literature/Common Core
Holt Elements of Language**

September	October	November	December	January
Summer Reading evaluation Library Book Talks – specific genres #1 Free Choice – fiction Intro Battle of Books Program Literature Text – short story “Sarah Tops” – plot Writing Skills – ROPE	Battle Book practice Book Talk – Fantasy, Science Fiction, Mystery Intro – Oral speaking criteria – book discussion Literature Text – short story “Aaron’s Gift” – character development	Book Talk – project Fantasy, Sci-Fi, Mystery Literature Text – short story “Auntie”, “Grayling”	Battle Practice Book Talk – “006” Overcoming Obstacles Pre-reading Concepts – prejudice, WWII, Caribbean Analyze <u>The Cay</u> by Theodore Taylor – plot, setting, characters, vocabulary development	Intro “What Prejudice Means to Me” contest Continue <u>The Cay</u> chapter analysis: journal entries, characters’ points of view, vocabulary Battle Book Practice Book Discussion “006” book
February	March	April (NJ ASK-7)	May	June
Battle Book practice Realistic Fiction book selection Continue <u>The Cay</u> chapter analysis: predictions, compare/contrast, figurative language, cause-effect	Battle Book work Literature Text – How to Read Non-Fiction - articles, essays, letters Connect to NJ Ask reading/writing tasks	Battle Book practice Intro Historical Fiction genre with novels <u>Door in Wall</u> or <u>Catherine Called Birdie</u> related to Medieval social studies curriculum integration	Battle Practice to select class winners Final Free Choice fiction selection Medieval novel analysis – vocabulary, characters, plot, ole English language	Battle Book final competition Book discussion Literature Text – How to Read a Play “Phantom Tollbooth”

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Grade 6
Reading: Informational Text – RI.6.1-6.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use a text index and glossary independently and appropriately.</p> <p>Survey and explain text features that contribute to comprehension (e.g., headings, introductory, concluding paragraphs).</p> <p>Recognize and use common print formats to obtain information (e.g., newspapers, magazines, electronic sources).</p>	<p>Teacher directed lessons and activities using grade level texts, novels, magazines, and newspapers from the classroom, home ,and the school library</p> <ul style="list-style-type: none"> • Compare /contrast fiction to non-fiction format • Examine text glossary • Examine and discuss the use of headings, types of paragraphs • Importance of photos and illustrations, diagrams, maps etc. 	<ul style="list-style-type: none"> • Brainstorming and class discussions • Vocabulary and text comprehension questions • Open-ended essay questions • Teacher observation • Use of NJ State Open ended Scoring Rubric • Scores: 0-4 	<ul style="list-style-type: none"> • Coordinate with LA, Social Studies, Math, and Science texts and usage of written information • Integrate with current events, book reviews, and word problems related to real life situations

Grade 6
Writing – W.6.1-6.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use a dictionary to decode new words independently.</p> <p>Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.</p> <p>Apply knowledge of new words correctly (refer to word parts and word origin).</p> <p>Apply spelling and syllabication rules that aid in decoding and word recognition.</p>	<p>Teacher directed activities using grade level materials</p> <ul style="list-style-type: none"> • Dictionary challenge games • Student selected words in Reader’s Log from specific stories/novels/ articles • Use knowledge of known words to decode and understand new words • Reminders of decoding strategies previously learned • Connection to foreign languages and Latin roots • Use words appropriately in original sentences • Context clues for word use and multiple meanings 	<ul style="list-style-type: none"> • Oral questions • Reader’s log • Journal writing • Vocabulary tests and quizzes • Correct word usage in open-ended essays-NJ State Scoring Rubric Scores: 0-4 • Usage and Mechanic activities from Literature text • Teacher observation and evaluation of student read aloud passages 	<ul style="list-style-type: none"> • Connect to LA and Math texts-key terms • Social Studies, LA, and Science texts- bold printed new vocabulary and additional meanings within text • Emphasize the use of text glossary and page footnotes

Grade 6
Speaking and Listening – SL.6.1-6.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Adjust reading speed appropriately for different purposes and audiences.</p> <p>Read aloud in ways that reflect understanding of proper phrasing and intonation.</p> <p>Read silently for the purpose of increasing speed, accuracy, and reading fluency.</p> <p>Apply self-correcting strategies to decode and gain meaning from print, both orally and silently.</p>	<ul style="list-style-type: none"> • Listen to Books on Tape to hear oral modeling of various texts by fluent readers-hear accents, dialects and use of emotions in voice while reading • Mini- drama, original skit, student oral reading of text using appropriate intonation • Small group guided reading • Teacher-student conference • Time Out For Reading: individual, silent reading during class to answer specific questions or for pleasure 	<ul style="list-style-type: none"> • Oral check after short passage reading • Comprehension check using oral and written questions and answers • Individual student conference 	<ul style="list-style-type: none"> • Use specific LA, Social Studies, Science, and Math texts or other related non-fiction materials to examine specific passages • Learn skills to determine when to skim a passage for information and when to read carefully

Grade 6
Reading: Literature – RL.6.1-6.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections

<p>Students will be able to:</p> <p>Activate prior knowledge and anticipate what will be read or heard.</p> <p>Vary reading strategies according to their purpose for reading and the nature of the text.</p> <p>Reread to make sense of difficult paragraphs or sections of text.</p> <p>Make revisions to text predictions during and after reading.</p> <p>Use reference aids for word meanings when reading.</p> <p>Apply graphic organizers to illustrate key concepts and relationships in a text.</p>	<ul style="list-style-type: none"> • Brainstorm students' knowledge about topic • Predict what will happen and make logical connections • Journal writing/ Reader's Log listing questions about words and/ or ideas that are not understood • List "What I know", "What I need to know", and "What I want to know" • Use dictionary, dictionary. com, and/ or thesaurus to check or confirm word meaning • Use graphic organizers, T charts, Venn diagrams etc to compare and contrast information • Class discussions 	<ul style="list-style-type: none"> • Guided class reading • Read aloud to partner or within small group • Class discussions-ask and respond to specific questions and/or prompts • Open-ended questions and essay writing- Use NJ State Rubric Scores: 0-4 • Journal writing • Teacher observations 	<p>Connect to LA, Math, Science, and Social Studies texts and apply comprehension strategies</p> <p>Use non-fiction materials from the library to enhance and expand upon short story and novel information</p>
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**Grade 6
Language – L6.1-6.6**

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Infer word meanings from learned roots, prefixes, and suffixes.</p> <p>Infer specific word meanings in the context of reading passages.</p> <p>Identify and correctly use antonyms, synonyms, homophones, and homographs.</p> <p>Purposes (e.g., definitions, word origins, parts of speech).</p> <p>Use a thesaurus to identify alternative word choices and meanings.</p>	<p>Teacher directed lessons introducing “new” literature selection, text, or novel vocabulary</p> <ul style="list-style-type: none"> • Highlight prior knowledge of prefixes, suffixes, or word roots • Students can check context clues • Listen to oral reading of text passage by teacher, peers or book on tape reader • Compare and contrast different authors’ writing styles and word selection 	<ul style="list-style-type: none"> • Class discussions to share student word knowledge • Vocabulary checks- both oral and written • Use of vocabulary words in original, detailed sentences • Journal writing • Teacher observations and evaluations • Analyze text passages and use context clues to infer meaning of unknown and/ or multiple meaning words 	<p>Using materials related to LA, Math, Science, and Social Studies, the student will understand that a writer’s word choice relates to the subject, the purpose of the information, and the audience.</p> <p>Non-fiction materials use objective wording and logical presentation of ideas.</p>

**Grade 6
Speaking and Listening – SL.6.1-6.6**

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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<p>Students will be able to:</p> <p>Respond critically to an author’s purpose, ideas, views, and beliefs.</p> <p>Identify genre by their distinctive elements (e.g. tall tale-exaggeration).</p> <p>Use cause and effect and sequence of events to gain meaning.</p> <p>Construct meaning from text by making conscious connections to self, an author, and others.</p> <p>Recognize persuasive and propaganda techniques used to influence readers.</p> <p>Recognize and understand historical and cultural biases and different points of view.</p> <p>Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>Distinguish between major and minor details.</p> <p>Make inferences using textual information and provide supporting evidence.</p>	<ul style="list-style-type: none"> • Use grade level literature text selections and novels to enhance students’ comprehension skills • Use teacher read “alouds” to analyze author’s intent and message • Use critical reading strategies during guided and independent reading to understand and analyze an author’s purpose and ideas • Listen to Books on tape of various novels/ stories to help to visualize setting, characters, events, and understand author’s tone • Compare and contrast various literary genres during library Book Talk • Create multimedia projects related to genre for class presentation • Literature circle activities • Use of Reader’s Log to make specific connections to characters and events within text stories and/ or class novels. Include both questions and comments • Class discussion during which students are able to state their questions and clarify their comprehension 	<ul style="list-style-type: none"> • Guided individual and class reading • Writing assignments related to specifics of the text or novel; students able to state opinion using supporting story/ text details. Student essays will be scored using NJ State Rubric scores:0-4 • Class discussion and teacher observations • Presentation of projects with peer and teacher critiques • Journal writing as character(s) • Both open and closed book tests of characters, quotes, events, and theme 	<p>Writing assignments and projects in Science and Social Studies that are based on student comprehension and interpretation of specific information.</p> <p>Create word problems related to Math lessons which reinforce concept understanding.</p>
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<p>Recognize common organizational patterns in text that support comprehension (e.g., headings captions).</p> <p>Identify and analyze text types, formats, and elements in nonfiction.</p> <p>Recognize characterization, setting, plot, theme, and point of view in fiction.</p> <p>Recognize sensory details, figurative language, and other literary devices in text.</p> <p>Identify and respond to the elements of sound and structure in poetry.</p> <p>Analyze drama as a source of information, entertainment, persuasion, or transmitter of culture.</p> <p>Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed.</p> <p>Explain ways that the setting contributes to the mood of a novel, play, or poem.</p> <p>Interpret idiomatic expressions.</p>	<ul style="list-style-type: none"> • Journal entry writing from different characters' points of views • Use of different print material for analysis: news articles from newspapers, magazines, and various websites; ads both commercial and political; editorials; letters to the editor to persuade and convince the reader to a specific point of view. Student goal with partner or as individual is to identify strengths and weaknesses of written material • Use of graphic organizers to visualize specific story elements 		
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Grade 6
Language – L6.1-6.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Develop and revise questions for investigations prior to, during, and after reading.</p> <p>Select and use multiple sources to locate information relevant to research questions.</p> <p>Draw conclusions from information gathered from multiple sources.</p> <p>Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</p> <p>Summarize and organize information by taking notes, outlining ideas, and/or making charts.</p> <p>Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.</p> <p>Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding.</p>	<ul style="list-style-type: none"> • Research basic information about setting, characters, theme, and events prior to reading to enhance prior knowledge base. • Use a timeline to understand the point in history for story/ text events. • Use research materials from classroom, library, home, and online and list information to share with peers. • Synthesize information from various sources and create a multimedia presentation related to the research question. • Compare and contrast two authors and their writing styles, two books from the same genre, or two books by the same author 	<ul style="list-style-type: none"> • Class discussion • Teacher observation • Individual and small group presentations of research projects 	<p>Social Studies- individual research paper on grade 6 curriculum based topics-points in world history, famous people, inventions etc.</p> <p>Science- individual research about specific diseases- causes, symptoms, effects etc.</p> <p>Research information in preparation for a science experiment presentation</p>

GRADE 6 – WRITING
AMSCO Writer’s Studio
Prentice Hall Literature/Common Core
Hold Elements of Language

September	October	November	December	January
Organization of notebook; parts of speech brief overview; diagramming type work but with color coding; discussion of topic sentences and conclusion, supporting details; paragraphs as one entity; vocabulary 1; spelling 1	Cursive help; vocabulary 2, spelling 2 and 3; peer edits of journal entries; multiple drafts; study of prefix meanings in Latin; study of how suffixes can determine part of speech; notebook quiz; homework make up and check grade	“For What Are You Thankful?” essay; introduction of NJ State Rubric guide; family member project; proofreading marks applied to writing; grammar (subject and predicate); spelling 4-7, vocabulary 3 and 4	Writing the letter, discussions relating to a solid five paragraph essay; spelling 8-10; continued work on sentence to paragraph unit; introduction to sentence variety; vocabulary 5 and 6; various worksheets	Application of letter with “thank you” to a known person who is to receive the letter; NJ state persuasive letter/essay; journal entry on writing mistakes/areas to improve on through self-reflection; parts of speech other than noun/pronoun (as subject) and verb (as predicate); Spelling review of 1-10; organization check of notebook; test taking strategies using key words as guide; journal entry on what students learned thus far with fifteen examples; vocabulary 7 and 8
February	March	April	May	June
Rubric samples (what makes an excellent, very good, good, average, needs assistance, poor essay); students learn to make constructive comments on writing as editors based on models; discussion of explanatory essay using quotations; one short response based on anonymous quote; three essays to be written by students and drafted using A. Lincoln, Helen Keller, and Descartes	Distribution of handouts (“recipe” for writing the standard essay); editing of faulty paragraphs and essays; various handouts discussing how to write persuasive and explanatory essay; peer editing; frequently misspelled words from their writing	More peer editing; finish persuasive essay and last explanatory (non quotation); more checklists; teacher/ student conferences; vocabulary 9; endangered language five paragraph essay; for authentic assessment, write a company or political figure (with parents’ permission),; discussion of appropriate, respectful language in this context.	Medieval study leading up to medieval day; Lyric vs. narrative poetry; poetry presentations; create own “chapbook”; memorization of Shakespeare’s sonnet 18; reflective learning journaling	Short story writing using photographs as idea starter; peer editing; reflection on what they’ve learned in essay forms with actual examples and details in the text.

quotes; spelling words from rubric and frequently misspelled words from their writing				
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**Grade 6
Writing – W.6.1-6.10**

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a details summary.</p> <p>Generate idea for writing through reading and making connections across the curriculum and with current events</p> <p>Expand knowledge about form, structure, and voice in a variety of genres</p> <p>Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing</p>	<p>“How to” explanation/ explanatory, persuasive essays</p> <p>Current events are applicable to vocabulary words</p> <p>Write own short stories</p> <p>Persuasive prompt with three pronged chart as anticipatory set</p>	<p>NJ Holistic Scoring Rubric 1-6 score</p> <p>Vocabulary comic equals Quiz</p> <p>Checklist</p> <p>The chart is assessed before the essay; does the essay largely reflect the pre-writing. (Changes can be made but the prewriting</p>	<p>Science, social studies, computer science, library skills</p> <p>Library skills, social studies</p> <p>Reading, dramatic arts</p> <p>Social studies, reading</p>

<p>Draft writing in selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing.</p>	<p>NJ ASK prompts in class and for homework; largely accomplished in class for more authentic assessment</p>	<p>must exist.)</p> <p>Essay equals test; first graded on style then content' next essay is rubric related; percentages are assigned to 1-6 scores</p>	<p>Reading, forensics, consortium, NJ ASK preparation</p>
<p>Make decisions about the use of precise language, including adjective, adverbs, verbs, and specific details, and justify the choice made</p>	<p>Essays; use suffixes to determine parts of speech; oral discussion when words using certain suffixes (that can determine POS) as they arise; use handout on "How Less Is More"; vocabulary boosting activities in Sadlier Oxford book.</p>	<p>Vocabulary pages, tests, writing tasks</p>	<p>Reading</p>
<p>Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice</p>	<p>Use checklists and then rubrics; peer edit/ self edit sheets; individual student/teacher conferences</p>	<p>Grade actual checklists against essays; assess last draft in connection to earlier drafts</p>	<p>Any humanities or even science class</p>
<p>Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision</p>	<p>Use checklists and then rubrics; peer edit/ self edit sheets; individual student/teacher conferences</p>	<p>Grade actual checklists against essays; assess last draft in connection to earlier drafts</p>	<p>Any humanities or even science class</p>
<p>Review and edit work for spelling, usage, clarity, organization, and fluency</p>	<p>Use checklists and then rubrics; peer edit/ self edit sheets; individual student/teacher conferences</p>	<p>Use mechanics checklist before NJ state rubric</p>	<p>Any humanities or even science class</p>
<p>Use a variety of reference materials to revise work</p>	<p>Use checklists and then rubrics; peer edit/ self edit sheets; individual student/teacher conferences</p>	<p>1-10 scale; peer analysis with specific areas for</p>	<p>Library skills, computer science</p>
<p>Use computer writing applications</p>	<p>Research a poet; present oral</p>		

<p>during writing process</p> <p>Understand and apply the elements of a scoring rubric to improve and evaluate writing</p> <p>Reflect on own writing, noting strengths and setting goals for improvement.</p>	<p>presentation</p> <p>Spelling- use NJ rubric words in lists and explain words simultaneously; this is perfect anticipatory activity</p> <p>Writing journal, various homework assignments throughout the year assigned once a marking period using KWL charts</p>	<p>comment regarding improvement</p> <p>Appearance grade will be absorbed in essay grade</p> <p>Spelling and vocabulary tests</p> <p>Journal reflections often are a springboard for further journaling</p>	<p>Computer science</p> <p>Social studies, should use NJ rubric for writing</p> <p>Reading especially but really ideal for all classes</p>
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Grade 6
Writing – W.6.1-6.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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<p>Students will be able to:</p> <p>Expand knowledge of characteristics, structures, and tone of selected genres.</p> <p>Write a range of grade appropriate essays across the curricula (persuasive, personal, descriptive, issue based)</p> <p>Write grade appropriate multi-paragraph, expository pieces across curricula (problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports)</p> <p>Write various types of prose, such as short stories, biography, autobiography, or memoir, that contain narrative elements</p> <p>Support main idea, topic, or theme with facts, examples, including information from multiple sources</p>	<p>Read one theme with four “takes” by various authors</p> <p>Explanatory and persuasive essays</p> <p>Draft with a peer; co-author pieces</p> <p>Read Paul Auster’s excerpt from memoir entitled “He Remembers”</p> <p>Endangered language essay; NJ ASK preparation essays</p>	<p>Pose questions such as “What kind of protagonist is being represented? Is he/she young/old, savvy, inexperienced, formal, informal? This is based on context clues</p> <p>Essays= test</p> <p>Co author “grades” using rubric</p> <p>Draw Paul Auster’s “heart”, draw a map of one’s own “heart” using metaphorical phrases; create a poem based on findings</p> <p>Essay equals a test</p>	<p>Reading/library skills</p> <p>Reading</p> <p>Social studies, science, reading</p> <p>Reading</p> <p>All humanities-based classes, especially social studies</p>
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<p>Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately</p> <p>Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words</p> <p>Prepare a works consulted page for reports or research papers</p> <p>Provide logical sequence throughout, multi-paragraph works be refining organizational structure and developing transitions between ideas</p> <p>Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion</p>	<p>Short story writing; use handouts to discuss concision; do vocabulary building work; peer editing; self editing appropriately</p> <p>Discuss Yoda from Star Wars (talks with inversion); rubric discussion that mentions this concept</p> <p>Poetry presentation must have accompanying paper</p> <p>Transitional words worksheet</p> <p>Any essay assigned</p>	<p>Grade final draft</p> <p>Apply writing against this element of the rubric</p> <p>Used in poet project, given a 1-10 rubric that has percentage equivalents</p> <p>Grade oneself using transitional worksheet as guide</p> <p>Essay graded using style/content division of grade or rubric based</p>	<p>Social studies, reading, science</p> <p>Reading, social studies</p> <p>Social studies</p> <p>Reading, social students, science (experiments put into journal-entry form)</p> <p>Reading, social studies, library skills, forensics</p>
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**Grade 6
Language – L6.1-6.6**

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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<p>Students will be able to:</p> <p>Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting</p> <p>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.</p> <p>Use knowledge of English grammar and usage to express ideas effectively</p> <p>Use correct capitalization and punctuation, including commas and colons, throughout writing</p> <p>Use quotation marks and related punctuation correctly in passages of dialogue</p>	<p>Read and do activities in Writer’s Craft; teacher-generated worksheets</p> <p>Read and do activities in Writer’s Craft; teacher-generated worksheets</p> <p>“Do the Yoda” worksheet; take familiar passages and analyze them</p> <p>Discussion of comma and semi-colons as “yellow lights”; discussion of conjunctions within this context; study of the punctuation rule breaker, Cummings (in poetry, this is allowable)</p> <p>Famous quotations for NJ ASK preparation; discussion of origin of punctuation involving Greek/Roman history; students teach parents this lesson on history of to parents/guardians</p>	<p>Grade based on proper cursive use; grade only on mechanics periodically</p> <p>Essay tests; read passages by Hemingway, map writing based on authors’ ideas</p> <p>Color-code parts of speech when writing essays</p> <p>Write poetry as counterpoint</p> <p>Test/writing</p>	<p>Because this is the most salient aspect of LA, focus on this aspect more than say, research which should be more Social Studies related</p> <p>Reading, forensics</p> <p>Reading, social studies</p> <p>All humanities</p> <p>Reading, social studies</p>
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<p>Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell word correctly in writing</p>	<p>Vocabulary comics; vocabulary advertisements; class discussion of vocabulary words in unit; word of the day/week; connotation/context worksheets; Latin etymology discussions/worksheets; dictionary work</p>	<p>Vocabulary/spelling tests; application in writing earns extra points</p>	<p>Reading</p>
<p>Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing.</p>	<p>Similar to above, use “green” and “yellow” light sheet and semi colon use</p>	<p>Writing essays/ journaling</p>	<p>All classes but mostly humanities-based ones</p>
<p>Edit work for correct grammar usage, capitalization, punctuation, and spelling</p>	<p>Peer edits; student/teacher writing conferences; journaling; student-generated spelling lists based on the individual student’s frequently misspelled words</p>	<p>Teacher/peer/self-assessment checklists</p>	<p>All classes but mostly humanities-based ones</p>
<p>Use a variety of reference materials such as dictionary, grammar reference, and/or internet software resources to edit written work</p>	<p>Peer edits; student/teacher writing conferences; journaling; student-generated spelling lists based on the individual student’s frequently misspelled words</p>	<p>Teacher/peer/self-assessment checklists</p>	<p>All classes but mostly humanities-based ones</p>
<p>Write legibly in manuscript or cursive.</p>	<p>Writing prompts; emphasis is on writing content, then mechanics</p>	<p>In spelling tests, cursive counts</p>	<p>Cursive required for all spelling assignments</p>

Grade 6
Writing – W.6.1-6.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Write for different purposes (to express ideas, to inform, to entertain, to respond to literature, to question, reflect, clarify, to share) and audiences (self, peers, community)</p> <p>Gather, select, and organize information appropriate to a topic, task, and audience</p> <p>Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing</p> <p>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</p> <p>Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution</p>	<p>Essays; letters; class presentations</p> <p>Endangered Language essays, family project</p> <p>Poetry booklets; creative writing section in binder; “writing” section in binder</p> <p>“Act Like a Lawyer” worksheet; discussion of good/poor writing using modeling</p> <p>Discussion of short story “mountain” map; identify hero and anti hero for protagonist; understand antagonistic forces; comic interpretations; checklists</p>	<p>Rubrics</p> <p>Rubrics; grading for content and style</p> <p>Produce essays, stories, poems; writing notebook reflections that are graded based on details provided</p> <p>Use rubric; peer edit; grade peer editor</p> <p>Writing; test on terms</p>	<p>Humanities-based classes</p> <p>Humanities-based classes</p> <p>Reading/forensics</p> <p>Reading</p> <p>Reading</p>

<p>Use narrative techniques (dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters)</p> <p>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, and including a works consulted page.</p> <p>Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanation, and including a works consulted page</p> <p>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.</p> <p>Demonstrate the ability to write friendly/business letters in correct format and coherent style</p>	<p>Discussion of “Show, Don’t Tell” as well as symbolism (metaphor, simile, personification)</p> <p>Endangered languages essay</p> <p>Endangered languages essay</p> <p>6-8 essays from NJ ASK preparation booklet</p> <p>Thank you notes/letters to companies/elected officials not using signed names</p>	<p>Grade final draft of short story/ poem based on changes in draft, additions</p> <p>Grade final draft</p> <p>Grade final draft</p> <p>Peer/ self edits; teacher generated edit sheets; rubric graded</p> <p>Assess final draft</p>	<p>Reading</p> <p>Social studies</p> <p>Social studies</p> <p>Social studies</p> <p>Humanities-based</p> <p>Reading, social studies,</p>
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<p>Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance</p> <p>Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature</p> <p>Use relevant graphics in writing (maps, charts, illustrations, graphs, photographs)</p> <p>Demonstrate the development of a personal style and voice in writing</p> <p>Review scoring criteria of relevant rubrics</p> <p>Develop a collection of writings (literacy folder, literacy portfolio)</p>	<p>Discussion of transitions; graphic organizers</p> <p>NJ ASK preparation essays</p> <p>Family project</p> <p>Discussion of concept in NJ state rubric</p> <p>Underline key words, use auxiliary sheet that has definitions, apply “reader friendly” definitions to rubric</p> <p>Writing section/portfolio</p>	<p>Bullet points then essays</p> <p>Read alouds as test for listening skills/note-taking</p> <p>See handout attached</p> <p>Grade for style</p> <p>Homework assignment</p> <p>Grade notebook/folder for all pieces included</p>	<p>forensics, science journal entries</p> <p>reading</p> <p>All classes</p> <p>Reading, forensics</p> <p>Social studies</p> <p>Reading</p>
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GRADE 7 -

**AMSCO Writer’s Studio
Prentice Hall Literature/Common Core
Holt Elements of Language**

September	October	November	December	January
<p>Interest inventory <u>Integrate Literatures Based</u> lessons using short stories to teach the following:</p> <ol style="list-style-type: none"> Active Reading Strategies ROPE (open-ended essay strategy) Elements of Suspense Critical Reading and Thinking (Analysis) Vocabulary development <p>Book Critiques #1 Battle of the Books</p>	<p><u>Integrated Literature Based</u> lessons using short stories to teach the following:</p> <ol style="list-style-type: none"> Understanding character traits compare and contrast characters to write a character sketch (5 paragraphs) to understand plot elements test taking strategies NJ Holistic Scoring rubric vocabulary development ROPE 	<p>Introduce <u>Victorian Era Research Project</u> which includes:</p> <ol style="list-style-type: none"> Gathering information from sources (books, encyclopedias, internet) – note cards use of bibliography oral presentation (NJ Speaking Rubric) <p>Active Reading strategies Vocabulary development Book critique #2 Battle books</p>	<p><u>Integrated Literature Based</u> lessons using the play, "A Christmas Carol" to teach the following:</p> <ol style="list-style-type: none"> Plot and exposition of a drama recognize foreshadowing Vocabulary development Active Reading Strategies Elements of a play <p><u>Victorian Projects Oral Presentations</u> View video "A Christmas Carol" Battle Books – Book critique</p>	<p>Victorian <u>Integrated Literature based</u> lessons using nonfiction to teach the following:</p> <ol style="list-style-type: none"> to understand a biography active reading strategies use of ROPE (strategy) <p>Introduce <u>Shark Research Project</u> which includes</p> <ol style="list-style-type: none"> gathering information from sources Use of bibliography oral presentation (NJ Speaking Rubric) <p>Vocabulary development Book Critiques #4 (Action, Adventure, Survivals)</p>
February	March	April (NJ ASK-7)	May	June
<p><u>Integrated Literature Based</u> lessons using non fiction to teach the following:</p> <ol style="list-style-type: none"> to understand autobiography compare and contrast characters Active reading Strategies Use of ROPE (strategy) 	<p><u>Integrated Literature Based</u> lessons using non fiction to teach the following:</p> <ol style="list-style-type: none"> to understand the narrator’s feelings in an autobiography to understand stereotypes Rites of passage theme <p>Book Critique #6 (non-fiction) Battle of the Books</p>	<p>Novel Study <u>The Call of the Wild</u> – Jack London <u>NJASK</u> Test Preparation Battle of the Book Questions</p>	<p>Book Critique #7 (Friendship 7) Battle of the Books #7 Poetry Unit Introduce Poetry Research Report Introduce strategies for reading poetry Journal Writing <u>Integrated Literature Based</u> lessons using non fiction to teach the following:</p>	<p>Poetry Report Oral Presentation Book Critiques # 8 (Book Cards) Battle of the Books Championship Meet Introduction to Fables, folk tales, and myths Cooperative group activity – learning about <u>Aesop’s Fables</u></p>

<p>5. Appreciation of the arts (Norman Rockwell's work) Book Critique #5 (Realistic Fiction) Battle of the Books Vocabulary development Test taking strategies</p>	<p>Vocabulary development ROPE (strategy) Test taking strategies Begin Novel Study <u>The Call of the Wild</u></p>		<ol style="list-style-type: none"> 1. to understand narrative essay 2. to learn how to consider other perspectives 3. vocabulary development 	
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Grade 7

Reading: Literature – RL.7.1-7.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Identify and use common textual features (e.g., paragraphs, topic, sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information.</p> <p>Develop an understanding of the organizational structure of printed material (e.g. chronological, sequential, procedural text).</p>	<p>Teacher directed lessons utilizing the class anthology textbook, novel study selection, and supplemental materials which focus on the use of maps, charts, and diagrams as well as the understanding of the organization of the variety of printed materials used in class.</p>	<ul style="list-style-type: none"> -Teacher observation -Reading comprehension Questions -Students' ability to apply skills to independent reading tests and enrichment projects -Open ended essay writing which require referring to the text -Class discussions -Rubric scoring 0-4 	<p>Integrated literature based lessons which relate to</p> <ul style="list-style-type: none"> -Science -Social Studies -Language Arts

Grade 7

Reading: Informational Text – RI.7.1-7.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Distinguish among the spellings of homophones (e.g. cite, site, sight).</p> <p>Apply spelling rules and syllabication that aid in correct spelling.</p> <p>Continue to use structural analysis and context analysis to decode new words</p>	<ul style="list-style-type: none"> -Reinforcement of decoding strategies -Oral and written practice of spelling and syllabication rules -Dictionary usage to decode new words. -Application of new vocabulary, identifying root words, prefixes, suffixes -Using context clues 	<ul style="list-style-type: none"> -Usage and Mechanics worksheet -Oral reading -Independent reading -Vocabulary tests -Various written assignments -Class discussion 	<p>Vocabulary learned may also be subject specific which promotes reading across the curriculum.</p>

Grade 7

Speaking and Listening – SL.7.1-7.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Read aloud in selected texts reflecting understanding of the text and engaging the listener.</p> <p>Read increasingly difficult texts silently with comprehension and</p>	<ul style="list-style-type: none"> -Book talks which focus on various genres -Interactive oral reading focusing on correct pronunciation, inflection, intonation, and fluency -Sustained silent reading -Selection of Battle Books -Novel study 	<ul style="list-style-type: none"> -Answering reading comprehension questions -Book critiques -Battle of the Books questions -Research projects -Discussion -Essays 	<p>Connections of various literary genres as they relate to the other content areas such as:</p> <ul style="list-style-type: none"> -Historical fiction -Biographies -Nonfiction

<p>fluency.</p> <p>Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently.</p> <p>Reread informational text for clarity.</p>	<p>-Books on tape (audio book)</p> <p>-Elaboration of specific details in novel and class anthology textbook</p>	<p>-Selection tests</p> <p>-Independent or group activity</p> <p>-Written or oral presentation of information</p>	<p>Skills learned may be used in the other content areas.</p>
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**Grade 7
Language – L7.1-7.6**

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.</p> <p>Use increasingly complex text guides to understand different text</p>	<p>-The use of Active Reading Strategies (question, visualize, predict, connect, and respond)</p> <p>-Enhance understanding through pre-reading activities including author information, introduction of new vocabulary, and literary focus</p>	<p>-Teacher observation</p> <p>-Interactive oral reading</p> <p>-Class discussion</p> <p>-Selection test</p> <p>-Responding to the selection questions</p> <p>-Novel study reading comprehension questions</p> <p>-Open ended questions</p> <p>-Rubric scores 0-4</p>	<p>Skills and strategies learned may be used in the other content areas such as:</p> <p>-Language Arts</p> <p>-Social Studies</p>

structure and organizational patterns (e.g. chronological sequence or comparison and contrast).			
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**Grade 7
Language – L7.1-7.6**

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Develop an extended vocabulary through both listening and independent reading.</p> <p>Clarify word meanings through the use of a word’s definition, example, restatement, or contrast.</p> <p>Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.</p> <p>Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their</p>	<p>-Students develop their vocabulary using vocabulary from the class anthology textbook, novel study, and teacher generated materials and lessons</p> <p>-Vocabulary assignments incorporate identifying part of speech, defining the word, and using it in an original sentence</p> <p>-Sentences ,containing the new vocabulary taken from the text, are discussed using context clues</p> <p>-Students use dictionary, on line dictionary, or thesaurus for vocabulary assignments</p> <p>-Literal, non-literal, idioms, and figurative meanings are identified and discussed using reading materials in class</p>	<p>-Teacher observation</p> <p>-Vocabulary tests</p> <p>-Collection and grading of original sentences containing new vocabulary</p> <p>-Class discussions</p> <p>-Essay writing</p> <p>-Oral reading</p> <p>-Journal writing</p>	<p>Vocabulary learned may be subject specific which promotes reading across the curriculum.</p>

speaking and writing experiences.			
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Grade 7
Speaking and Listening – SL.7.1-7.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Speculate about text by generating literal and inferential questions.</p> <p>Distinguish between essential and nonessential information.</p> <p>Differentiate between fact, opinion, bias, and propaganda in newspapers, periodicals, and electronic texts.</p> <p>Articulate the purposes and characteristics of different genres.</p> <p>Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.</p> <p>Develop an awareness of a variety of</p>	<p>-Teacher directed activities focus on reading and discussing types of questions found in class anthology textbook</p> <p>-Students are exposed to a variety of genres which are found in class anthology textbook</p> <p>-Book talks and the Battle of the Books program allow students to experience a variety of genres</p> <p>-Teacher directed activities using nonfiction reading selections focus on differentiation between fact, opinion, bias, and propaganda</p> <p>-Students analyze characters through discussion and written critiques</p> <p>-Novel study incorporates critical reading and thinking</p> <p>-Use Active Reading Strategies</p>	<p>-Teacher observation</p> <p>-Class discussion</p> <p>-Journal writing</p> <p>-Book critiques</p> <p>-Battle of the Books questions</p> <p>-Character sketch</p> <p>-Selection tests</p> <p>-Novel study test</p> <p>-Open ended questions</p> <p>-Small group discussions</p>	<p>Skills and strategies learned in integrated literature based lessons may also be utilized in content areas such as:</p> <p>-Language Arts</p> <p>-Social Studies</p> <p>-Science</p> <p>-Math</p>

<p>perspectives on a single event, setting, character, personality, or topic as expressed by different authors.</p> <p>Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.</p> <p>Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.</p> <p>Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.</p> <p>Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical</p>	<p>-Novel study incorporates critical reading, analyzing and applying knowledge of the theme to increase reading comprehension of book</p> <p>-Author information is discussed for each reading selection which aids understanding author's connection to written work</p> <p>-Students keep journal with author information to encourage comparison and contrast of different authors and their literary work</p> <p>- Use of class anthology textbook, novel, and supplemental reading materials focus on figurative language</p> <p>-Analysis of poets and poetry through oral discussion and written critiques</p>	<p>-Oral presentations</p> <p>-Interactive oral reading</p> <p>-Poetry research project</p>	<p>Skills and strategies learned may also be applicable to the content area subjects.</p>
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<p>and stylistic features of text.</p> <p>Identify and analyze recurring themes across literary works.</p> <p>Identify and understand the author’s use of idioms, analogies, metaphors, and similes in prose and poetry.</p> <p>Compare and contrast the perspectives of authors in a variety of interdisciplinary works.</p> <p>Interpret text ideas through journal writing, discussion, and enactment.</p> <p>Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.</p> <p>Interpret idiomatic expressions.</p>	<p>-Teacher directed activities focus on literal and non-literal meanings in reading materials</p>	<p>-Class discussions and written assignments</p>	<p>How idiomatic expressions relate to other content areas</p>
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Grade 7
Reading: Informational Text – RI.7.1-7.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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<p>Students will be able to:</p> <p>Produce written and oral work that demonstrates comprehension of informational materials.</p> <p>Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.</p> <p>Collect materials for a portfolio that reflect possible career choices.</p> <p>Self-select materials appropriately related to a research project.</p> <p>Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).</p>	<ul style="list-style-type: none"> -Use writing strategy ROPE -Assignments allowing students to gather information which is then demonstrated through oral and written work -Critical analysis of reading selection including poetry and relationship to author -Journal writing encourages thinking about student's future -Enrichment projects encourage independent selection of information -Teacher directed lessons facilitate discussion to compare short stories as well as books 	<ul style="list-style-type: none"> -Research projects -Book critiques -Journal writing -Written and oral presentation of information -Correct use of bibliography -Note cards containing research information 	<p>Research skills may be used in the other content areas such as:</p> <ul style="list-style-type: none"> -Social Studies -Science -Language Arts
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GRADE 7 - WRITING

AMSCO Writer's Studio Prentice Hall Literature/Common Core Holt Elements of Language

September	October	November	December	January
<p>I. The Five Paragraph Essay</p> <ul style="list-style-type: none"> - Format - Main Idea - Breakdown of paragraphs <p>II. All about LAL: policies and procedures</p> <ul style="list-style-type: none"> - NJHSR 1-6 - Writing community posters <p>II. The Writing Community</p> <ul style="list-style-type: none"> - Peer response - Baseline Essay - Pen Name Essay 	<p>I. How to Construct Effective Paragraphs</p> <ul style="list-style-type: none"> - Introduction - Body - Conclusion <p>II. Understanding and Applying Revision</p> <ul style="list-style-type: none"> - Halloween Then & Now Essay or - Going Green <p>III. Using Transitions</p> <p>IV. Vocabulary Unit 1</p>	<p>I. Revision – cont'd</p> <ul style="list-style-type: none"> - Revision of unfocused, incoherent paragraphs - Use Lego model <p>II. Proofreading and Editing</p> <ul style="list-style-type: none"> - Removing ineffective language or “No-No” Words - Revise intro, body and paragraphs of PNE <p>III. Begin sentence study</p> <p>IV. Vocabulary Units 2 and 3</p>	<p>I. Adding Detail/Elaboration</p> <p>II. Sentences</p> <ul style="list-style-type: none"> - Correct sentences - Varied sent types - Varied sent Begs - Publisher test and teacher generated test <p>III. Verbs</p> <ul style="list-style-type: none"> State of Being/Action/ Transitive and Intrans. <p>IV. Vocab. Cum. Unit 1-3 Test</p>	<p>I. Explanatory Writing</p> <ul style="list-style-type: none"> - Frame Expectations - Mid-Term Self-Assessment - Using data from portfolios, support conclusions about growth as a writer <p>II. Vocabulary 5 and 6</p> <p>III. Prepositions</p> <ul style="list-style-type: none"> - Identification - Usage - Test
February	March	April (NJ ASK-7)	May	June
<p>I. Persuasive Practice</p> <ul style="list-style-type: none"> - Introduce key elements of persuasion - Model persuasion using teacher constructed - Response to a given prompt - Model using strong, weak and average student exemplars <p>II. Unit 5 vocabulary</p> <p>Unit 6 vocabulary</p> <p>III. Begin verbs</p>	<p>I. Expository Writing</p> <ul style="list-style-type: none"> - More persuasive practice - More explanatory practice <p>II. Narrative based on a Explanatory Prompt</p> <ul style="list-style-type: none"> - Frame Expectations - Model Effective Practice <p>III. Verbs Test</p> <p>IV. Vocabulary Unit Test 1-6</p> <p>Vocabulary 7 Quiz</p> <p>V. Visiting Writer</p>	<p>I. Explanatory Writing</p> <ul style="list-style-type: none"> - Practice Prompts <p>II. Persuasive Writing/ Explanatory Writing</p> <ul style="list-style-type: none"> - Review Key points <p>III. Test-Taking Strategies</p> <p>IV. Begin Nouns</p> <p>V. Vocabulary Unit 8</p>	<p>I. Continue Narrative Writing: The Character Sketch</p> <ul style="list-style-type: none"> - Model - Practice - Assess <p>II. Complete Nouns</p> <p>III. Vocabulary Units 8 and 9</p> <p>IV. Noun-Pronouns and Subject-Verb Agreement</p> <p>V. Narrative Writers</p> <ul style="list-style-type: none"> - The Personal Narrative - The Character Sketch 	<p>I. Final Self-Assessments</p> <p>II. Vocabulary 1-9 Test</p> <p>III. Letters to Next Year's students</p>

Grade 7
Writing – W.7.1-7.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail</p> <p>Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure</p> <p>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (graphic organizers, brainstorming, or technology-assisted process)</p> <p>Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice</p> <p>Demonstrate understanding of a scoring rubric to improve and evaluate writing</p> <p>Compose, revise, edit, and publish writing using appropriate word processing software</p> <p>Reflect on own writing, noting strengths and setting goals for improvement</p>	<p>Students write <i>Personal Narratives</i> and/or <i>Character Sketches</i> that include story elements: plot, setting, and character development.</p> <p>Students write <i>Letters of Introduction</i> to teacher focusing on their strengths and weaknesses as writers.</p> <p>Student research their <i>Pen Name Authors</i> and write a five paragraph essay which will serve as a basis for teaching revision.</p> <p>Two days of direct instruction covering and interpreting the NJHSR 1-6.</p> <p><i>Pen Name Essays</i> are typed and copy is stored on student computers.</p> <p><i>Goal Setting Posters</i> focusing on skills needed to become proficient writers</p> <p><i>Mid-Term Self Assessments</i> and <i>Final Self-Assessments</i> where students answer teacher-generated questions, some of which relate back to the <i>Goals Posters.</i></p>	<p>Writing workshop to generic peer response using NJHSR 1-6.</p> <p>Teacher assessment using NJHSR 1-6.</p> <p><i>Baseline</i> using NJHSR 1-6 (teacher scored)</p> <p>Writing Workshop using NJHSR 1-6.</p> <p>Teacher assessment using NJHSR 1-6.</p> <p>Teacher assessment of students assessing peer writings using NJHSR 1-6 scored using a teacher developed rubric shared with students</p> <p>Writing Workshop/Peer Evaluation using the NJHSR 1-6</p> <p><i>Writing Circles</i> and <i>Writers' Memos</i></p>	<p><u>Social Studies Connection</u> Pen Name authors span a variety of historic periods and represent a myriad of cultures.</p> <p>Life skills/work place readiness</p> <p>Workplace readiness</p>

Grade 7
Writing – W.7.1-7.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing</p> <p>Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements</p> <p>Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page</p> <p>Write a range of essays, including persuasive, speculative (picture prompt) descriptive, personal, or issue based</p>	<p>Students write a memoir, the <i>Personal Narrative</i>, based on an event that comes from their own life experience. Students also write <i>Character Sketches</i> of family members who are of an earlier generation.</p> <p>Writing Prompts:</p> <ul style="list-style-type: none"> • Choose a point on your <i>Life Map</i> and write a story about that event. Be sure that the event revolves around a problem that is resolved. • Interview someone who is over the age of fifty about a turning point or critical event in their life. Narrate a story based on that event. • Write an <i>Explanatory Essay</i> about a surprise that you once encountered. • Explain what the following quote means to you: “A path without obstacles does not lead anywhere. • Write a <i>Persuasive Essay</i> to your principal about a proposed dress code. 	<p>Writer’s Memo</p> <p>Writing Circles</p> <p>Writing Workshop</p> <p>Teacher Assessment</p> <p>Practice prompts given to prepare for NJ ASK</p> <p>Writing Workshop using NJHSR 1-6</p>	<p><u>Social Studies</u></p> <p>Students draw upon experiences from out of state or out of country family trips</p>

	<ul style="list-style-type: none"> • Write a <i>Persuasive Letter</i> to the Mayor of your town about the proposed sale of a town park to a fast food franchise. 		
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**Grade 7
Language – L7.1-7.6**

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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<p>Students will be able to:</p> <p>Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting</p> <p>Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and varied sentence openings to develop a lively and effective personal style.</p> <p>Understand and use parallelism, including similar grammatical forms to present items in a series or to organize ideas for emphasis.</p> <p>Experiment in using subordination, coordination, position, and other devices to indicate relationships between ideas.</p> <p>Use transition words to reinforce a logical progression of ideas</p> <p>Edit writing for correct grammar usage, capitalization, punctuation, and spelling</p> <p>Use a variety of reference materials such as dictionary, grammar reference, and/or internet software resources to edit written work</p> <p>Write legibly in manuscript or cursive.</p>	<p>Review exemplar essays Edit sample essays</p> <p>Teach units from <u>The Writers Craft</u> on:</p> <ul style="list-style-type: none"> • Paragraph development • Sentence construction • Grammar: <ul style="list-style-type: none"> - Parts of speech - Preposition phrases - Nouns - Verbs - Agreement (subject/Verb; noun/pronoun) • Mechanics <ul style="list-style-type: none"> - Spelling - punctuation - capitalization <p>Segues</p> <p>Transition words are reviewed, taught, and extended and in seventh grade</p> <p>All written assignments require students to use these materials</p> <p>In-class writings and the original sentence components of vocabulary quizzes hold students accountable for the legibility of penmanship</p>	<p>Pen Name Essay</p> <p>Halloween the and Now; compare and contrast</p> <p>Publisher Tests (McDougal Little Resource)</p> <p>Vocabulary Quizzes</p> <p>Essays scored with an emphasis on mechanics</p> <p>All writings from the <i>Pen Name Essay</i> forward are scored for the successful use of transitions</p> <p>Papers are scored using NJHSR 1-6</p> <p>Vocabulary sentences</p> <p>Scored Essays NJHSR 1-6</p>	<p>Reading</p> <p>Social studies</p> <p>Science</p> <p>Math</p> <p>World Languages</p> <p>Essays and reports are written across the curriculum</p>
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Grade 7
Language – L7.1-7.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Gather, select, and organize information appropriate to a topic, task, and audience</p> <p>Apply knowledge and strategies for composing pieces in a variety of genres, including expository, narrative, persuasive, poetry, and everyday/workplace or technical writing</p> <p>Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information</p> <p>Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.</p> <p>Use narrative and descriptive writing techniques that show compositional risks (dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters)</p>	<p>Students keep a writer’s journal or notebook where responses to literature become daily entries and where connections are made to the students’ experiences.</p> <p>Students write expository pieces that detail their interest and proficiency (or difficulty) in content areas e.g. math, science, social studies.</p> <p>Students create a narrative story that includes dialogue between two characters. The dialogue will be part of the story.</p>	<p><u>Content Journals</u> are based on KWLs (Know, Wanted to Know, and Learned</p> <p><u>Idea Journals</u> are for creative or personal writings.</p> <p>Personal Narrative</p> <p>Character sketches</p> <p>Pen Name Essays must include a minimum of three sources; two hard copy; one internet</p> <p>MLA Bibliographic form is taught and applied</p> <p>Students are assigned news articles of their choice and must respond to specific teacher generated questions</p> <p>Students write numerous essays on a variety of topics throughout the year, ranging across the core content curriculum</p>	<p>Reading</p> <p>Social Studies</p> <p><u>Content Journals</u> are also used to record student response to world events</p> <p><u>Social Studies</u> students are encouraged to write about grandparents and to focus on their grandparent’s experience of an historical event.</p>

<p>Use primary and secondary sources to understand the value of each when writing a research report.</p> <p>Write reports based on research and include citations, quotations, and a works consulted page.</p> <p>Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experience.</p> <p>Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum.</p> <p>State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.</p> <p>Present evidence when writing persuasive essays, examples, and justification to support arguments.</p> <p>Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view or argument.</p> <p>Develop the use of a personal style and voice effectively to support the purpose</p>	<p><u>Pen Name Essays</u> include two days of research in the Media Center with links to the LHT Public Library</p> <p>Students read an account of deforestation and its effect on world climate and prepare and present a written report accompanied by visual support.</p> <p>Students write an essay that includes facts, examples or details to support recycling efforts.</p> <p>Students write an essay citing evidence with examples justifying the effects of pollutions and energy savings.</p> <p>Students choose an appropriate organizing strategy to use when presenting their arguments for recycling.</p>	<p>Student portfolios are used to gauge student growth as a write</p> <p>Rubrics Used:</p> <ul style="list-style-type: none"> - NJHSR 1-6 - Teacher interpretation of 	
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<p>and engage the audience with a piece of writing.</p> <p>Maintain a collection of writing (literacy folder, literacy portfolio)</p> <p>Review scoring criteria of relevant rubrics</p>	<p>Persuasive Essay instruction includes audience awareness, narrative writing focuses on voice</p>	<p>NJHSR 1-6</p> <ul style="list-style-type: none"> - TG Rubrics for early writings - TG rubrics for poster work 	
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GRADE 8 – READING
AMSCO Writer’s Studio
Prentice Hall Literature/Common Core
Holt Elements of Language

September	October	November December	January
<p>Introduction of procedures and review skills including elements of a short story</p> <p>Poems:</p> <ul style="list-style-type: none"> • “Ellis Island” Joseph Bruchac • “The New Colossus” Emma Lazassus • “The Road Not Taken” Robert Frost • “Identity” Julio Noboa Polanco 	<p>Studies of: plot, setting theme and characters;</p> <ul style="list-style-type: none"> • <i>The Speckled Band</i>-Sir Arthur Conan Doyle • <i>The Tell-Tale Heart</i>-Edgar Allan Poe • *project: poetry presentation and dramatization • <i>A Retrieved Reformation</i>- O. Henry • *project cooperative: mock trial for 	<p>Novel- <i>Animal Farm</i> George Orwell (continued)</p> <p>Setting:</p> <ul style="list-style-type: none"> • <i>Drummer Boy of Shiloh</i>- Ray Bradbury <p>*project: photo essay-person from Civil War (letter as that person written to close friend or relative)</p> <p>Poem:</p> <ul style="list-style-type: none"> • <i>Barbara Frietchie</i>-John Greenleaf • <i>Captain</i>-Walt Whitman • <i>Runagate, Runagate</i>-Robert Hayden 	<p>Biography: <i>Harriet Tubman</i>-Ann</p> <p>Poetry</p> <p>Poems: <i>Harlem Night Song</i>-Langston Hughes</p> <ul style="list-style-type: none"> • <i>Thank You M'am</i>-Langston Hughes <p>Story: <i>The Finish of Patsy Barnes</i>-Paul Lawrence Dunbar</p> <p>Informative essay: <i>Brown vs. the</i></p>

<p>Stories:</p> <ul style="list-style-type: none"> • <i>Tears of Autumn</i> Yoshiko Uchida • <i>Rain, Rain</i> Isaac Asimov • <i>Achieving the American Dream</i> Mario Cuomo <p>Biography reports of authors (research and presentation by students)</p>	<p>Jimmy Valentine Novel- <i>Animal Farm</i> George Orwell</p>		<p><i>Board of Education –Walter Dean</i> Movie: <i>Selma</i> Lord Selma</p>
<p>February</p>	<p>March April</p>	<p>May</p>	<p>June</p>
<p>Characters, theme, and flashback: play- <i>The Diary of Anne Frank</i>-Frances Goodrich and Albert Hackett Acts I & II Critique: movie vs. reading play</p>	<p>NJASK prep Reading comprehension Making generalizations Inferences Character traits Story elements Open-ended responses</p>	<p>Novel- <i>Lord of the Flies</i>-William Golding</p>	<p>Poems: <i>The City is So Big</i>-Richard Garcia</p> <ul style="list-style-type: none"> • <i>Concrete Mixers</i>-Patricia Hubbell • <i>Southbound on the Freeway</i>-May Swenson <p>Stories: <i>Paul Bunyan of the North Woods</i>-Carl Sandburg</p> <ul style="list-style-type: none"> • <i>Davy Crockett's Dream</i>- Davy Crockett <p>Lessons will focus on:</p> <ul style="list-style-type: none"> • Students evaluating the role of personal values in making choices and decisions • Understanding the consequences of certain choices • Recognizing that anyone can make a difference through individual choice and action • Understanding the impact of group dynamics on individuals because of choices and actions • On going strategies for writing open-ended questions from the readings using text to support answers • Reading techniques to improve comprehension and becoming active readers

Grade 8

Reading: Literature – RL.8.1-8.10

<p>Instructional Objectives</p>	<p>Instructional Activities</p>	<p>Assessments</p>	<p>Content Connections</p>
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<p>Students will be able to:</p> <p>Identify and use organizational structures to comprehend information. (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text).</p>	<p>Directed reading-thinking activity</p> <ul style="list-style-type: none"> • Charts • Predicting • Visualizing making inferences • Generating and answering questions • Making connections • paraphrasing 	<p>TO and student discussion</p>	<p>Connection to other subject areas are based on teacher's book selections</p>
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Grade 8
Language – L.8.1-8.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Distinguish among the spellings of homophones to determine meaning (e.g. cite, site, sight).</p> <p>Apply spelling and syllabication rules that aid in decoding and word recognition.</p> <p>Continue to use structural analysis and context analysis to decode new words.</p> <p>Apply knowledge of word structures and patterns to read with automaticity.</p>	<p>Using context blues reinforcement of decoding strategies (prefix, suffix, root word)</p> <p>Multiple exposures to a word in different contexts</p> <ul style="list-style-type: none"> • direct instruction • vocabulary • synonym or restatement • spelling and syllabication rules • focus on six types of syllables and five rules for syllabication • instruction on advanced suffixes, consonant and vowel variations 	<p>Tests and quizzes</p> <p>Teacher observation through student “read aloud” and written application</p> <p>Teacher observation during oral reading</p>	<p>Vocabulary learned may also be subject specific which promotes reading across the curriculum</p>

Grade 8
Speaking and Listening – SL.8.1-8.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.</p> <p>Read increasingly difficult texts silently with comprehension and fluency.</p> <p>Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently.</p> <p>Adjust reading rate in response to the type of text and level of difficulty (e.g. recreational reading vs. informational reading).</p>	<ul style="list-style-type: none"> • Interactive guided reading • Mini lessons on reading strategies • Teacher modeled strategies to personal reading (previewing, predicting, making connections, etc) • Daily sustained silent reading • Choosing books of different genres and formats • Novel study • Books on tape (audio) 	<p>Through class discussions, written assignments including assessments of students' responses to written open-ended questions</p> <p>Rubric scoring (0-4)</p>	<p>Connections to other subject areas are based upon teacher's and students' selections of reading material</p>

Grade 8
Reading: Informational Text – RI.8.1-8.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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<p>Students will be able to:</p> <p>Monitor reading for understanding by automatically setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.</p> <p>Use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast).</p>	<ul style="list-style-type: none"> • Daily journaling before and after reading • Keeping a record of books read-being mindful of genres and formats • Using active reading strategies • Use graphic organizer • Predict, question, visualize, connect • Read, ask yourself what you have read and put into your own words (RAP) 	<p>TO</p>	<p>Connections to other subject areas are based upon the individual teacher's book selections</p>
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Grade 8
Speaking and Listening – SL.8.1-8.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.</p> <p>Clarify word meanings through the use of a word's definition, example,</p>	<ul style="list-style-type: none"> • Direct instruction of vocabulary • Using the dictionary • Use a variety of comprehension strategies to construct meaning from text • Build vocabulary using new words within context of personal writing activities • Use context to determine meaning 	<p>Tests and quizzes Teacher observation</p>	<p>Connections are made through guided reading strategy instruction</p>

<p>restatement, or contrast.</p> <p>Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.</p> <p>Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences.</p> <p>Explain relationships between and among words including connotation/denotation, antonyms/synonyms, and words with multiple meanings.</p>	<ul style="list-style-type: none"> • Identify word origins to understand how groups of words are related • Distinguish between literal and figurative meaning • Paraphrase in student’s own words for better understanding 		
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Grade 8
Speaking and Listening – SL.8.1-8.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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<p>Students will be able to:</p> <p>Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals, and electronic texts.</p> <p>Compare and analyze several authors' perspectives of a character, personality, topic, setting, or event.</p> <p>Analyze ideas and recurring themes found in texts, such as good versus evil, across traditional and contemporary works.</p> <p>Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.</p> <p>Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as</p>	<ul style="list-style-type: none"> • Apply reading strategy to understand a writer's purpose • Listen, read and critique persuasive essays and speeches • Examine websites for propaganda and bias • Critique propaganda techniques used for advertisements, programs and political campaigns <p>Through read aloud, literature circles, and partner reading found in texts, such as good versus evil, across traditional and contemporary works.</p> <ol style="list-style-type: none"> 1. Respond to theme <ul style="list-style-type: none"> • Agree or disagree • Look for what to apply to your own life • Identify other works or experiences that show if the theme is valid. • Connect/compare and respond to themes 2. Focus on characters <ul style="list-style-type: none"> • Explain difference between different types of characters • Compare literary work to connect the author's life experiences to the characters' life. 3. Discuss types of nonfiction and review what they can learn from each type 	<p>Through:</p> <ul style="list-style-type: none"> • Written assignments and projects • Class discussions • Teacher directed questioning • Journaling • Formal testing (objective and subjective) • Open ended responses • Creative projects • Teacher observation • Student generated discussions 	<p>Connections are made through nonfiction reading instruction.</p> <p>Connections to other subject areas are based upon the individual teacher's book selections.</p>
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<p>evidence of understanding.</p> <p>Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.</p> <p>Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and stylistic features of text.</p> <p>Identify and analyze recurring themes across literary works.</p> <p>Read critically and analyze poetic forms (e.g., ballad, sonnet, couplet).</p> <p>Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry.</p> <p>Understand perspectives of authors in a variety of interdisciplinary works.</p> <p>Interpret text ideas through journal writing, discussion, and enactment.</p> <p>Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of</p>	<ol style="list-style-type: none"> 4. Apply prior knowledge to evaluate, predict, support, understand, describe and explain 5. Read, discuss, and answer questions making connections 6. Read poetry and fiction 		
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such documents.			
Compare and analyze the various works of writers through an author's study.			

**Grade 8
Language – L.8.1-8.6**

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Produce written and oral work that demonstrates comprehension of informational materials.</p> <p>Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.</p> <p>Collect materials for a portfolio that reflect personal career choices.</p> <p>Self-select materials appropriately related to a research project.</p> <p>Read and compare at least two works, including books, related to the same genre, topic, or subject</p>	<p>Guided reading Independent reading Multimedia projects and activities Pre-writing (to organize ideas)</p> <p>Essays/journal writings using literary passages to support and reflect the author's beliefs or attitudes</p>	<p>Students' writing assignments</p>	<p>Connections to other subject areas are based upon the individual teacher's writing instruction based upon students' writing abilities.</p>

and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).			
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GRADE 8 - Writing
AMSCO Writer's Studio
Prentice Hall Literature/Common Core
Holt Elements of Language

September	October	November	December	January
Class background/set up/notebook/texts, journals/novels Summer novels – 2- conflict analysis essay Student profiles Outlining Speech – Student Introductions Autobiography/biography Vocabulary Terms – applied to writing	Original short story Narrative essay Descriptive essay Annotation – technology project – book covers Paragraph development (topic sentence – general and specific details, elaboration) Graphic organizers Form, Structure, Voice	Literary devices in writing Theme essay Writing Process – five steps Writing Rubrics (2) Peer editing – Proofing/Revising Elaboration	Characterization essay Introductory paragraphs Precise language Coherence Unity	Critical review essay Body paragraphs Specific details Sentence length Sequence in writing
February	March	April	May	June
Spelling bee Problem/solution essay Concluding paragraphs Writing for various purposes Business letter	Narrative essay Structure Grammar Usage Punctuation Capitalization	Boston/Salem research/technology projects NJ ASK review Persuasive essay Open-ended response	Cause/effect essay Research projects/presentations Five-ten paragraph expository essays	Compare/contrast essay Types of media Explanatory essay The Speech

- Language Arts notebook – organizer – entire year
- Journals – entire year
- USA Today – newspaper in the classroom GRANT – November – May
- Outside novel reading with assessments: Horizon – 20/year General – 10/year
- Library – novels/research – 8/year
- Vocabulary – 12 units/year
- Spelling – all year
- Horizon – additional group technology project due by May 1

Grade 8
Writing – W.8.1-8.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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<p>Students will be able to:</p> <p>Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.</p> <p>Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (graphic organizers, brainstorming, or technology-assisted process)</p> <p>Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.</p> <p>Utilize the New Jersey Registered Holistic Scoring Rubric to improve and evaluate their writing and the writing of peers</p> <p>Compose, revise, edit, and publish writing using appropriate word processing software</p> <p>Reflect on own writing, noting strengths and setting goals for improvement</p>	<p>Students write an essay that examines a community issue e.g. preservation of historic landmarks or parks</p> <p>Students write multi-paragraph compositions about graduation requirements for their district and their goals for meeting them.</p> <p>Students compose Language Arts profiles based on their Language Arts experiences</p> <p>Students compose summer novel writings – conflict analysis essays</p> <p>Refresh – interpretation of NJHSR</p> <p>Final draft essay written after peer editing, proofing, and teacher conferencing</p> <p>Biographical and Autobiographical writings</p>	<p>Explanatory essay – Model writing</p> <p>Components – Persuasive essay – Interesting beginning Thesis statement General/specific details Compositional risks</p> <p>Teacher assessment per NJHSR 6-1</p> <p>Writing Workshop – Peer edit/Proof</p> <p>Teacher review of writing workshop conflict analysis essays</p> <p>Conferencing/scored using the NJHSR 6-1</p>	<p>Social studies, mathematics and all corresponding areas of the curriculum and respective life skills</p>
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Grade 8
Writing – W.8.1-8.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing</p> <p>Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements</p> <p>Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works cited page</p> <p>Write a range of essays, including persuasive, speculative (picture prompt) descriptive, personal, or issue based</p>	<p>Genre studies</p> <p>Students write a sequel to a short story, using the same characters.</p> <p>Students write an “academic biography” (chronicle of their academic life).</p> <p>Prompts:</p> <ul style="list-style-type: none"> • You no longer have access to technology in your everyday life. Describe how you life changes. • The driving age is raised to 19. Write to persuade local officials to keep or change the age restriction. • Describe your personal hope for the future. 	<p>Novel choices – genres/formats, Book Talks – teacher, student, ‘Speed’ Book Talks</p> <p>Writing workshop – compositional Risk</p> <p>Writing Workshop – Elaboration</p> <p>Super Bowl commercial research project</p> <p>Practice writing prompts using NJHSR 6-1</p> <p>Descriptive Writing: Introductions Personal Anecdote Compositional risk Sensory details Tone Imagery Figurative language</p>	<p>Social Studies Science Art Technology Mathematics Foreign Language Humanities</p> <p>Library Sciences</p>

Grade 8

Reading: Informational Text – RI.8.1-8.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting</p> <p>Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and varied sentence openings to develop a lively and effective personal style.</p> <p>Understand and use parallelism, including similar grammatical forms to present items in a series or to organize ideas for emphasis.</p> <p>Refine the use of subordination, coordination, position, and other devices to indicate relationships between ideas.</p> <p>Use transition words to reinforce a logical progression of ideas</p> <p>Edit writing for correct grammar usage, capitalization, punctuation,</p>	<p>Review exemplar essays Edit sample essays</p> <p>Use peer editing for student-generated work</p> <p><u>The Writer’s Craft</u> Sentence construction Grammar Usage Mechanics Paragraph/essay development Form/structure/voice Writing Process</p> <p>Segues, transition words</p> <p>Students to complete for all work</p>	<p>Edit/proof essays</p> <p>All writings – short, medium, long</p> <p>Tests/quizzes</p> <p>Assessed in all writings</p> <p>Assessed in all writings</p>	<p>Curriculum content connections are made with each writing assignment</p>

<p>spelling, and handwriting</p> <p>Use a variety of reference materials such as dictionary, grammar reference, and/or internet software resources to edit written work</p>	<p>Students use the reference materials for all written work</p>	<p>Assessed in all writings</p>	
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Grade 8
Writing – W.8.1-8.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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<p>Students will be able to:</p> <p>Gather, select, and organize information appropriate to a topic, task, and audience</p> <p>Apply knowledge and strategies for composing pieces in a variety of genres, including expository, narrative, persuasive, poetry, and everyday/workplace or technical writing.</p> <p>Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.</p> <p>Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.</p> <p>Use narrative and descriptive writing techniques that show compositional risks (dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters)</p> <p>Use a variety of primary and secondary sources to understand the</p>	<p>Reinforce outlining skills</p> <p>Numerous writings on various topics</p> <p>Students keep a journal or notebook where responses to literature become daily entries and where connections are made to the students' personal experiences.</p> <p>Students examine expository pieces, e.g. after listening to a political speech, students will list words and phrases intended to incite, cause listeners to react or that are exaggerated. Then students write a speech or persuasive piece using this language of persuasion.</p> <p>Using graphic organizers, students compare and contrast characters from novels and explain in narrative form</p> <p>Students write sequels to stories, using the same characters, including dialogue between the characters.</p> <p>Technology project – novel study</p>	<p>Novel annotation/critical review</p> <p>Writing workshops</p> <p>Narrative writing: Conflict Exposition/rising action/ falling action/climax/ resolution Protagonist/antagonist Point of view Characterization Setting Mood Theme</p> <p>Idea and content journals</p> <p>Speech – About the Student</p> <p>Compare and contrast novel essay</p> <p>Project completed by groups of 2 students based</p>	<p>Content connections to other curricular areas will be made where appropriate</p>
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<p>value of each when writing a research report.</p> <p>Write reports based on research and include citations, quotations, and a works cited page.</p> <p>Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experience.</p> <p>Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum.</p> <p>State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.</p> <p>Present evidence when writing persuasive essays, examples, and justification to support arguments.</p> <p>Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view or argument.</p> <p>Use a personal style and voice effectively to support the purpose and engage the audience with a piece of writing.</p>	<p>Research Project – the Boston Trip</p> <p>Students write about a recent medical breakthrough/research and its relationship to the lives of teens.</p> <p>Various open-ended responses to various novels read throughout the year</p> <p>Students write an essay to persuade government officials to continue/change provisional drivers' license requirements.</p> <p>Students write an essay citing evidence with examples justifying arguments about teen driving records and Motor Vehicle commission requirements.</p> <p>Students choose an appropriate organizing strategy to use when presenting their arguments for or against a change in provisional driver's licenses.</p> <p>Persuasive essay introduction – voice/audience awareness</p>	<p>on one novel from eighth grade list</p> <p>Research – minimum three sources</p> <p>News articles – written responses</p> <p>Open ended scoring rubric 4-1</p> <p>Persuasive essays written during the year on various topics</p> <p>Essays throughout the year</p> <p>Folders maintained throughout the year</p> <p>Samples –all year</p>	
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<p>Maintain a collection of writing</p> <p>Review scoring criteria of relevant rubrics</p>	<p>Student writing folders</p> <p>Scoring samples</p>		
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