OLD BRIDGE TOWNSHIP PUBLIC SCHOOLS
OLD BRIDGE, NEW JERSEY

ENGLISH/LANGUAGE ARTS DEPARTMENT

ENGLISH/LANGUAGE ARTS

GRADES 6-8

Date of Adoption:
August 22, 2017

Written by:
Grade 6: Christopher Burica & Kimberly Rim
Grade 7: Alana Filosa Greenwood & Gina Simon
Grade 8: Lynnelle DeCicco & Maria Lidondici

David Cittadino
Superintendent of Schools
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION STATEMENT</td>
<td>PAGE 3</td>
</tr>
<tr>
<td>AFFIRMATIVE ACTION STATEMENT</td>
<td>PAGE 4</td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td>PAGE 5</td>
</tr>
<tr>
<td>PREFACE</td>
<td>PAGES 6-7</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; GRADE ELA CURRICULUM</td>
<td>PAGES 8-39</td>
</tr>
<tr>
<td>Unit Goals &amp; Pacing Guide</td>
<td>PAGE 9</td>
</tr>
<tr>
<td>Curriculum Map</td>
<td>PAGES 10-30</td>
</tr>
<tr>
<td>Modifications/Grammar Sequence</td>
<td>PAGES 31-38</td>
</tr>
<tr>
<td>Bibliography</td>
<td>PAGE 39</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt; GRADE ELA CURRICULUM</td>
<td>PAGES 40-74</td>
</tr>
<tr>
<td>Unit Goals &amp; Pacing Guide</td>
<td>PAGE 41</td>
</tr>
<tr>
<td>Curriculum Map</td>
<td>PAGES 42-67</td>
</tr>
<tr>
<td>Modifications</td>
<td>PAGES 68-72</td>
</tr>
<tr>
<td>Bibliography</td>
<td>PAGES 73-74</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt; GRADE ELA CURRICULUM</td>
<td>PAGES 75-109</td>
</tr>
<tr>
<td>Unit Goals &amp; Pacing Guide</td>
<td>PAGE 76</td>
</tr>
<tr>
<td>Curriculum Map</td>
<td>PAGES 77-103</td>
</tr>
<tr>
<td>Modifications</td>
<td>PAGES 104-108</td>
</tr>
<tr>
<td>Bibliography</td>
<td>PAGE 109</td>
</tr>
<tr>
<td>NEW JERSEY STUDENT LEARNING STANDARDS</td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>PAGES 110-125</td>
</tr>
<tr>
<td>Grade 7</td>
<td>PAGES 125-141</td>
</tr>
<tr>
<td>Grade 8</td>
<td>PAGES 141-157</td>
</tr>
</tbody>
</table>
MISSION STATEMENT

Recognizing that each person has an inherent worth, it is the mission of the Old Bridge Public Schools to empower each student to learn to achieve success and to become a confident, productive member of a pluralistic, global society prepared to face the challenges of the 21st Century.

List of Beliefs

We believe that:

- Learning is a lifelong process.
- All children can learn.
- Education is a shared responsibility among the schools, the child, the family and the community.
- All students are entitled to a safe, supportive learning environment.
- Self-esteem is necessary for successful learning.
- The development of curriculum is an on-going and cyclical process.
- The District should provide a dynamic curriculum that recognizes the various needs and learning styles of our students.
- An appreciation of the arts and humanities enhances the education of the whole child.
- All students should be taught to appreciate and respect the cultural differences in our society.
- All students are worthy of educational opportunity, respect, tolerance and fairness.
- Schools should prepare students to function successfully in society.
- All children should be encouraged to rise to their highest level of achievement.
AFFIRMATIVE ACTION STATEMENT

The Old Bridge Township Public Schools provides equal educational opportunities for all students, including equal access to all school facilities, programs, equipment, staff services, financial resources, courses, or activities, and other benefits regardless of race, color, creed, religion, sex, ancestry, national origin, social, economic or academic status or physical handicap.
PHILOSOPHY

The Old Bridge Township Public School District’s English Language Arts (ELA) Program provides students with authentic, meaningful experiences that will enable students to grow and develop intellectually, emotionally, and socially. Instructional practices are student-centered, promoting a commitment to life-long learning by developing student's speaking, listening, writing, reading, representing and viewing skills. The role of teacher is to provide bridges between what students already know, what they can do, and what they need to know and do. The teacher establishes a language rich, interactive environment that provides a strong support for literacy learning and surrounds the children with a wide variety of high-quality literature.

The ELA Program utilizes a balanced approach to literacy, integrating reading, writing, speaking and listening throughout the curriculum. Reading comprehension is essential to continue intellectual development. In addition, the incorporation of research and comprehension strategies are required for the Old Bridge Middle School ELA Program. Key to the development of reading comprehension is a sequence of activities known as the "gradual release of responsibility".

Individual learning styles, developmental readiness, and cultural differences are recognized and supported through differentiated instruction, enabling all students to experience success. Library and research skills are an integral part of student experiences in all grade levels. Through integrated language experiences, students will strive to become readers, writers and critical thinkers. Most importantly students were acquire the skills to "read to learn", which is essential for a person to become a life-long learner and an independent writer.
KEY POINTS FOR THE STUDENT LEARNING STANDARDS (SLS) ENGLISH LANGUAGE ARTS

Reading
• The standards require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.

• Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective.

• The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare.

Writing
• The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.

• Research—both short, focused projects (such as those commonly required in the workplace) and longer term in-depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.

Speaking and Listening
• The standards require the students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.

• An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.
Language

• The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading.

• The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

• Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

• Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.
Unit Goals and Pacing Guide for ELA Grade 6

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Goals</th>
<th>Recommended Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Foundational Elements of Literature and Writing</td>
<td>Analyze nonfiction/fiction text for structural elements and write a detailed and well-constructed paragraph that incorporates specific textual understanding.</td>
<td>Marking Period 1</td>
</tr>
<tr>
<td>B. Reading for a Purpose and Conveying Informational Content</td>
<td>Comprehend nonfiction/fiction text for author’s attitude, point of view, and make inferences for greater implications. Write an explanatory/informative piece that synthesizes and expands knowledge of text.</td>
<td>Marking Period 2</td>
</tr>
<tr>
<td>C. Depth of Literary Analysis and Creating a Narrative</td>
<td>Examine additional elements of nonfiction/fiction including central idea and tone. Craft a narrative piece showcasing style and incorporation of dialogue.</td>
<td>Marking Period 3</td>
</tr>
<tr>
<td>D. Evaluating and Articulating an Argument</td>
<td>Investigate arguments in a nonfiction context. Write an essay that highlights evidence and supports a claim in a well-reasoned manner.</td>
<td>Marking Period 4</td>
</tr>
</tbody>
</table>
## Curriculum Map for Grade 6: English Language Arts

### Unit 1: Foundational Elements of Literature and Writing

**Suggested Duration:** Marking Period 1

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Resources and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.6.1.A.</td>
<td>Fiction/Nonfiction Literature</td>
<td>Activity Resources:</td>
</tr>
<tr>
<td>L.6.B.</td>
<td>1. <strong>Character Development</strong></td>
<td>1) McDougal Littell Text Book</td>
</tr>
<tr>
<td>L.6.C.</td>
<td>• Read and reflect on characters in text.</td>
<td><strong>Fiction</strong></td>
</tr>
<tr>
<td>L.6.D.</td>
<td>• Identify changes that occur during the course of story.</td>
<td>• The School Play (plot)</td>
</tr>
<tr>
<td>L.6.E.</td>
<td>2. <strong>Context Clues</strong></td>
<td>• The Good Deed (plot-conflict)</td>
</tr>
<tr>
<td>RI.6.1.</td>
<td>• Read and analyze textual elements.</td>
<td>• Nadia the Willful (plot-conflict/theme)</td>
</tr>
<tr>
<td>RI.6.3.</td>
<td>• Note unknown words and make educated guesses using clues within the sentence and context of the word.</td>
<td>• All Summer in a Day (plot-setting)</td>
</tr>
<tr>
<td>RL.6.1.</td>
<td>• Verify meaning of word with reference source.</td>
<td>• President Cleveland Where Are You? (character)</td>
</tr>
<tr>
<td>RL.6.2.</td>
<td>3. <strong>Predictions</strong></td>
<td>• Aaron’s Gift (character)</td>
</tr>
<tr>
<td>RL.6.3.</td>
<td>• Use the text to make valid predictions.</td>
<td>• Tuesday of the Other June (character)</td>
</tr>
<tr>
<td>RL.6.4.</td>
<td></td>
<td>• President Cleveland/Aaron’s Gift (character)</td>
</tr>
<tr>
<td>RL.6.5.</td>
<td></td>
<td>• Scout’s Honor (character/theme/predicting)</td>
</tr>
<tr>
<td>SL.6.1.A.</td>
<td></td>
<td><strong>Nonfiction</strong></td>
</tr>
<tr>
<td>SL.6.1.B.</td>
<td></td>
<td>• Woodsong (setting)</td>
</tr>
<tr>
<td>SL.6.1.C.</td>
<td></td>
<td><strong>Poetry</strong></td>
</tr>
<tr>
<td>SL.6.1.D.</td>
<td></td>
<td>• The Walrus and the Carpenter (plot)</td>
</tr>
</tbody>
</table>

**Activity Resources:**

1. McDougal Littell Text Book

**Fiction**

- The School Play (plot)
- The Good Deed (plot-conflict)
- Nadia the Willful (plot-conflict/theme)
- All Summer in a Day (plot-setting)
- President Cleveland Where Are You? (character)
- Aaron’s Gift (character)
- Tuesday of the Other June (character)
- President Cleveland/Aaron’s Gift (character)
- Scout’s Honor (character/theme/predicting)

**Nonfiction**

- Woodsong (setting)

**Poetry**

- The Walrus and the Carpenter (plot)
- Words Like Freedom/Dream (theme)
- Same Song/Without Commercials (theme)
## SL.6.6.
- Support predictions with textual evidence.

### 4. Stages of Plot
- Evaluate five stages of plot during/after reading process.
- Clearly identify exposition (setting & characters), rising action (conflict creation), climax (turning point), falling action (steps taken to solve conflict), resolution (point at which conflict is resolved).

### 5. Theme
- Analyze stages of plot to clearly determine a universal message.
- Support theme of story with textual evidence.

## Media
- Lemony Snicket (plot - conflict/setting)
- Smallville (character)


## Assessments:
- Reading Comprehension Assessment
- Discussion/Oral Questioning
- Completion of Homework and In-Class Assignments
- Cumulative/End of Unit Assessment

## L.6.2.A.
## L.6.2.B.
## L.3.A.
## L.6.3.B.
## L.6.4.A.
## Writing
### 1. Paragraph Format
- Apply basic paragraph format of writing.

## Activity Resources:
1) McDougal Littell Text Book
2) OBPS Writing Handbook
3) RACER format
4) [http://www.readingquest.org/strat/summarize.html](http://www.readingquest.org/strat/summarize.html) (summary)
Curriculum Map for ELA Grade 6

<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.6.4.B.</td>
<td>Assessments:</td>
</tr>
<tr>
<td>L.6.4.C.</td>
<td>• Summer Reading Assessment</td>
</tr>
<tr>
<td>L.6.5.D.</td>
<td>• Completion of Open-Ended Responses</td>
</tr>
<tr>
<td>L.6.5.A.</td>
<td>• Writing Portion of Cumulative/End of Unit Assessment</td>
</tr>
<tr>
<td>L.6.5.B.</td>
<td>• Writing Assessment using Rubric</td>
</tr>
<tr>
<td>L.6.5.C.</td>
<td></td>
</tr>
<tr>
<td>L.6.6.</td>
<td></td>
</tr>
<tr>
<td>W.6.5.</td>
<td></td>
</tr>
<tr>
<td>W.6.10.</td>
<td></td>
</tr>
</tbody>
</table>

2. **Open-Ended Responses**
   - Generate responses to text using correct paragraph formatting.
   - Create **text citations** with elaboration.
   - Clearly answer the question with sufficient details.

3. **Summary**
   - Distinguish key parts of a text.
   - Create a summary to include only essential text components.

4. **Introduction to Figurative Language**
   - Identify types of figurative language – *simile, metaphor, hyperbole, alliteration, personification, idiom, onomatopoeia.*
Unit 1: Suggested Duration: Marking Period 1

- Begin to utilize figurative language types effectively in writing.

## Unit 1 Summative Common Assessment

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
</tbody>
</table>
- Questions will allow for identification and application of character development, context clues, predictions, stages of plot, and theme. |
| **Writing**        |             |
- Open-ended writing assessments will showcase students' abilities to model paragraph format and incorporate techniques like generating a citation and utilizing figurative language when appropriate. |
### Curriculum Map for ELA Grade 6

<table>
<thead>
<tr>
<th>Unit 1 Standards</th>
<th>New Jersey Career Readiness Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.state.nj.us/education/aps/cccs/tech/">http://www.state.nj.us/education/aps/cccs/tech/</a></td>
</tr>
</tbody>
</table>

Suggested Duration: Marking Period 1
# Curriculum Map for Grade 6: English Language Arts

## Unit 2: Reading for a Purpose and Conveying Informational Content

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Resources and Assessments</th>
</tr>
</thead>
</table>
| Fiction/Nonfiction Literature | 1. **Author’s Point of View/Purpose**  
- Discuss difference between first and third person storytelling.  
- Analyze points of view while reading.  
- Note author’s purpose for writing (Persuade, Inform, Entertain). | **Activity Resources:**  
1) McDougal Littell Text Book |
|  | 2. **Cause and Effect**  
- Probe a text to determine relationships amongst events. | Fiction  
- Eleven (point of view)  
- Ghost of the Lagoon (point of view)  
- All Summer in a Day (making inferences)  
- The Chenoo (making inferences)  
- True Story of the Three Little Pigs (cause/effect)  
- The Story of Ceres and Prosperine (cause/effect)  
- Yeh-Shen/Sootface (compare/contrast)  
- President Cleveland, Where Are You?/Aaron’s Gift (compare/contrast)  
- The Crane Maiden/Aunt Misery (compare/contrast) |
|  | 3. **Compare and Contrast**  
- Reflect upon similarities and differences of characters. | **Nonfiction**  
- Role-Playing and Discovery (author’s purpose)  
- Woodsong (author’s purpose)  
- The First Skateboard in the History of the World (author’s purpose)  
- The Red Guards (author’s point of view)  
- SuperCroc (text features)  
- First Emperor/Digging Up the Past (compare/contrast)  
- Matthew Henson at the Top of the World (compare/contrast) |
|  | **Poetry**  
- Same Song/Without Commercials (theme) |
### Curriculum Map for ELA Grade 6

#### Unit 2: Suggested Duration Marking Period 2

<table>
<thead>
<tr>
<th>Evaluate similarities and differences across texts.</th>
<th>Life Doesn't Frighten Me/On Turning Ten (author’s pov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. <strong>Context Clues</strong></td>
<td>Analysis of Baseball/Alone in the Nets (compare/contrast)</td>
</tr>
<tr>
<td>Read and analyze textual elements.</td>
<td>Sea Fever/The Village Blacksmith (compare/contrast)</td>
</tr>
<tr>
<td>Note unknown words and make educated guesses using clues within the sentence and context of word.</td>
<td>Something Told the Wild Geese/Change (compare/contrast)</td>
</tr>
<tr>
<td>Verify meaning of word with reference source.</td>
<td>Message from a Caterpillar/Fog/Two Haiku (compare/contrast)</td>
</tr>
</tbody>
</table>

**Media**

- News reports (compare/contrast)
- Audiobook of Selected Text
- [http://www.achieve3000.com](http://www.achieve3000.com) (articles) - "Robots in School" & "Robot Teacher" (compare & contrast)
- [https://www.dogonews.com](https://www.dogonews.com) (articles)
- [https://www.readworks.org](https://www.readworks.org) (articles)
- Venn Diagram
- [http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html](http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html) (compare and contrast)

**Assessments:**

- Reading Comprehension Assessment
- Discussion/Oral Questioning
- Completion of Homework and In-Class Assignments
- Presentation of Class Projects
### Curriculum Map for ELA Grade 6

**Unit 2:**

<table>
<thead>
<tr>
<th>Competency Standards</th>
<th>Writing</th>
<th>Activity Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.6.2.A.</td>
<td>Closely read text and identify special features. Use structure of text to aid in comprehension.</td>
<td>1) McDougal Littell Text Book</td>
</tr>
<tr>
<td>L.6.2.B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.3.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.6.3.B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.3.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.6.3.B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.6.4.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.6.4.B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.6.4.C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.6.4.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.6.5.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.6.5.B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.6.5.C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.6.6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.6.2.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.6.B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.6.C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.6.D.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Compare and Contrast**
   - Reflect upon similarities and differences of characters.
   - Evaluate similarities and differences across texts.
   - Create an essay to analyze discovered information.

2. **Open-Ended Responses**
   - Generate responses to text using correct paragraph formatting.
   - Create text citations with elaboration.
   - Clearly answer the question with sufficient details.

3. **Implementation of Figurative Language**

**Assessments:**
- Completion of Open-Ended Responses
- Final Revision of Essays
- Writing Portion of Cumulative/End of Unit Assessment
- Peer Editing
- Writing Assessment using Rubric
### Curriculum Map for ELA Grade 6

#### Unit 2:

<table>
<thead>
<tr>
<th>Suggested Duration Marking Period 2</th>
</tr>
</thead>
</table>

|--------|--------|--------|--------|---------|----|
|        | • Use accurately types of figurative language in writing. | 4. **Informative/Explanatory**  
• Compose a well-developed thesis statement.  
• Add relevant facts, concrete details, or other information and examples to develop the topic.  
• Cite information correctly by following the proper format.  
• Transition between ideas and concepts using appropriate words and phrases.  
• Write an introduction and conclusion paragraph. |
<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Reading** | Students' knowledge will be assessed during reading comprehension assessments.  
  - Questions will allow for identification and application of author's point of view, author's purpose, cause & effect, compare & contrast, inferences, and mood. |
| **Writing** | Students will be evaluated on writing assignments graded according to a rubric.  
  - Essay writing assessments will demonstrate mastery of creating a thesis statement, introduction, and conclusion as well as conveyance of facts to write for the purpose of informing. |

### Unit 2 Standards

  - CRP4.; CRP6.; CRP11; CRP12 |

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Suggested Duration Marking Period 2</th>
</tr>
</thead>
</table>

Curriculum Map for ELA Grade 6
## Curriculum Map for ELA Grade 6

### Unit 3: Depth of Literary Analysis and Creating a Narrative

**Suggested Duration:** Marking Period 3

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Resources and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Context Clues</strong></td>
<td></td>
<td><strong>Activity Resources:</strong></td>
</tr>
<tr>
<td>• Read and analyze textual elements.</td>
<td></td>
<td>1) McDougal Littell Text Book</td>
</tr>
<tr>
<td>• Note unknown words and make educated guesses using clues within the sentence and context of word.</td>
<td></td>
<td><strong>Fiction</strong></td>
</tr>
<tr>
<td>• Verify meaning of word with reference source</td>
<td></td>
<td>• Lob’s Girl (sequence)</td>
</tr>
<tr>
<td>2. <strong>Main Idea/Supporting Details</strong></td>
<td></td>
<td>• Ant and Grasshopper/The Richer, The Poorer (main idea/supporting details)</td>
</tr>
<tr>
<td>• Determine the theme or central message.</td>
<td></td>
<td>• Dog of Pompeii (main idea/supporting details)</td>
</tr>
<tr>
<td>• Explain the theme or central idea using key details from the text as evidence,</td>
<td></td>
<td>• Spellbinder (main idea and details)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bird Brains (main idea and details)</td>
</tr>
<tr>
<td><strong>Fiction/Nonfiction Literature</strong></td>
<td></td>
<td><strong>Poetry</strong></td>
</tr>
<tr>
<td><strong>RI.6.2.</strong></td>
<td></td>
<td>• Sea Fever/The Village Blacksmith (Main idea/supporting ideas)</td>
</tr>
<tr>
<td><strong>SL.6.1.A.</strong></td>
<td></td>
<td><strong>Media</strong></td>
</tr>
<tr>
<td><strong>SL.6.1.B.</strong></td>
<td></td>
<td>• Houdini (main idea and supporting details)</td>
</tr>
<tr>
<td><strong>SL.6.1.C.</strong></td>
<td></td>
<td><strong>Drama</strong></td>
</tr>
<tr>
<td><strong>SL.6.1.D.</strong></td>
<td></td>
<td>• Damon and Pythias (main idea/supporting details)</td>
</tr>
<tr>
<td><strong>SL.6.6.</strong></td>
<td></td>
<td>2) Audiobook of Selected Text</td>
</tr>
</tbody>
</table>
including details from the beginning, middle, and end of the text.
- Summarize texts by evaluating key details in which the central idea or theme is located.

3. **Sequence**
   - Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text.
   - Evaluate recurring ideas and changes in the characters and plot over the course of the text.

4. **Tone**
   - Analyze why the author included a specific section of the text.
   - Analyze an author's method of developing a

<table>
<thead>
<tr>
<th>Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reading Comprehension Assessment</td>
</tr>
<tr>
<td>- Completion of Outlines</td>
</tr>
<tr>
<td>- Sequence of Events Graphic Organizer</td>
</tr>
<tr>
<td>- Group Work</td>
</tr>
<tr>
<td>- Writing Assessment using Rubric</td>
</tr>
</tbody>
</table>

3) [http://spotlightonmusic.macmillanmh.com/assets/extras/0001/4388/mu08_graphorg_flow.pdf](http://spotlightonmusic.macmillanmh.com/assets/extras/0001/4388/mu08_graphorg_flow.pdf) (sequence)

## Unit 3

**Suggested Duration:** Marking Period 3

### Writing

<table>
<thead>
<tr>
<th>L.6.2.A.</th>
<th>1. <strong>Dialogue</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>L.6.2.B.</td>
<td>• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</td>
</tr>
<tr>
<td>L.3.A.</td>
<td>• Determine how the author's word choice helps develop the narrator or speaker's point of view.</td>
</tr>
<tr>
<td>L.6.3.B.</td>
<td>2. <strong>Figurative Language</strong></td>
</tr>
<tr>
<td>L.3.A.</td>
<td></td>
</tr>
<tr>
<td>L.6.3.B.</td>
<td></td>
</tr>
<tr>
<td>L.6.4.A.</td>
<td></td>
</tr>
<tr>
<td>L.6.4.B.</td>
<td></td>
</tr>
<tr>
<td>L.6.4.C.</td>
<td></td>
</tr>
<tr>
<td>L.6.5.D.</td>
<td></td>
</tr>
<tr>
<td>L.6.5.A.</td>
<td></td>
</tr>
<tr>
<td>L.6.5.B.</td>
<td></td>
</tr>
<tr>
<td>L.6.5.C.</td>
<td></td>
</tr>
</tbody>
</table>

### Activity Resources:

1. McDougal Littell Text Book
2. OBPS Writing Handbook
3. Graphic Organizers
5. [https://www.dogonews.com/](https://www.dogonews.com/) (articles)
6. [http://curriculumpathways.com](http://curriculumpathways.com) (writing reviser)

### Assessments:

- Creation of Story with aforementioned elements
- Play/Teleplay Evaluation and Oral Practice
- Writing Assessment using Rubric
### Curriculum Map for ELA Grade 6

#### Unit 3:  
Suggested Duration: Marking Period 3

<table>
<thead>
<tr>
<th>L.6.6.</th>
<th>• Application of figurative language into writing for added effect and demonstration of creativity—simile, metaphor, hyperbole, alliteration, personification, idiom, onomatopoeia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.6.3.A.</td>
<td></td>
</tr>
<tr>
<td>W.6.3.B.</td>
<td></td>
</tr>
<tr>
<td>W.6.3.C.</td>
<td></td>
</tr>
<tr>
<td>W.6.3.D.</td>
<td></td>
</tr>
<tr>
<td>W.6.3.E.</td>
<td></td>
</tr>
<tr>
<td>W.6.5.</td>
<td></td>
</tr>
<tr>
<td>W.6.10.</td>
<td></td>
</tr>
</tbody>
</table>

3. **Narrative**  
- Read and analyze a variety of literary genres and informational texts.  
- Closely examine the text's explicit content.  
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.

4. **Open-Ended Responses**
Unit 3: Suggested Duration: Marking Period 3

- Generate responses to text using correct paragraph formatting
- Create **text citations** with elaboration
- Clearly answer the question with sufficient details

---

### Unit 3 Summative Common Assessment

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Students' knowledge will be assessed during reading comprehension assessments and written projects. Questions will allow for identification and application of main idea/supporting details, sequence, and exploration of tone.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students will understand how an author utilizes dialogue, inflection, and word choice to expand and elaborate on overall goals for writing and comprehension. Deeper understanding of plot, character, and overall content will lead to closer analysis of writing style and elements. Particular emphasis will be placed on supporting ideas with direct evidence and support from the text.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Reading</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
</tr>
</thead>
</table>
Curriculum Map for ELA Grade 6

<table>
<thead>
<tr>
<th>Unit 3 Standards</th>
<th>Suggested Duration: Marking Period 3</th>
</tr>
</thead>
</table>
CRP2., CRP4., CRP6.; CRP8., CRP11. |
### Curriculum Map for Grade 6: English Language Arts
#### Unit 4: Evaluating and Articulating an Argument

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Resources and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction/Nonfiction Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.6.6.</td>
<td><strong>Context Clues</strong></td>
<td></td>
</tr>
<tr>
<td>RI.6.7.</td>
<td>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</td>
<td></td>
</tr>
<tr>
<td>RI.6.9.</td>
<td>• Provide an analysis of the impact of specific word choice on meaning and/or tone.</td>
<td></td>
</tr>
<tr>
<td>RI.6.10.</td>
<td>• Analyze why the author made a specific word choice.</td>
<td></td>
</tr>
<tr>
<td>RL.6.10.</td>
<td><strong>Evaluate Arguments &amp; Claims</strong></td>
<td></td>
</tr>
<tr>
<td>SL.6.1.A.</td>
<td>• Compose a well-developed thesis statement.</td>
<td></td>
</tr>
<tr>
<td>SL.6.1.B.</td>
<td>• Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic.</td>
<td></td>
</tr>
<tr>
<td>SL.6.1.C.</td>
<td><strong>Gather Information &amp; Assess Source Credibility</strong></td>
<td></td>
</tr>
<tr>
<td>SL.6.1.D.</td>
<td>• Use search terms effectively.</td>
<td></td>
</tr>
<tr>
<td>SL.6.3.</td>
<td>• Assess the credibility and accuracy of each source.</td>
<td></td>
</tr>
<tr>
<td>SL.6.4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.6.6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity Resources:**

1) McDougal Littell Text Book

**Nonfiction**

- Should Wild Animals Be Kept As Pets? (persuasive technique)
- No Thought of Reward (analyzing persuasion)

**Media**

- Persuasive Technique in Commercials (evaluate persuasive elements)

**Drama**

- Damon and Pythias (main idea/supporting details)

2) Audiobook of Selected Text

3) [http://www.achieve3000.com/](http://www.achieve3000.com/) (articles)

**Assessments:**

- Debate
- Completion of Outline
- Research Paper
- Writing Assessment using Rubric
## Writing

1. **Argumentative Essay**
   - Write a clear thesis statement.
   - Incorporate evidence into written pieces, using introductory phrases and transitions.
   - Logically connect evidence to claims in writing.

2. **Establish and Maintain a Formal Style**
   - Use and maintain a formal style in writing.
   - Write for a specific purpose and audience.
   - Create a tone that is appropriate for one's audience.

3. **Introduction and Conclusion**
   - Write a clear thesis statement.
   - Introduce a topic.
   - Transition between ideas and concepts using appropriate words and phrases.
   - Write a conclusion to bring all ideas to a close.

4. **Open-Ended Responses**
   - Write for a specific purpose and audience.
   - Use language that is precise and powerful to create voice.
   - Generate ideas to develop topic.

5. **Research Project**
   - Research and synthesize information from several sources.
   - Assess the credibility and accuracy of each source.

### Activity Resources:

1. McDougal Littell Text Book
2. OBPS Writing Handbook
4. [https://style.mla.org/works-cited-a-quick-guide/](https://style.mla.org/works-cited-a-quick-guide/) (research)

### Assessments:

- Completion of Outline
- Research Project & Presentation
- Writing Assessment using Rubric
Curriculum Map for ELA Grade 6

Unit 4: Suggested Duration: Marking Period 4

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.6.5.</td>
<td>- Identify evidence that supports claims in literary analysis.</td>
</tr>
<tr>
<td>W.6.6.</td>
<td>- Incorporate evidence into written pieces, using introductory phrases and transitions.</td>
</tr>
<tr>
<td>W.6.7.</td>
<td></td>
</tr>
<tr>
<td>W.6.8.</td>
<td></td>
</tr>
<tr>
<td>W.6.9.</td>
<td></td>
</tr>
<tr>
<td>W.6.10.</td>
<td></td>
</tr>
</tbody>
</table>

Unit 4 Summative Common Assessment

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
</table>

**Reading**
- Students' knowledge will be assessed during reading comprehension assessments and understanding of research-based inquiries.
- Questions will allow for identification and application of credibility/validity of sources, as well as articulate author attitude/opinion toward a topic.

**Writing**
- Students will demonstrate understanding and mastery of argument/persuasion through strong word choice, detailed reasoning, and well-articulated support.
- Through thoughtfully considered vocabulary and appropriate tone of voice, students will create, maintain, and elaborate upon a particular stance or viewpoint.
- Additionally, students will evaluate and garner research-based evidence to explain and expand upon a particular topic.
<table>
<thead>
<tr>
<th>Unit 4 Standards</th>
<th>New Jersey Career Readiness Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CRP2., CRP4., CRP7., CRP11.</td>
</tr>
</tbody>
</table>
Instructional practices and experiences will reflect the needs of all students, including: special education students, English Language learners, students at risk of school failure, and gifted students. Modifications will be made to provide every student the opportunity for purposeful and meaningful learning experiences. Listed below are relevant modifications, accommodations, and teaching strategies to assist teachers in providing optimal instructional practices based on individual needs.

MODIFICATIONS

- Provide alternative text at student’s academic level
- Use supplemental materials such as: Quizlet, cell phones, iPad, packets, calculator, flashcards, Kahoot, computers
- Modify curriculum in collaboration with special education teacher
- Modify homework/classwork expectations
- Modify worksheets
- Extra credit options
- Hands-on projects as alternative to pencil and paper testing
- Allow for use of assistive technology
- Limit multiple choice options on tests
- Improve font/spatial organization of test (e.g. place questions/word banks/directions in visually designated fields, limit number of questions per page, vary font or size when task demand changes)
- Plan out projects with a clear first step to provide an entry point for getting started
- Provide a model for final outcome of long term projects
- Modify test format
- Modify test content
- Allow learner to provide responses to test/quizzes orally
- For open ended response, allow student to make corrections on test for additional credit
- Allow open book tests/open note tests
- Allow text to speech
- Reduce reading; offer alternatives such as: audible books
- Limit oral reading unless student volunteers
- Allow student to restate word problems in his or her own way
- Provide the student with pictures/objects to stimulate story development
- Modify writing requirements
- Reduce length of assignments
- Reduce the amount of expected work, and gradually increase it as the student completes assignments
- Rewrite material at an appropriate reading level
- Have learner create “test” questions concerning a passage or story that was read in order to assist with focus on key elements
• Allow student to write on tests
• Test for recognition rather than recall of facts
• Teach memory strategies (chunking, verbal rehearsal, visual imagery)
• Provide vocabulary word bank
• Take effort into consideration when grading
• Modify grade determined through collaboration with special education teacher
• Do not penalize for handwriting
• Should the learner experience difficulty copying from board or completing scantron sheets modifications should be used
• Allow for an alternative to computer based tests (e.g. paper copy, oral responses)
• Allow spelling errors
• List steps and procedures for multi-step problems and algorithms
• Weigh daily work higher than tests for students who struggle with test taking
• Provide transition words for writing tasks
• Limit the number of formulas to be memorized for assessments or provide formulas on tests
• Use graph paper to aid in aligning numbers/math problems
• Reduce essay questions/Reduce required response for essay questions (e.g. instead of 5-7 sentences they can answer in 4)
• Grade Pass/Fail
• Grade for completion not correctness
• Develop behavior contract in collaboration with special education teacher and CST
• Chart student progress of behavioral goal

**ACCOMMODATIONS**

• In-class resource support
• Allow for small group instruction
• Allow for use of calculator
• Allow use of technology to record homework
• Allow use of technology to complete work (e.g. computer, iPad, cell phone, internet, etc.)
• Provide large print textbook
• Allow use of manipulatives
• Allow use of spell check
• Provide step by step directions and check for understanding
• Provide preferential seating, where the student learns best
• Provide graphic organizers
• Alternate setting for testing
• Allow additional response time for response
• Allow extra time for projects
• Allow extra time for tests
• Allow extra time for quizzes
• Allow extra time for written work
• Allow extra time to complete labs
• Provide closed captioning on videos
• Read directions aloud
• Pace long term tasks
• Provide a checklist for long, detailed tasks
• Provide copy of notes
• Provide prior notice of tests
• Provide study guide for tests
• Provide study guide for quizzes
• Encourage note taking during reading
• Rephrase/Simplify test questions, directions, expectations etc.
• Have students highlight key words and directions on worksheets/agendas/assignments/tests
• Use post-it notes for organization/reminders/study materials
• Provide extra space on papers/Reduce the number of topics per page
• Provide homework folder
• Utilize color coded folders
• Assist learner with organization and gradually reduce assistance as the student becomes more independent
• Monitor student's agenda book
• Monitor organization of student's notebook
• Provide an extra set of books for home
• Allow learner to audit course/allow for inclusion opportunities
• Provide 1 to 1 reminders
• Provide opportunities for movement/activity change
• Collect baseline behavioral data
• Provide breaks between tasks
• Cue learner
• Provide daily feedback regarding learner behavior
• Use proximity and touch control to cue student
TEACHING STRATEGIES

- Relate what is learned to real life/Career ready goals
- Provide visual as a supplement
- State expectation clearly
- Present realistic expectations to the learner and teach to increase independent skills
- Analyze individual strengths and weaknesses (read students IEP)
- Teach skills where they will be used in natural settings (in natural situations and across all settings)
- Teach students to make predictions concerning stories and text
- Provide positive reinforcement
- Set or post classroom rules
- Provide 1 to 1 oral reminders
- Monitor learner progress
- Monitor/Check work in progress
- Utilize computer assisted instruction
- Utilize multimedia instruction (e.g. internet, audible.com, summary notes, supplementary films, books on tape, etc.)
- Provide concrete examples prior to teaching abstract concepts
- Provide due dates for assignments/projects etc.
- Post homework daily
- Post long term assignments to accessible areas (e.g. calendar/Portal/Teacher Website/remind.com, etc.)
- Always display goals and objectives at the start of the lesson
- Display key vocabulary
- Provide extra/drill practice
- Use facial clues/gestures
- Supervise structured social interactions (e.g. labs, cooperative learning, peer groups)
- Respect the learners’ personal space
- Designate a “cooling off” location within the classroom/outside the classroom
- Avoid confrontational techniques
- Provide student with alternatives
- Use praise generously
- Ignore minor annoying behaviors
- Monitor levels of tolerance and be mindful of signs of frustration
- Speak privately, without the audience of peers, to student about inappropriate behavior
- Minimize situations that the student may perceive as embarrassing
- Encourage student to accept responsibility for behavior
• Highlight key words
• Provide immediate feedback
• Provide lecture notes
• Use manipulatives
• Use Mimed clues
• Utilize Mnemonics
• Monitor student progress
• Provide a multisensory approach
• Provide number lines
• Utilize personal examples
• Utilize visual aids such as charts and graphs
• Pre-teach content/familiarize student with new vocabulary before beginning a lesson
• Provide models, demonstration, and examples
• Vary teaching formats (large group, small group, and one-to-one)
• Pair a preferred activity with a non-preferred activity
• Maintain contact with parents
• Be consistent regarding consequences
• Repeat instructions
• Review directions
• Provide review sessions prior to testing
• Allow student opportunities to restate information
• Provide visual reinforcement
• Provide visual reminders
• Utilize cooperative groups
Suggested Grammar Course Sequence

- Language Network Textbook
- Concepts recommended to be taught in conjunction with relevant literature

<table>
<thead>
<tr>
<th>Marking Period</th>
<th>Grammar Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nouns&lt;br&gt;• Common and proper&lt;br&gt;• Singular, plural, possessive&lt;br&gt;• Abstract and concrete&lt;br&gt;Pronouns&lt;br&gt;• Personal&lt;br&gt;• Subject&lt;br&gt;• Object&lt;br&gt;• Possessive&lt;br&gt;Verbs&lt;br&gt;• Action&lt;br&gt;• Linking&lt;br&gt;• Helping&lt;br&gt;• Tenses (past, present, future)&lt;br&gt;Subjects and Predicates&lt;br&gt;• Complete&lt;br&gt;• Simple</td>
</tr>
<tr>
<td>2</td>
<td>Sentence Structure&lt;br&gt;• Complete sentences&lt;br&gt;• Fragments&lt;br&gt;• Run-ons&lt;br&gt;Types of Sentences&lt;br&gt;• Declarative&lt;br&gt;• Imperative&lt;br&gt;• Interrogative&lt;br&gt;• Exclamatory&lt;br&gt;Comma Uses&lt;br&gt;Conjunctions</td>
</tr>
<tr>
<td>3</td>
<td>Adverbs&lt;br&gt;Adjectives&lt;br&gt;Prepositions&lt;br&gt;Prepositional Phrases&lt;br&gt;Interjections</td>
</tr>
<tr>
<td>4</td>
<td>Subject/Verb Agreement</td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Review (language skills and concepts)</td>
<td></td>
</tr>
<tr>
<td>Sentence Editing</td>
<td></td>
</tr>
</tbody>
</table>
Resources that support the suggested activities in this curriculum are listed below.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Resources</th>
</tr>
</thead>
</table>
Nonfiction Article Analysis [https://www.dogonews.com/](https://www.dogonews.com/)  
Nonfiction Article Analysis [https://www.readworks.org/](https://www.readworks.org/) |
Nonfiction Article Analysis [https://www.dogonews.com/](https://www.dogonews.com/)  
Nonfiction Article Analysis [https://www.readworks.org/](https://www.readworks.org/) |
<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing</td>
<td></td>
<td><a href="http://spotlightonmusic.macmillanmh.com/assets/extras/0001/4388/mu08_graphorg_flow.pdf">http://spotlightonmusic.macmillanmh.com/assets/extras/0001/4388/mu08_graphorg_flow.pdf</a></td>
</tr>
<tr>
<td>Tone</td>
<td></td>
<td><a href="http://cdn.scope.scholastic.com/sites/default/files/SCOPE-090116-ToneWords.pdf">http://cdn.scope.scholastic.com/sites/default/files/SCOPE-090116-ToneWords.pdf</a></td>
</tr>
<tr>
<td>Writing Revision</td>
<td></td>
<td><a href="http://curriculumpathways.com">http://curriculumpathways.com</a></td>
</tr>
<tr>
<td>Evaluating and Articulating an Argument:</td>
<td>Citation Format Guide</td>
<td><a href="http://www.easybib.com/">http://www.easybib.com/</a></td>
</tr>
<tr>
<td>Marking Period 4</td>
<td>MLA Citation Guide</td>
<td><a href="https://style.mla.org/works-cited-a-quick-guide/">https://style.mla.org/works-cited-a-quick-guide/</a></td>
</tr>
<tr>
<td></td>
<td>Nonfiction Article Analysis</td>
<td><a href="http://www.achieve3000.com/">http://www.achieve3000.com/</a></td>
</tr>
<tr>
<td></td>
<td>Nonfiction Article Analysis</td>
<td><a href="https://www.dogonews.com/">https://www.dogonews.com/</a></td>
</tr>
<tr>
<td>Overall Resources</td>
<td>NJ ELA Student Learning Standards (SLS):</td>
<td><a href="http://www.state.nj.us/education/aps/cccs/lal/">http://www.state.nj.us/education/aps/cccs/lal/</a></td>
</tr>
<tr>
<td></td>
<td>NJ ELA SLS Curricular Frameworks:</td>
<td><a href="http://www.state.nj.us/education/cccs/frameworks/ela/">http://www.state.nj.us/education/cccs/frameworks/ela/</a></td>
</tr>
<tr>
<td></td>
<td>Achieve the Core</td>
<td><a href="http://achievethecore.org/">http://achievethecore.org/</a></td>
</tr>
</tbody>
</table>
GRADE 7 ELA Curriculum

Written by:

Alana Filosa Greenwood

Gina Simon
# Unit Goals and Pacing Guide for Seventh Grade English-Language Arts

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Goals</th>
<th>Recommended Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reading &amp; Analyzing Literary Texts: Elements of Literature and Narrative Writing</td>
<td>Identify and analyze elements of plot, theme, and conflict in literature; use writing process to develop responses to open-ended questions and text-based narrative prompts; develop appropriate vocabulary and grammar for grade level</td>
<td>Marking Period 1</td>
</tr>
<tr>
<td>2 Explanatory Writing and Research using Informational Text</td>
<td>Students will demonstrate comprehension of a variety of fiction and non-fiction texts by synthesizing multiple sources and by creating five-paragraph essays utilizing citations from each source.</td>
<td>Marking Period 2</td>
</tr>
<tr>
<td>3 Argumentative Writing and Literary Analysis of Multiple Texts</td>
<td>Students will identify and analyze author's purpose and contrasting points of view over multiple-texts, then create five-paragraph argumentative essays analyzing claims of non-fiction texts of given topics. Given pieces of fiction, students will compare and contrast main ideas, themes, symbolism, and/or character development by creating analytical essays using strong textual evidence.</td>
<td>Marking Period 3</td>
</tr>
<tr>
<td>4 Analyzing Craft and Structure in Poetry and Drama and Cumulative Review of All Texts</td>
<td>Analyze the develop and structure of various genres of poetry; identify and analyze the use of sound devices as they contribute to holistic meaning, demonstrate knowledge of figurative language and symbolism in poetry, illustrate knowledge of theme development in poetry; use text-based evidence to explain central ideas in various forms of poetry; compare and contrast poetic themes to those of literary works; demonstrate comprehensive knowledge of reading: literature, informational, argumentative, drama, and poetry.</td>
<td>Marking Period 4</td>
</tr>
</tbody>
</table>
**Old Bridge Township Public Schools**

**Curriculum Map for SEVENTH GRADE ELA**

Unit 1: Reading and Analyzing Literary Texts

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Resources and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td>Read various short stories and analyze the elements of plot and their interactions.</td>
<td><strong>Activity resources:</strong></td>
</tr>
<tr>
<td>1 RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, SL.7.1, SL.7.4, L.7.4L.7.5L.7.6</td>
<td><strong>Elements of Fiction:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Review and give notes on stages of plot, setting, characters (dynamic/static/stereotypes), characterization, conflict(s) (internal/external), sequence of events/chronological order, cause and effect, point-of-view, narration, theme</td>
<td>16) McDougal Littell <em>The Language of Literature</em>: pages 12-134</td>
</tr>
<tr>
<td></td>
<td>5) Identifying and highlighting central ideas (s), annotating</td>
<td>18) Choice Novels: <em>The Pigman, The Giver, And Then There Were None, A Wrinkle in Time</em></td>
</tr>
<tr>
<td></td>
<td>6) deciphering unknown words in context using context clues and knowledge of word parts (roots, prefix, suffix)</td>
<td>19) Topic/theme aligned articles from credible sources such as: <em>Achieve 3000, Study Island, Scholastic, News ELA, People, Teen People</em></td>
</tr>
<tr>
<td></td>
<td>7) Formulating questions, making predictions, connections, and inferences</td>
<td>20) <em>Ready Common Core Reading Instruction 7</em> workbook pages 43-76 and pages 243-256</td>
</tr>
<tr>
<td></td>
<td>8) Determining meanings of figurative language</td>
<td>21) Reading comprehension EBSR questions and open-ended prompts for texts</td>
</tr>
<tr>
<td></td>
<td>9) Identify and analyze elements of style: word choice, imagery, and dialogue</td>
<td>22) Review games</td>
</tr>
<tr>
<td>Central Ideas and Supporting Details:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) Explicit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) Inferential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) Theme development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary in Context:</th>
</tr>
</thead>
<tbody>
<tr>
<td>13) connotation</td>
</tr>
<tr>
<td>14) denotation</td>
</tr>
<tr>
<td>15) context clues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Socratic Discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Answer and generate questions about text to create a class discussion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cumulative Short Story Tests/Quizzes</td>
</tr>
<tr>
<td>• Vocabulary quizzes</td>
</tr>
<tr>
<td>• Reading comprehension EBSR questions</td>
</tr>
<tr>
<td>• Open-ended questions based on literary texts (rubric assessed)</td>
</tr>
<tr>
<td>• Group Activities –rubric assessed; participation rubric assessed</td>
</tr>
<tr>
<td>• Discussion/Oral Questioning ·</td>
</tr>
<tr>
<td>• Completion of Homework and In-Class Assignments ·</td>
</tr>
<tr>
<td>• Cumulative/End of Unit Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The Writing Process:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review and give notes on prewriting, drafting, revising, editing, and publishing</td>
</tr>
<tr>
<td>• Discuss expectations for quality writing and how to effectively work each step</td>
</tr>
<tr>
<td>• Basic sentence structure, varying kinds of sentences and mechanics: punctuation, capitalization, and spelling, pronoun-antecedent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>24) Ready Common Core Reading Instruction 7 workbook pages 235-240</td>
</tr>
</tbody>
</table>
Unit 1: Reading and Analyzing Literary Texts

**Responding to Open-Ended Questions for Literary Texts:**

- Introduce/build on knowledge of writing format: MLA format (signal phrase and parenthetical citations), topic sentence, supporting details, transitions, concluding statements/restatements.

- Close read, highlight main ideas, and annotate prompts to gain clear understanding of what is specifically being asked.

- Complete plans for organized writing using a variety of graphic organizers.

- Gather and incorporate various appropriately-cited pieces of textual evidence.

- Summarize central ideas in chronological order.

- Write short answer responses to open-ended questions that follow MLA format and include a clear thesis/topic sentence/answer and expanded.

**Assessments:**

- Open-ended questions based on literary texts - rubric assessed.
- Text-based Narrative Writing essays-genre-specific rubric assessed.
- Discussion/Oral Questioning.
- Completion of Homework and In-Class Assignments.
- Cumulative/End of Unit Assessment.

Suggested Duration: 1 Marking Period
### Curriculum Map for SEVENTH GRADE ELA

#### Unit 1: Reading and Analyzing Literary Texts

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Duration:** 1 Marking Period

- **Explanation using relative, specific cited textual evidence**
  - Rainbow edit writing for introduction, thesis, support (cited textual evidence and inferences) format, transitions, conclusion
  - Routinely write short answer responses and allot time for reflection of strengths and weaknesses as well as peer and teacher feedback

---

### Planning and Writing Text-Based Narratives:

- Review and give notes on the elements of narrative writing
- Narrative hooks
- Dialogue structure
- Descriptive details: sensory details, imagery, characterization
- Planning and executing plot structure conflict/resolution around a central idea/theme
- Incorporating figurative language and appropriate use of grade-level modifiers, phrases, and clauses
- Appropriately incorporating text-based elements
- Writing reflective conclusions that draw from the main character’s experience

Curriculum Map for SEVENTH GRADE ELA

Unit 1: Reading and Analyzing Literary Texts                                      Suggested Duration: 1 Marking Period

Unit 1 Summative Common Assessment

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
</table>
| W.7.2, W.7.3, W.7.4, W.7.10, L.7.2, L.7.3. | **Written Expression Test:** Students will be able to write a cohesive open-ended response that uses appropriate textual evidence to support their thesis/answer.  
  - Students will be assessed based on a rubric. |
| RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, L.7.4, L.7.5, L.7.6 | **Reading and Analyzing a Literary Text EBSR (Evidence Based Selected Response) Test**  
Students’ knowledge of one short story will be assessed through an EBSR (Evidence Based Selected Response) test. Questions will focus on plot elements, setting, characterization, conflict, figurative language, vocabulary in context, themes and point of view. |

Unit 1 Standards

**New Jersey Career Readiness Practices**


**New Jersey Technical Standards**

[http://www.state.nj.us/education/aps/cccs/tech/](http://www.state.nj.us/education/aps/cccs/tech/)
### Old Bridge Township Public Schools

**Curriculum Map for SEVENTH GRADE ELA**

<table>
<thead>
<tr>
<th>Unit 1: Reading and Analyzing Literary Texts</th>
<th>Suggested Duration: 1 Marking Period</th>
</tr>
</thead>
</table>

**Unit 1 Standards**

<table>
<thead>
<tr>
<th></th>
<th>See Unit Content Knowledge? Standards Above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Page 47
# Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Strategies with Resources, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.7.2.A.</td>
<td><strong>Thesis Writing and Explanatory Five Paragraph Essay Structure</strong></td>
<td><strong>McDougal Littell Literature Book:</strong></td>
</tr>
<tr>
<td>W.7.2.B.</td>
<td>• Discuss elements of explanatory (expository) writing (introductions and thesis writing, body paragraphs, conclusions) by showing examples and writing as a class, in groups, and as individuals.</td>
<td>• “Rikki-Tikki-Tavi”</td>
</tr>
<tr>
<td>W.7.2.C.</td>
<td>• Review topic sentence writing for body paragraphs, emphasizing that each matches thesis statement (writing focus and flow) which reflects writing prompt</td>
<td>• “The Monsters are Due on Maple Street”</td>
</tr>
<tr>
<td>W.7.2.D.</td>
<td>• Review usage of strong citations supporting topic sentences and thesis</td>
<td>• “Zebra”</td>
</tr>
<tr>
<td>W.7.2.E.</td>
<td>• Teach students how to create and differentiate between simple, compound, complex, and compound-complex sentences to help their writing sound more mature and avoid fragments (by</td>
<td>• “The Scholarship Jacket”</td>
</tr>
<tr>
<td>W.7.2.F.</td>
<td><strong>Online Resources:</strong></td>
<td>• “Amigo Brothers”</td>
</tr>
<tr>
<td>L.7.1.</td>
<td>• Newsela</td>
<td>• “War of the Wall”</td>
</tr>
<tr>
<td>L.7.1. A</td>
<td><strong>Assessments:</strong></td>
<td>• “Dark They Were and Golden Eyed”</td>
</tr>
<tr>
<td>L.7.1. B</td>
<td>• Achieve 3000</td>
<td>• “A Day’s Wait”</td>
</tr>
<tr>
<td>L.7.1. C</td>
<td><strong>Assessments:</strong></td>
<td><strong>Online Resources:</strong></td>
</tr>
<tr>
<td></td>
<td>• multiple-choice quizzes</td>
<td><strong>Assessments:</strong></td>
</tr>
<tr>
<td></td>
<td>• open-ended responses using direct citations (scaffolded from previous lessons)</td>
<td>• group activities in which students identify different text structures of sample writing</td>
</tr>
<tr>
<td></td>
<td>• group activities in which students identify different text structures of sample writing</td>
<td>• peer editing using a rubric</td>
</tr>
<tr>
<td></td>
<td>• peer editing using a rubric</td>
<td><strong>Assessments:</strong></td>
</tr>
</tbody>
</table>
## Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>2</th>
<th><strong>Fiction Theme Development through Expository Essay Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.7.1.</td>
<td>• Using novels, short stories, and plays, track the development of theme by analyzing author’s POVs and other literary devices. Fiction is used first as a bridge to unit 1, particularly to literary analysis practiced using open-ended paragraph structure.</td>
</tr>
<tr>
<td>RL.7.2.</td>
<td>• Emphasize the use of strong citations to help support claims that support thesis statement</td>
</tr>
<tr>
<td>RL.7.3.</td>
<td>• Have students create a five-paragraph essay analyzing the development of theme within a piece of literature. Students will use skills developed when learning how to write smaller open-ended responses.</td>
</tr>
<tr>
<td>RL.7.5.</td>
<td><strong>McDougal Littell Literature Book:</strong></td>
</tr>
<tr>
<td>W.7.4.</td>
<td>• “What Do Fish Have to Do with Anything?”</td>
</tr>
<tr>
<td>W.7.5.</td>
<td>• “A Christmas Carol”</td>
</tr>
<tr>
<td>W.7.9.</td>
<td>• “The Two Brothers”</td>
</tr>
<tr>
<td>W.7.9.</td>
<td>• “Amigo Brothers”</td>
</tr>
<tr>
<td>A.</td>
<td>• “The War of the Wall”</td>
</tr>
<tr>
<td>3</td>
<td><strong>Intro to Informational Text</strong></td>
</tr>
<tr>
<td>R.I.7.1.</td>
<td><strong>Assessments:</strong></td>
</tr>
<tr>
<td>R.I.7.2.</td>
<td>• Given a rubric, students will create a five-paragraph essay analyzing the development of theme in a given text by following the different steps of the writing process (brainstorming, drafting, self and peer editing, revision, and publishing a final product)</td>
</tr>
<tr>
<td>R.I.7.3.</td>
<td><strong>Online Resources:</strong></td>
</tr>
</tbody>
</table>

| **Suggested Duration:** | 1 Marking Period |

---

**Old Bridge Township Public Schools**

Curriculum Map for SEVENTH GRADE ELA

Unit 2: Explanatory Writing and Research using Informational Text

Page 49
## Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>R.I.7.4.</th>
<th>R.I.7.5</th>
<th>R.I.7.6</th>
<th>R.I.7.7</th>
<th>R.I.7.9.</th>
<th><strong>Reading Comprehension</strong></th>
<th><strong>Assessments:</strong></th>
<th><strong>McDougal Littell Literature Book:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Introduce informational text structures (thesis statements, main idea, supporting details, definitions, examples, etc.) and text features (headings, graphics, etc.). Utilize close-reading strategies to identify each.</td>
<td>• multiple-choice quizzes</td>
<td>• “What Do You Know About Sharks?”, “Great White Sharks”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Review how to differentiate between credible and non-creditable sources and the difference between fact and opinion. Track author’s purpose.</td>
<td>• open-ended responses using direct quotes and parenthetical citations (scaffolded from previous lessons)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Identify meanings of words and phrases in a text and the impact of word choice on meaning and tone.</td>
<td>• group activities in which students identify various text structures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Introduce how to properly cite multiple sources using MLA format for future usage of parenthetical citations and works cited pages</td>
<td>• independently or in groups, highlighting using designated colors for different text parts (thesis statements, supporting details, leaving out extraneous info, etc,)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>R.I.7.1.</td>
<td>R.I.7.2.</td>
<td>R.I.7.3.</td>
<td>R.I.7.4.</td>
<td><strong>Summary Writing</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>From Informational Text</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using various informational texts, review ways to differentiate between information that is most important (primary supporting details) and secondary or extraneous detail</td>
<td>multiple-choice quizzes</td>
</tr>
<tr>
<td>- Introduce formal outline writing using standard format (roman numerals, letters, numbers, etc) using short texts or cross-curricular articles supporting social students and / or science topics. Use parenthetical citation to keep track of where info is coming from.</td>
<td>open-ended responses using direct quotes and parenthetical citations (scaffolded from previous lessons)</td>
</tr>
<tr>
<td>- Review summary writing using important evidence only. Show the difference between paraphrase, direct citation, and plagiarism while using parenthetical citations in MLA format. Have students use their outlines to help guide their writing</td>
<td>group activities in which students create different parts of a single summary or rainbow edit a peer’s writing</td>
</tr>
<tr>
<td>- Have students create short summaries of various non-fiction texts, first in isolation, then across multiple texts by</td>
<td>outline writing following structure provided</td>
</tr>
<tr>
<td></td>
<td>summary writing following an outline and rubric</td>
</tr>
</tbody>
</table>
### Unit 2: Explanatory Writing and Research using Informational Text

| Suggested Duration: 1 Marking Period |

#### Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th></th>
<th>emphasizing importance of topic sentences and paraphrasing important info that supports the overall main idea of texts. Again, use outlines to help organize and keep track of info and incorporate parenthetical citations.</th>
</tr>
</thead>
</table>
| Research Papers  
(Informational Essay Writing)  
- Review proper usage of transition words and specific vocabulary, paying close attention to sentence structure and grammar usage.  
- Using the parts of the writing process previously reviewed (see above), give students writing prompts that require them to read multiple informational texts in various forms (articles, info-graphs, videos, etc.) and create formal outlines, thesis statements, five-paragraph essays using parenthetical citations, and a works cited page. Assist them with each stage of the research and writing process as needed. |
| McDougal Littell Literature Book:  
- “The Noble Experiment”, “Montreal Signs Negro Short Stop”, “Robinson Steals Home in Fifth” |
| Online Resources:  
- Newsela  
- Achieve 3000 |
| Assessments:  
- Given a rubric, students will demonstrate their reading comprehension of multiple sources on a given topic by creating a five-paragraph research paper supporting their thesis. They will follow the different steps of the writing process (outlining, drafting, self and peer editing, revision, and publishing a final product with a works cited page) |
<table>
<thead>
<tr>
<th>Unit Learning Objectives and Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prepare for common assessment Research Simulation Task</td>
</tr>
<tr>
<td>• Research Simulation Task, “Amelia Earheart” common assessment</td>
</tr>
</tbody>
</table>
### Unit 2 Summative Common Assessment

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.7.1. ; RL.7.2. ; RL.7.3. ; RL.7.5. ; W.7.4. ; W.7.5. ; W.7.9. ; W.7.9.A.</td>
<td><strong>Explanatory Theme Essay:</strong> Students will use a given fictional text and track how an author develops theme by close reading and by writing a five-paragraph explanatory essay using direct citations as evidence to their claims.</td>
</tr>
<tr>
<td>R.I.7.1. – R.I.7. ; R.I.7.2. ; R.I.7.9. ; W.7.2.A. – F. ; W.7.4. ; W.7.5. ; W.7.7. ; W.7.8. ; W.7.9.B. ; S.L.7.2. ; L.7.1. ; L.7.3. ; L.7.4.</td>
<td><strong>Research Paper(s):</strong> Students will be given informational essay prompts requiring them to read multiple fiction and non-fiction sources. Students will synthesize information and create a five-paragraph essay utilizing direct citations as evidence for their claims.</td>
</tr>
<tr>
<td>R.I.7.1. – R.I.7. ; R.I.7.2. ; R.I.7.9. ; W.7.2.A. – F. ; W.7.4. ; W.7.5. ; W.7.7. ; W.7.8. ; W.7.9.B. ; S.L.7.2. ; L.7.1. ; L.7.3. ; L.7.4.</td>
<td><strong>Research Simulation Task:</strong> Students will be given three articles about Amelia Earheart's life and tasked with answering multiple-choice reading comprehension questions and writing a five-paragraph informational essay providing evidence for Earheart's heroism.</td>
</tr>
</tbody>
</table>

### Unit 2 Standards

#### New Jersey Career Readiness Practices


#### New Jersey Technical Standards

[http://www.state.nj.us/education/aps/cccs/tech/](http://www.state.nj.us/education/aps/cccs/tech/)
Curriculum Map for **SEVENTH GRADE ELA**

| Unit 2: Explanatory Writing and Research using Informational Text | Suggested Duration: **1 Marking Period** |

**Unit 2 Standards**

| See Unit Content Knowledge/Standards Above |
## Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Strategies with Resources, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.I.7.1.</td>
<td><strong>Elements of Argumentative Non-Fiction</strong></td>
<td></td>
</tr>
<tr>
<td>R.I.7.2.</td>
<td>• Using non-fiction texts with clear stances on a controversial topic, review main idea, thesis statements and author’s purpose.</td>
<td></td>
</tr>
<tr>
<td>R.I.7.3.</td>
<td>• Introduce vocabulary like claims, counterclaims, and rebuttals, and have students identify each within given non-fiction texts. Review elements of persuasive writing and differentiate between persuasive and argumentative technique (use of counterclaims, etc). Provide reading comprehension quizzes using multiple-choice and open-ended questions.</td>
<td></td>
</tr>
<tr>
<td>R.I.7.5.</td>
<td>• Provide non-fiction excerpts with contrasting view points and break students into groups to create thesis statements taking one stance or the other. Have them find direct citations as evidence and organize a mini</td>
<td></td>
</tr>
<tr>
<td>R.I.7.6.</td>
<td>McDougal Littell Literature Book:</td>
<td></td>
</tr>
<tr>
<td>R.I.7.8.</td>
<td>• “Why Work Out?” and “The Promise”</td>
<td></td>
</tr>
<tr>
<td>R.I.7.9.</td>
<td>• “Pro Athletes’ Salaries Aren’t Overly Exorbitant” and “Do Professional Athletes Get Paid Too Much?”</td>
<td></td>
</tr>
<tr>
<td>W.7.1.</td>
<td>• “Why We Shouldn’t Go to Mars” and “Remarks at the Dedication of the Aerospace Medical Health Center”</td>
<td></td>
</tr>
<tr>
<td>W.7.1.A.</td>
<td>Online Resources:</td>
<td></td>
</tr>
<tr>
<td>W.7.1.B.</td>
<td>• Newsela</td>
<td></td>
</tr>
<tr>
<td>W.7.1.C.</td>
<td>• Achieve 3000</td>
<td></td>
</tr>
<tr>
<td>W.7.1.D.</td>
<td>Assessments:</td>
<td></td>
</tr>
<tr>
<td>W.7.1.E.</td>
<td>• Various multiple-choice reading comprehension quizzes</td>
<td></td>
</tr>
<tr>
<td>W.7.1.F.</td>
<td>• Oral debate with rubric</td>
<td></td>
</tr>
<tr>
<td>W.7.8.</td>
<td>• Open-ended responses</td>
<td></td>
</tr>
<tr>
<td>W.7.9.B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.7.3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.4-6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit Learning Objectives and Suggested Strategies

|----------|----------|----------|----------|--------|----------|----------|----------|----------|----------|----------|--------|----------|----------|-------------------------------------------------|

### Argumentative Essay Writing

- Alternate between practicing close-reading skills of non-fiction texts of contrasting stances and writing argumentative paragraphs analyzing main ideas and claims and counterclaims, emphasizing the use of counterarguments that match the claims made before disproving them with solid evidence that supports thesis.

- Using the parts of the writing process, give students writing prompts that require them to read multiple informational texts in various forms (articles, infographics, videos, etc.) that have clear contrasting points of view on a given topic and have them create formal outlines, thesis statements, five-paragraph

### McDougal Littell Literature Book:

- “Why Work Out?” and “The Promise”
- “Pro Athletes’ Salaries Aren’t Overly Exorbitant” and “Do Professional Athletes Get Paid Too Much?”
- “Why We Shouldn’t Go to Mars” and “Remarks at the Dedication of the Aerospace Medical Health Center”

### Online Resources:

- Newsela
- Achieve 3000

### Assessments:

- Provide non-fiction texts paired with works of fiction, particularly novels, that provide historical context, background information, author’s purpose, or thematic support.
- Given a rubric, students will demonstrate their reading comprehension of multiple sources on a given topic by creating a five-paragraph argumentative essay supporting their stance on a controversial topic. They will follow the different steps of the writing process (outlining, drafting, self and peer editing, revision, and publishing a final product with a works cited page).
## Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>SL.4-6</th>
<th>essays using parenthetical citations, and a works cited page. Assist them with each stage of the research and writing process as needed, emphasizing the use of claims, counterclaims, and rebuttals to create strong and clear arguments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.7.3</td>
<td></td>
</tr>
</tbody>
</table>

### Literary Analysis that Compares and Contrasts

- Review elements of fiction, particularly character development, theme, and symbolism by close reading various works of fiction (novels, short stories, poetry, excerpts, movies, etc.)
- Given two works of fiction, use various types of prewriting (webs, t-charts, etc) to compare and contrast elements of the stories (character, theme, symbolism, etc) using strong direct citations.
- Given various works of fiction, have students compare and contrast elements of both stories by completing open-ended

### McDougal Littell Literature Book:

- “The Last Dog” and *The Giver*
- “Thank You M’am” and “If I can stop one Heart from breaking”
- “The Three Century Woman” and “Charles”
- “Icarus and Daedalus” and “Phaethon, Son of Apollo”
- “Young Arthur” and “Sir Gawain and the Green Knight”
- “Two Ways to Count to Ten” and “The Race Between Toad and Donkey”

### Assessments:

- Given a rubric, students will demonstrate their reading comprehension of multiple fictional texts by creating open-ended paragraphs (OER’s) and five-paragraph essays comparing and contrasting elements of each story. They will follow the different steps of the writing process (outlining, drafting, self and peer editing, revision, and publishing a final product with a works cited page)
- Compare and Contrast Common Assessment: “Scarborough Fair Fantasy” vs excerpt from “Hatchet” character development
Unit Learning Objectives and Suggested Strategies

- paragraphs using strong evidence from both texts to support their claims.

  - Providing two or more works of fiction for each prompt, have students create essays that determine the development of character, theme, or symbolism, etc. by comparing and contrasting elements of each text in well-supported paragraphs.

Unit 3 Summative Common Assessment

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.I.7.5. ; R.I.7.6. ; R.I.7.8. ; R.I.7.9. ; W.7.1. ; W.7.1.A.-F ; W.7.8. ; W.7.9.B. ; L.7.3.</td>
<td><strong>Argumentative Essays</strong>: Give students writing prompts that require them to read multiple informational texts in various forms (articles, info-graphics, videos, etc.) that have clear contrasting points of view on a given topic and have them create formal outlines, thesis statements, five-paragraph essays using parenthetical citations, and a works cited page.</td>
</tr>
<tr>
<td>R.L.7.1. ; R.L.7.2. ; R.L.7.3. ; R.L.7.6. ; R.L.7.9. ; W.7.2. ; W.7.4. ; W.7.9.A. ; L.7.3.</td>
<td><strong>Compare and Contrast Essays</strong>: Providing two or more works of fiction for each prompt, have students create essays that determine the development of character, theme, or symbolism, etc. by comparing and contrasting elements of each text in well-supported paragraphs using direct citations.</td>
</tr>
<tr>
<td>R.L.7.1. ; R.L.7.2. ; R.L.7.3. ; R.L.7.6. ; R.L.7.9. ; W.7.2. ; W.7.4.</td>
<td><strong>Compare and Contrast</strong>: Students will read the “Scarborough Fair Fantasy” and the excerpt from “Hatchet”. After answering multiple-choice questions, students will compare and contrast character development within both stories by creating a five-paragraph essay.</td>
</tr>
</tbody>
</table>
Curriculum Map for SEVENTH GRADE ELA

| Unit 4: Analyzing Craft & Structure in Poetry and Drama and Cumulative Review of All Texts | Suggested Duration: 1 Marking Period |

**Unit 3 Summative Common Assessment**

| W.7.9.A. ; L.7.3. |

**Unit 3 Standards**

<table>
<thead>
<tr>
<th>New Jersey Career Readiness Practices</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>New Jersey Technical Standards</th>
</tr>
</thead>
</table>

| http://www.state.nj.us/education/aps/cccs/tech/ |
### Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Strategies with Resources, Assessments</th>
</tr>
</thead>
</table>
| RL.7.1, RL.7.2, RL.7.3 RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.10, SL.7.1, SL.7.2, SL.7.4, SL.7.6, L.7.3 | **Read various forms of poetry and drama; analyze and discuss their elements and theme development**  
**Elements of Poetry and Drama:**  
33) Review and give notes on mood, tone, word choice, style, form, sound devices, stage directions, monologue, prologue, epilogue, theme development in poetry and drama  
34) Analyze the develop and structure of various genres of poetry  
35) Identify and analyze the use of sound devices as they contribute to holistic meaning  
36) Demonstrate knowledge of figurative language and literary devices in poetry and drama  
37) Illustrate knowledge of theme development in poetry and drama  
38) Use text-based evidence to explain central ideas in various forms of poetry and drama  
39) Give an oral interpretation of a poem | **Activity resources:**  
53) McDougal Littell *The Language of Literature*: Teacher-selected poems and dramas: pages 437-535, and 541-622 and whole book for year review  
54) Topic/theme aligned articles from credible sources such as: *Achieve 3000, Study Island, Scholastic, News ELA, People, Teen People*  
55) *Ready Common Core Reading Instruction 7* workbook pages 43-76 and pages 243-256 (poetry and drama) and whole book for year review  
56) Reading comprehension EBSR questions and open-ended prompts for texts  
57) Review games  
**Assessments:**  
- Cumulative reading comprehension tests/quizzes of poetry and drama  
- Vocabulary quizzes  
- Reading comprehension EBSR questions  
- Open-ended questions (rubric assessed)  
- Essay writing (rubric assessed) |
Curriculum Map for **SEVENTH GRADE ELA**

Unit 4: Analyzing Craft & Structure in Poetry and Drama and Cumulative Review of All Texts  |  Suggested Duration: **1 Marking Period**

## Unit Learning Objectives and Suggested Strategies

### Cumulative Review of all Genres:

40) Demonstrate comprehensive knowledge of reading: literature, informational, argumentative, drama, and poetry.

41) See above curriculum and review using various texts and prompts for cumulative skill based-assessment of the seventh grade year

### Close Reading Strategies:

42) Identifying and highlighting central ideas (s), annotating

43) deciphering unknown words in context using context clues and knowledge of word parts (roots, prefix, suffix)

44) Formulating questions, making predictions, connections, and inferences

45) Analyzing use of and determining meanings of sound devices, figurative language, literary devices, imagery, mood, and tone

- Group Activities –rubric assessed; participation rubric assessed
- Discussion/Oral Questioning ·
- Completion of Homework and In-Class Assignments ·
- Cumulative/End of Unit Assessment

---

Page 62
Curriculum Map for SEVENTH GRADE ELA

Unit 4: Analyzing Craft & Structure in Poetry and Drama and Cumulative Review of All Texts

Suggested Duration: 1 Marking Period

<table>
<thead>
<tr>
<th>Unit Learning Objectives and Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Ideas and Supporting Details:</strong></td>
</tr>
<tr>
<td>46) Explicit</td>
</tr>
<tr>
<td>47) Inferential</td>
</tr>
<tr>
<td>48) Theme development</td>
</tr>
<tr>
<td><strong>Vocabulary in Context:</strong></td>
</tr>
<tr>
<td>49) connotation</td>
</tr>
<tr>
<td>50) denotation</td>
</tr>
<tr>
<td>51) context clues</td>
</tr>
<tr>
<td><strong>Socratic Discussion:</strong></td>
</tr>
<tr>
<td>52) Answer and generate questions about text to</td>
</tr>
<tr>
<td>create a class discussion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Expression:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Interpreting a Poem</em></td>
</tr>
<tr>
<td>• Write a personal responses to poems based on</td>
</tr>
<tr>
<td>various prompts</td>
</tr>
<tr>
<td>• Cite appropriate text-based details to support</td>
</tr>
<tr>
<td>analysis of theme development or thesis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>58) McDougal Littell Literature book: pages 541-622</td>
</tr>
<tr>
<td>59) <em>Ready Common Core Reading Instruction</em> 7</td>
</tr>
<tr>
<td>workbook pages 43-76 and pages 243-256</td>
</tr>
<tr>
<td>60) Text-aligned open-ended prompts</td>
</tr>
<tr>
<td>61) Elements of Poetry notes</td>
</tr>
</tbody>
</table>
### Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Analyze different poetic forms and structures</td>
<td></td>
</tr>
<tr>
<td>- Explain the meanings of words and phrases in a text, including figurative and literary meanings and connotations</td>
<td></td>
</tr>
<tr>
<td>- Describe how an author develops the point of view of the speaker</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate appropriate use of MLA format</td>
<td></td>
</tr>
</tbody>
</table>

#### Assessments:
- Open-ended questions (rubric assessed)
- Essay writing (rubric assessed)
- Group Activities –rubric assessed; participation rubric assessed
  - Discussion/Oral Questioning
  - Completion of Homework and In-Class Assignments

#### Activity resources:
- 66) McDougal Littell *The Language of Literature*: pages 541-622
- 67) *Ready Common Core Reading Instruction 7* workbook pages 43-76 and pages 243-256
- 68) Topic/theme aligned articles from credible sources such as: *Achieve 3000, Study Island, Scholastic, News ELA, People, Teen People*
- 69) Text-aligned open-ended prompts
Curriculum Map for **SEVENTH GRADE ELA**

Unit 4: Analyzing Craft & Structure in Poetry and Drama and Cumulative Review of All Texts  |  Suggested Duration: **1 Marking Period**

### Unit Learning Objectives and Suggested Strategies

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
|   | • Explain the meanings of words and phrases in a text, including figurative and literary meanings and connotations  
• Cite appropriate text-based details to support analysis of theme development or thesis  
• Demonstrate appropriate use of MLA format  |
|   | 70) Elements of Poetry notes  
71) Elements of Drama notes  
72) Graphic organizers  
73) Writing checklists  
74) Portfolio reflection forms  |

**Assessments:**

• Open-ended questions (rubric assessed)  
• Essay writing (rubric assessed)  
• Group Activities –rubric assessed; participation rubric assessed  
• Discussion/Oral Questioning  
• Completion of Homework and In-Class Assignments

**Written Expression:**

*Open-ended questions on general reading comprehension of all texts*

• See above curriculum and review using various texts and prompts for cumulative skill based-assessment of the seventh grade year

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|   | 75) McDougal Littell *The Language of Literature*  
76) McDougal Littell *The Language of Literature*: all unit workbooks/teaching resources  
77) *Ready Common Core Reading Instruction 7* workbook  |

**Assessments:**

...
## Unit 4: Analyzing Craft & Structure in Poetry and Drama and Cumulative Review of All Texts

**Suggested Duration:** 1 Marking Period

### Unit Learning Objectives and Suggested Strategies

- Open-ended questions (rubric assessed)
- Group Activities – rubric assessed; participation rubric assessed
- Completion of Homework and In-Class Assignments

### Unit 4 Summative Common Assessment

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
</table>
| RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, L.7.4L.7.5L.7.6 | Cumulative Review: Reading and Analyzing Various Genres EBSR (Evidence Based Selected Response) Test
Students’ knowledge of literary, poetic, dramatic, informational, and argumentative texts will be assessed through an EBSR (Evidence Based Selected Response) test. Questions will focus on skills accumulated throughout the seventh grade year. |

### Unit 4 Standards

#### New Jersey Career Readiness Practices


#### New Jersey Technical Standards

[http://www.state.nj.us/education/aps/cccs/tech/](http://www.state.nj.us/education/aps/cccs/tech/)
Curriculum Map for **SEVENTH GRADE ELA**

| Unit 4: Analyzing Craft & Structure in Poetry and Drama and Cumulative Review of All Texts | Suggested Duration: **1 Marking Period** |

### Unit 4 Standards

<table>
<thead>
<tr>
<th>See Unite Content Knowledge/Standards Above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Instructional practices and experiences will reflect the needs of all students, including: special education students, English Language learners, students at risk of school failure, and gifted students. Modifications will be made to provide every student the opportunity for purposeful and meaningful learning experiences. Listed below are relevant modifications, accommodations, and teaching strategies to assist teachers in providing optimal instructional practices based on individual needs.

MODIFICATIONS

- Provide alternative text at student’s academic level
- Use supplemental materials such as: Quizlet, cell phones, iPad, packets, calculator, flashcards, Kahoot, computers
- Modify curriculum in collaboration with special education teacher
- Modify homework/classwork expectations
- Modify worksheets
- Extra credit options
- Hands-on projects as alternative to pencil and paper testing
- Allow for use of assistive technology
- Limit multiple choice options on tests
- Improve font/spatial organization of test (e.g. place questions/word banks/directions in visually designated fields, limit number of questions per page, vary font or size when task demand changes)
- Plan out projects with a clear first step to provide an entry point for getting started
- Provide a model for final outcome of long term projects
- Modify test format
- Modify test content
- Allow learner to provide responses to test/quizzes orally
- For open ended response, allow student to make corrections on test for additional credit
- Allow open book tests/open note tests
- Allow text to speech
- Reduce reading; offer alternatives such as: audible books
- Limit oral reading unless student volunteers
- Allow student to restate word problems in his or her own way
- Provide the student with pictures/objects to stimulate story development
- Modify writing requirements
- Reduce length of assignments
- Reduce the amount of expected work, and gradually increase it as the student completes assignments
- Rewrite material at an appropriate reading level
- Have learner create “test” questions concerning a passage or story that was read in order to assist with focus on key elements
• Allow student to write on tests
• Test for recognition rather than recall of facts
• Teach memory strategies (chunking, verbal rehearsal, visual imagery)
• Provide vocabulary word bank
• Take effort into consideration when grading
• Modify grade determined through collaboration with special education teacher
• Do not penalize for handwriting
• Should the learner experience difficulty copying from board or completing scantron sheets modifications should be used
• Allow for an alternative to computer based tests (e.g. paper copy, oral responses)
• Allow spelling errors
• List steps and procedures for multi-step problems and algorithms
• Weigh daily work higher than tests for students who struggle with test taking
• Provide transition words for writing tasks
• Limit the number of formulas to be memorized for assessments or provide formulas on tests
• Use graph paper to aid in aligning numbers/math problems
• Reduce essay questions/Reduce required response for essay questions (e.g. instead of 5-7 sentences they can answer in 4)
• Grade Pass/Fail
• Grade for completion not correctness
• Develop behavior contract in collaboration with special education teacher and CST
• Chart student progress of behavioral goal

ACCOMMODATIONS
• In-class resource support
• Allow for small group instruction
• Allow for use of calculator
• Allow use of technology to record homework
• Allow use of technology to complete work (e.g. computer, iPad, cell phone, internet, etc.)
• Provide large print textbook
• Allow use of manipulatives
• Allow use of spell check
• Provide step by step directions and check for understanding
• Provide preferential seating, where the student learns best
• Provide graphic organizers
• Alternate setting for testing
• Allow additional response time for response
• Allow extra time for projects
• Allow extra time for tests
• Allow extra time for quizzes
• Allow extra time for written work
• Allow extra time to complete labs
• Provide closed captioning on videos
• Read directions aloud
• Pace long term tasks
• Provide a checklist for long, detailed tasks
• Provide copy of notes
• Provide prior notice of tests
• Provide study guide for tests
• Provide study guide for quizzes
• Encourage note taking during reading
• Rephrase/Simplify test questions, directions, expectations etc.
• Have students highlight key words and directions on worksheets/agendas/assignments/tests
• Use post-it notes for organization/reminders/study materials
• Provide extra space on papers/ Reduce the number of topics per page
• Provide homework folder
• Utilize color coded folders
• Assist learner with organization and gradually reduce assistance as the student becomes more independent
• Monitor student’s agenda book
• Monitor organization of student’s notebook
• Provide an extra set of books for home
• Allow learner to audit course/allow for inclusion opportunities
• Provide 1 to 1 reminders
• Provide opportunities for movement/activity change
• Collect baseline behavioral data
• Provide breaks between tasks
• Cue learner
• Provide daily feedback regarding learner behavior
• Use proximity and touch control to cue student
TEACHING STRATEGIES

- Relate what is learned to real life/Career ready goals
- Provide visual as a supplement
- State expectation clearly
- Present realistic expectations to the learner and teach to increase independent skills
- Analyze individual strengths and weaknesses (read students IEP)
- Teach skills where they will be used in natural settings (in natural situations and across all settings)
- Teach students to make predictions concerning stories and text
- Provide positive reinforcement
- Set or post classroom rules
- Provide 1 to 1 oral reminders
- Monitor learner progress
- Monitor/Check work in progress
- Utilize computer assisted instruction
- Utilize multimedia instruction (e.g. internet, audible.com, summary notes, supplementary films, books on tape, etc.)
- Provide concrete examples prior to teaching abstract concepts
- Provide due dates for assignments/projects etc.
- Post homework daily
- Post long term assignments to accessible areas (e.g. calendar/Portal/Teacher Website/remind.com, etc.)
- Always display goals and objectives at the start of the lesson
- Display key vocabulary
- Provide extra/drill practice
- Use facial clues/gestures
- Supervise structured social interactions (e.g. labs, cooperative learning, peer groups)
- Respect the learners’ personal space
- Designate a “cooling off” location within the classroom/outside the classroom
- Avoid confrontational techniques
- Provide student with alternatives
- Use praise generously
- Ignore minor annoying behaviors
- Monitor levels of tolerance and be mindful of signs of frustration
- Speak privately, without the audience of peers, to student about inappropriate behavior
- Minimize situations that the student may perceive as embarrassing
• Encourage student to accept responsibility for behavior
• Highlight key words
• Provide immediate feedback
• Provide lecture notes
• Use manipulatives
• Use Mimed clues
• Utilize Mnemonics
• Monitor student progress
• Provide a multisensory approach
• Provide number lines
• Utilize personal examples
• Utilize visual aids such as charts and graphs
• Pre-teach content/familiarize student with new vocabulary before beginning a lesson
• Provide models, demonstration, and examples
• Vary teaching formats (large group, small group, and one-to-one)
• Pair a preferred activity with a non-preferred activity
• Maintain contact with parents
• Be consistent regarding consequences
• Repeat instructions
• Review directions
• Provide review sessions prior to testing
• Allow student opportunities to restate information
• Provide visual reinforcement
• Provide visual reminders
• Utilize cooperative groups
Bibliography

Resources that support the suggested activities in this curriculum are listed below.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
GRADE 8 ELA CURRICULUM

Written by:

Lynnelle DeCicco
Maria Lidondici
### Unit Goals and Pacing Guide for 8th Grade English Language Arts

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Goals</th>
<th>Recommended Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Informational</td>
<td>Find and comprehend relevant information in text; make connections with text; recognize text structure; write informative/explanatory essays/open-ended responses; develop appropriate vocabulary and grammar for grade level</td>
<td>1 marking period</td>
</tr>
<tr>
<td>2 Elements of Literature/Narrative</td>
<td>Identify and analyze plot stages, theme, and conflict in literature; use writing process to develop narratives; develop appropriate vocabulary and grammar for grade level</td>
<td>1 marking period</td>
</tr>
<tr>
<td>3 Elements of Literature/Literary Analysis</td>
<td>Develop strategies to analyze literary elements and to make inferences; construct compare/contrast essay; develop appropriate vocabulary and grammar for grade level</td>
<td>1 marking period</td>
</tr>
<tr>
<td>4 Argument and Persuasion</td>
<td>Write clear argumentative essays citing evidence from texts to support; analyze various types of nonfiction; develop appropriate vocabulary and grammar for grade level</td>
<td>1 marking period</td>
</tr>
</tbody>
</table>
## Curriculum Map for 8th Grade English Language Arts

### Unit 1: Informational

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Resources and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, SL.8.6</td>
<td><strong>Text Features:</strong>&lt;br&gt;Use text features to locate and comprehend information.&lt;br&gt;Interpret and evaluate graphic aids.&lt;br&gt;Interpret how events and information are presented.&lt;br&gt;Identify form and characteristics of articles.&lt;br&gt;<strong>Close Reading:</strong>&lt;br&gt;Applying close-reading skills to non-fiction reading selections, students will identify main idea and supporting details, summarize main idea in an article, identify text features to comprehend information, distinguish between fact and opinion, and identify author’s purpose.&lt;br&gt;Introduce Achieve 3000’s 5-Step Literacy Routine to the students. Assign McDougal Littell Literature Unit 8 – “Spiderman – Behind Spider-Man”; “Over the Top: The True Adventures of a Volcano Chaser”; “Interview with a Songcatcher”; “Media Study: News Reports”; “Kabul’s Singing Sensation”; “Robo Legs/Eureka: Scientific Twists of Fate”; Reference pages R3 – R19.&lt;br&gt;McDougal Littell Resource Manager Unit 8&lt;br&gt;Achieve 3000 – various articles&lt;br&gt;Play: “Diary of Anne Frank”&lt;br&gt;Novel: Anne Frank: The Diary of a Young Girl&lt;br&gt;<strong>On-line Resources:</strong>&lt;br&gt;Student News Daily – “Daily News Article”&lt;br&gt;Newsela&lt;br&gt;<strong>Assessments:</strong> Reading comprehension questions with textual evidence&lt;br&gt;Non-fiction and informational text questions and open-ended writing (open-ended writing will be assessed using a rubric)</td>
<td></td>
</tr>
<tr>
<td>Unit 1: Informational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Open-Ended Response/Textual Evidence:</td>
<td>Project/Group Activity— assessed using a rubric</td>
<td></td>
</tr>
<tr>
<td>Using non-fiction articles, students independently complete activities: annotate text and answer open-ended questions citing supporting textual evidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review parenthetical citation format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will answer open-ended responses in writing and use textual evidence to support their answers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Curriculum Map for 8th Grade English Language Arts

### Unit 1: Informational

<table>
<thead>
<tr>
<th>Suggested Duration: 1 Marking Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will take a reading comprehension test on the text.</strong></td>
</tr>
<tr>
<td><strong>Students will read an approved non-fiction book of their choice and complete a presentation/project on it.</strong></td>
</tr>
</tbody>
</table>

### The Writing Process:

**Informative/Explanatory Essay:**

- Using the writing process and the traits of writing, students will write informative and explanatory essays and open-ended responses.
- Discuss format of response and rubric.
- Discuss grammar in writing (no contractions, subject verb agreement, subject pronoun agreement, parallelism, vivid verb use, proper in-text citation, use of present tense).
- Provide examples, hand-outs and activities to clarify.

- McDougal Littell Literature textbook
- Language Network textbook
- Diagnostic writing assignment and format, essay outline, peer editing activity
- Theme activity
- Writing Prompt
- Essay Outline
- Writing Rubric
- Grammar hand-outs and activities
- Online Student Writing Handbook
<table>
<thead>
<tr>
<th>3</th>
<th>Vocabulary in Context:</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.8.1. L.8.2. L.8.3. L.8.4. L.8.5. L.8.6</td>
<td>Using context clue strategies to identify unknown words, students will familiarize themselves with the resource-appropriate vocabulary. Students will distinguish between connotation and denotation. Identify prefixes, suffixes, and roots to help identify unknown words in context.</td>
</tr>
</tbody>
</table>

**Activity resources:** Vocabulary Workshop workbook, textbook, articles/stories, Quizlet

**Cumulative Test Assessments:** Homework assignments (Use vocabulary words in a compound/complex sentence/story.), quizzes for each unit, unit/cumulative test
Unit 1 Summative Common Assessment

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
</table>
| RI.8.1. RI.8.2 RI.8.3. RI.8.4. RI.8.5. RI.8.6. | Reading Comprehension Test  
Students’ knowledge of text(s) will be assessed through a test. Students will demonstrate mastery of text features, vocabulary in context, and comprehension of information.  
Quarterly 1 *Voices of the Mills* |
| W.8.2. W.8.4. W.8.5. W.8.6. SL.8.6 | Students will understand the writing terminology that will be used in 8th grade ELA and implement the strategies in their writing. Students will be able to write a cohesive essay and use textual evidence to support their writing. Students will be assessed based on a rubric.  
Quarterly 1 *Voices of the Mills* |
| L.8.1. L.8.2. L.8.3. L.8.4. L.8.5. L.8.6 | Vocabulary quizzes: questions will focus on definitions, root words, completing the sentences, synonyms, antonyms, analogies and true and false questions. |

Unit 1 Standards

**New Jersey Career Readiness Practices**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP1.</td>
<td>Act as a responsible and contributing citizen and employee.</td>
</tr>
<tr>
<td>CRP2.</td>
<td>Apply appropriate academic and technical skills.</td>
</tr>
<tr>
<td>CRP4.</td>
<td>Communicate clearly and effectively and with reason.</td>
</tr>
<tr>
<td>CRP8.</td>
<td>Utilize critical thinking to make sense of problems and persevere in solving them.</td>
</tr>
<tr>
<td>CRP9.</td>
<td>Model integrity, ethical leadership, and effective management.</td>
</tr>
</tbody>
</table>
## Curriculum Map for 8th Grade English Language Arts

<table>
<thead>
<tr>
<th>Unit 1: Informational</th>
<th>Suggested Duration: 1 Marking Period</th>
</tr>
</thead>
</table>

### Unit 1 Standards

- CRP11. Use technology to enhance productivity.

### New Jersey Technical Standards

- [http://www.state.nj.us/education/aps/cccs/tech/](http://www.state.nj.us/education/aps/cccs/tech/)
## Curriculum Map for 8th Grade English Language Arts

### Unit 2: Elements of Literature/Narrative

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Strategies with Resources, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10, SL.8.6.</td>
<td><strong>Elements of Plot:</strong>&lt;br&gt;Students will define selected vocabulary from the text (Words to Know) and create sentences for words.&lt;br&gt;&lt;br&gt;Vocabulary activities with words from the text – completing the sentences; context clues.&lt;br&gt;&lt;br&gt;Students will have a pre-writing activity to complete based on the themes of the text.&lt;br&gt;&lt;br&gt;Read and annotate story for themes, types of conflict, figurative language, elements of plot.&lt;br&gt;&lt;br&gt;<strong>Characterization:</strong>&lt;br&gt;Discuss methods of characterization.&lt;br&gt;&lt;br&gt;Students will chart and find examples within text to support</td>
<td>McDougal Littell Literature Unit 1: “Raymond’s Run”; “Clean Sweep”; “The Tell-Tale Heart”; “The Hitchhiker”; Reference Section&lt;br&gt;&lt;br&gt;McDougal Littell Resource Manager Unit 1&lt;br&gt;&lt;br&gt;Achieve 3000 – various articles&lt;br&gt;&lt;br&gt;On-line Resources:&lt;br&gt;&lt;br&gt;Student News Daily – “Daily News Article”&lt;br&gt;&lt;br&gt;Newsela&lt;br&gt;&lt;br&gt;Novels: The Contender, The Outsiders&lt;br&gt;&lt;br&gt;Vocabulary for stories (Words To Know) activities&lt;br&gt;&lt;br&gt;Review games – Kahoot!</td>
</tr>
</tbody>
</table>

### Assessment:
<table>
<thead>
<tr>
<th>Unit Learning Objectives and Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>characterization of main character</strong> (ex. Cherry Valance). <strong>Textual Evidence:</strong> Students will answer reading comprehension questions for stories and cite evidence from the stories to support their answers. <strong>Literature Circle:</strong> Students will analyze an assigned section of literature as a group. Students will be assigned jobs within the group (ex. Locate important and significant passages, locating vocabulary and creating new sentences, summarizing the reading, analyzing character roles, developing discussion questions.) Students will prepare a presentation of their parts to discuss with the class.</td>
</tr>
<tr>
<td>Unit Learning Objectives and Suggested Strategies</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Close Reading:</td>
</tr>
<tr>
<td>Students will read informational non-fiction text paired with each story and answer questions about the reading.</td>
</tr>
<tr>
<td>Socratic Seminar:</td>
</tr>
<tr>
<td>Students will generate questions about the literature and ask the class questions to create a class discussion.</td>
</tr>
<tr>
<td>Open-Ended Response/Textual Evidence:</td>
</tr>
<tr>
<td>Students will provide evidence from the text to support their answer choices and answer open-ended responses in writing and use textual evidence to support their responses.</td>
</tr>
<tr>
<td>Unit Learning Objectives and Suggested Strategies</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>After all short stories have been read and discussed, review all texts and test on all stories.</td>
</tr>
<tr>
<td>Students will read an approved mystery fiction book of their choice and complete a presentation/project on it.</td>
</tr>
</tbody>
</table>

### The Writing Process:

#### Narrative:

Using the writing process and the traits of writing, students will write narratives and open-ended responses.

Review the elements of a narrative: figurative language, dialogue that advances the plot, and point-of-view.

#### Writing Prompt

Diagnostic writing assignment and format, narrative outline, peer editing activity

Writing Rubric

Grammar hand-outs and activities

Online Student Writing Handbook

McDougal Littell Literature textbook

Language Network textbook
### Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>3</th>
<th>L.8.1. L.8.2. L.8.3. L.8.4. L.8.5. L.8.6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary in Context:</strong></td>
<td><strong>Activity resources:</strong> Vocabulary Workshop workbook, textbook, articles/stories, Quizlet</td>
</tr>
<tr>
<td>Using context clue strategies to identify unknown words, students will familiarize themselves with the resource-appropriate vocabulary.</td>
<td><strong>Cumulative Test Assessments:</strong> Homework assignments (Use vocabulary words in a compound/complex sentence/story.), quizzes for each unit, unit/cumulative test</td>
</tr>
</tbody>
</table>

- Review verbs and parts of speech.
- Discuss format of response and rubric.
- Discuss grammar in writing (no contractions, subject verb agreement, subject pronoun agreement, parallelism, vivid verb use, proper in-text citation, use of present tense).
- Provide examples, hand-outs and activities to clarify.
<table>
<thead>
<tr>
<th>Unit Learning Objectives and Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will distinguish between connotation and denotation.</td>
</tr>
<tr>
<td>Identify prefixes, suffixes, and roots to help identify unknown words in context.</td>
</tr>
</tbody>
</table>
### Unit 2 Summative Common Assessment

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
</table>
| **RL.8.1. RL.8.2. RL.8.3. RL.8.4. RL.8.5. RL.8.6. RL.8.7. RL.8.9. RL.8.10.** | Reading Comprehension Test  
Students’ knowledge of short stories will be assessed through a test. Questions will focus on plot elements, setting, characterization, conflict, figurative language, vocabulary in context, themes and point of view.  
Quarterly #2 – *The Coffee Cup/Swordfish* |
| **W.8.3. W.8.4. W.8.5. W.8.6. SL.8.6** | Students will demonstrate understanding of the narrative writing process is used in 8th grade ELA by implementing the strategies in their writing. Students will be able to write a cohesive narrative and use textual evidence to support their writing. Students will be assessed based on a rubric.  
Quarterly #2 – *The Coffee Cup/Swordfish* |
| **L.8.1. L.8.2. L.8.3. L.8.4. L.8.5. L.8.6** | Vocabulary quizzes: questions will focus on definitions, root words, completing the sentences, synonyms, antonyms, analogies and true and false questions. |
## Unit 2 Standards

### New Jersey Career Readiness Practices

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP1</td>
<td>Act as a responsible and contributing citizen and employee.</td>
</tr>
<tr>
<td>CRP2</td>
<td>Apply appropriate academic and technical skills.</td>
</tr>
<tr>
<td>CRP4</td>
<td>Communicate clearly and effectively and with reason.</td>
</tr>
<tr>
<td>CRP6</td>
<td>Demonstrate creativity and innovation.</td>
</tr>
<tr>
<td>CRP8</td>
<td>Utilize critical thinking to make sense of problems and persevere in solving them.</td>
</tr>
<tr>
<td>CRP9</td>
<td>Model integrity, ethical leadership, and effective management.</td>
</tr>
<tr>
<td>CRP11</td>
<td>Use technology to enhance productivity.</td>
</tr>
</tbody>
</table>

### New Jersey Technical Standards

[http://www.state.nj.us/education/aps/cccs/tech/](http://www.state.nj.us/education/aps/cccs/tech/)
### Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Strategies with Resources, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inference/Setting/Mood:</td>
<td>Students will make inferences about characters, analyze setting and the way in which setting affects the plot, identify and analyze mood and imagery, identity and analyze theme.</td>
<td>McDougal Littell Literature Units 2 and 3: “Flowers for Algernon”; “Rules of the Game”; “John Henry”; “The Drummer Boy of Shiloh”; “The Monkey’s Paw”; “Going Where I’m Coming From”; “The Story of an Eyewitness/Letter from New Orleans: Leaving Desire”; “Gil’s Furniture Bought and Sold”; “Pandora’s Box” Reference Section</td>
</tr>
<tr>
<td>Characterization:</td>
<td>Discuss methods of characterization. Students will chart and find examples within text to support characterization of main character (ex. Charlie Gordon).</td>
<td>McDougal Littell Resource Manager Units 2 and 3 Achieve 3000 – various articles Novel: That Was Then, This Is Now, Nothing But the Truth, Flowers for Algernon</td>
</tr>
<tr>
<td>SL.8.6. RL.8.1. RL.8.2. RL.8.3. RL.8.4. RL.8.5. RL.8.6. RL.8.7. RL.8.9. RL.8.10</td>
<td>Students will read informational non-fiction text paired with each story and answer questions about</td>
<td>On-line Resources: Student News Daily – “Daily News Article” Newsela</td>
</tr>
</tbody>
</table>

**Assessment:**

Reading comprehension questions with textual evidence and open-ended writing (open-ended writing will be assessed using a rubric).

Project/Group Activity – assessed using a rubric
### Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will provide evidence from the text to support their answer choices.</td>
<td>Open-Ended Response/Textual Evidence:</td>
</tr>
<tr>
<td>Students will answer open-ended responses in writing and use textual evidence to support.</td>
<td></td>
</tr>
<tr>
<td>Students will take a reading comprehension test on text.</td>
<td></td>
</tr>
<tr>
<td>Students will read an approved fiction book of their choice and complete a presentation/project on it.</td>
<td></td>
</tr>
</tbody>
</table>
## Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>2</th>
<th>The Writing Process/Compare/Contrast Essay:</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.8.2. W.8.4. W.8.5. W.8.6. SL.8.6.</td>
<td>Using the writing process and the traits of writing, students will write compare/contrast essays.</td>
</tr>
<tr>
<td></td>
<td>Review essay format, writing objective, and text examples.</td>
</tr>
<tr>
<td></td>
<td>Discuss format of response and rubric.</td>
</tr>
<tr>
<td></td>
<td>Discuss grammar in writing (no contractions, subject verb agreement, subject pronoun agreement, parallelism, vivid verb use, proper in-text citation, use of present tense).</td>
</tr>
</tbody>
</table>

|  | Comparative Charts |
|  | Characterization Charts |
|  | Comparative Writing Format |
|  | Characterization Writing Format |
|  | essay outlines |
|  | rubric |
|  | Grammar hand-outs and activities |
|  | Online Student Writing Handbook |

**Assessments:** - Comparative Essay/Characterization Essay – assessed using rubric
<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.8.1. L.8.2. L.8.3. L.8.4. L.8.5. L.8.6</td>
<td>Provide examples, hand-outs, and activities to clarify.</td>
</tr>
<tr>
<td><strong>Vocabulary in Context:</strong></td>
<td></td>
</tr>
<tr>
<td>Using context clue strategies to identify unknown words, students will familiarize themselves with the resource-appropriate vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Students will distinguish between connotation and denotation.</td>
<td></td>
</tr>
<tr>
<td>Identify prefixes, suffixes, and roots to help identify unknown words in context.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity resources:** *Vocabulary Workshop* workbook, textbook, articles/stories, *Quizlet*

**Cumulative Test Assessments:** Homework assignments (Use vocabulary words in a compound/complex sentence/story.), quizzes for each unit, unit/cumulative test
## Unit 3 Summative Common Assessment

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
</table>
| RL.8.1. RL.8.2. RL.8.3. RL.8.4. RL.8.5. RL.8.6. RL.8.7. RL.8.9. RL.8.10 | Reading Comprehension Test  
Students’ knowledge of short stories will be assessed through a test. Questions will focus on setting, characterization, conflict, figurative language, vocabulary in context, themes and point of view.  
Quarterly #3 – “A Year Down Under” and “Luke Baldwin’s Vow” |
| W.8.2. W.8.4. W.8.5. W.8.6. SL.8.6. | Students will demonstrate understanding of the compare/contrast writing process used in 8th grade ELA by implementing appropriate strategies in their writing. Students will be able to write a cohesive compare and contrast essay and use textual evidence to support their writing. Students will be assessed based on a rubric.  
Quarterly #3 – “A Year Down Under” and “Luke Baldwin’s Vow” |
| L.8.1. L.8.2. L.8.3. L.8.4. L.8.5. L.8.6 | Vocabulary quizzes: questions will focus on definitions, root words, completing the sentences, synonyms, antonyms, analogies and true and false questions. |
## Unit 3 Standards

### New Jersey Career Readiness Practices

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP1.</td>
<td>Act as a responsible and contributing citizen and employee.</td>
</tr>
<tr>
<td>CRP2.</td>
<td>Apply appropriate academic and technical skills.</td>
</tr>
<tr>
<td>CRP4.</td>
<td>Communicate clearly and effectively and with reason.</td>
</tr>
<tr>
<td>CRP8.</td>
<td>Utilize critical thinking to make sense of problems and persevere in solving them.</td>
</tr>
<tr>
<td>CRP9.</td>
<td>Model integrity, ethical leadership, and effective management.</td>
</tr>
<tr>
<td>CRP11.</td>
<td>Use technology to enhance productivity.</td>
</tr>
</tbody>
</table>

### New Jersey Technical Standards

[http://www.state.nj.us/education/aps/cccs/tech/](http://www.state.nj.us/education/aps/cccs/tech/)
## Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>Content Knowledge/Standards</th>
<th>Applicative Knowledge/Activities</th>
<th>Suggested Strategies with Resources, Assessments</th>
</tr>
</thead>
</table>
| **1 RI.8.1. RI.8.2. RI.8.3  
  RI.8.4.RI.8.5.RI.8.6.  
  RI.8.7.RI.8.8.RI.8.9.** | **Argumentative/Persuasive Informational Text:**  
  Students will read informational non-fiction paired text and answer questions about the reading.  
  **Open-Ended Response:**  
  Students will answer open-ended responses in writing and use textual evidence to support.  
  Students will take a reading comprehension test on text. | McDougal Littell Literature Textbook: “Zoos: Myth and Reality/Zoos Connect us to the Natural World”; “Media Study: Movie Ad Campaign”; “Position on Dodgeball in Physical Education/The Weak Shall Inherit the Gym”; “The Sanctuary of School”; “Educating Sons/The First Americans”; “St. Crispán’s Day Speech”  
  McDougal Littell Literature Reference Section  
  McDougal Littell Resource Manager Unit 9  
  Achieve 3000 – various articles  
  **On-line Resources:**  
  Student News Daily – “Daily News Article”  
  Newsela  
  **Assessment:**  
  Reading comprehension questions with textual evidence and open-ended writing (open-ended writing will be assessed using a rubric). |
## Curriculum Map for 8th Grade English Language Arts

### Unit 4: Argument and Persuasion

<table>
<thead>
<tr>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>
| **2** | The Writing Process/Argument/Persuasive Writing:

  - Using the writing process and traits of writing, students will write an argument/persuasive essay.

  - Review essay format, writing objective, and text examples. |
| | Project/Group Activity—assessed using a rubric |

**Suggested Duration:** 1 Marking Period

---

### Unit Learning Objectives and Suggested Strategies

- W.8.1, W.8.4, W.8.5, W.8.6, SL.8.6

- **The Writing Process/Argument/Persuasive Writing:**
  - Using the writing process and traits of writing, students will write an argument/persuasive essay.
  - Review essay format, writing objective, and text examples.

- **McDougal Littell Literature Textbook Reference pgs. R40-41.**
  - McDougal Littell Literature Textbook Unit 10
  - McDougal Littell Standards Lesson Files Book 2 p. 331-372
  - McDougal Littell Resource Manager Unit 9

- **Language Network textbook**
  - Grammar activities (focus on in-text and parenthetical citations).
  - Research paper writing format, essay outlines, rubrics

- **On-line resources:** [www.easybib.com](http://www.easybib.com); [www.noodletools.com](http://www.noodletools.com)

- **Libary Media Databases**
### Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>Research Paper:</th>
<th>Online Student Writing Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the MLA writing format (in-text citations, Works Cited page, formatting paper).</td>
<td>Assessments: research paper or argument/persuasive writing assignment assessed based on rubric</td>
</tr>
<tr>
<td>Discuss how to use online websites to format Works Cited page (ex. <a href="http://www.easybib.com">www.easybib.com</a> or <a href="http://www.noodletools.com">www.noodletools.com</a>).</td>
<td></td>
</tr>
<tr>
<td>Discuss format of paper, rubric.</td>
<td></td>
</tr>
<tr>
<td>Discuss grammar in writing (no contractions, subject-verb agreement, subject pronoun agreement, parallelism, dialogue tags, vivid verb use, proper in-vivid verb use, proper in-text citation, use of present tense) Provide examples, hand-outs and activities to clarify. Discuss use of databases and websites to gain evidence for paper. Conduct</td>
<td></td>
</tr>
</tbody>
</table>
## Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th>Unit Learning Objectives</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>research and complete an essay text citation, use of present tense. Provide examples, hand-outs, and activities to clarify. Discuss use of databases and websites to gain evidence for paper.</td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary in Context:**

Using context clue strategies to identify unknown words, students will familiarize themselves with the resource-appropriate vocabulary. Students will distinguish between connotation and denotation.

**Activity resources:** *Vocabulary Workshop* workbook, textbook, articles/stories, *Quizlet*

**Cumulative Test Assessments:** Homework assignments (Use vocabulary words in a compound/complex sentence/story.), quizzes for each unit, unit/cumulative test.
## Unit Learning Objectives and Suggested Strategies

<table>
<thead>
<tr>
<th></th>
<th>Identify prefixes, suffixes, and roots to help identify unknown words in context.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit 4: Argument and Persuasion

<table>
<thead>
<tr>
<th>Standard Alignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9.</td>
<td>Students’ ability to analyze informational text will be assessed through a test. Questions will focus on author’s purpose, point of view, argument analysis, fact and opinion, and persuasive techniques. Quarterly #4 – “Censorship”</td>
</tr>
<tr>
<td>W.8.1, W.8.4, W.8.5, W.8.6, SL.8.6.</td>
<td>Students will demonstrate understanding of the argumentative/persuasive writing process used in 8th grade ELA by implementing appropriate strategies in their writing. Students will be able to write a cohesive argumentative/persuasive essay and use researched data to support their writing. Students will be assessed based on a rubric. Quarterly #4 – “Censorship”</td>
</tr>
<tr>
<td>L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6</td>
<td>Vocabulary quizzes: questions will focus on definitions, root words, completing the sentences, synonyms, antonyms, analogies and true and false questions.</td>
</tr>
</tbody>
</table>
## Unit 4 Standards

### New Jersey Career Readiness Practices

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP1.</td>
<td>Act as a responsible and contributing citizen and employee.</td>
</tr>
<tr>
<td>CRP2.</td>
<td>Apply appropriate academic and technical skills.</td>
</tr>
<tr>
<td>CRP4.</td>
<td>Communicate clearly and effectively and with reason.</td>
</tr>
<tr>
<td>CRP8.</td>
<td>Utilize critical thinking to make sense of problems and persevere in solving them.</td>
</tr>
<tr>
<td>CRP9.</td>
<td>Model integrity, ethical leadership, and effective management.</td>
</tr>
<tr>
<td>CRP11.</td>
<td>Use technology to enhance productivity.</td>
</tr>
</tbody>
</table>

### New Jersey Technical Standards

[http://www.state.nj.us/education/aps/cccs/tech/](http://www.state.nj.us/education/aps/cccs/tech/)
Instructional practices and experiences will reflect the needs of all students, including: special education students, English Language learners, students at risk of school failure, and gifted students. Modifications will be made to provide every student the opportunity for purposeful and meaningful learning experiences. Listed below are relevant modifications, accommodations, and teaching strategies to assist teachers in providing optimal instructional practices based on individual needs.

**MODIFICATIONS**

- Provide alternative text at student’s academic level
- Use supplemental materials such as: Quizlet, cell phones, iPad, packets, calculator, flashcards, Kahoot, computers
- Modify curriculum in collaboration with special education teacher
- Modify homework/classwork expectations
- Modify worksheets
- Extra credit options
- Hands-on projects as alternative to pencil and paper testing
- Allow for use of assistive technology
- Limit multiple choice options on tests
- Improve font/spatial organization of test (e.g. place questions/word banks/directions in visually designated fields, limit number of questions per page, vary font or size when task demand changes)
- Plan out projects with a clear first step to provide an entry point for getting started
- Provide a model for final outcome of long term projects
- Modify test format
- Modify test content
- Allow learner to provide responses to test/quizzes orally
- For open ended response, allow student to make corrections on test for additional credit
- Allow open book tests/open note tests
- Allow text to speech
- Reduce reading; offer alternatives such as: audible books
- Limit oral reading unless student volunteers
- Allow student to restate word problems in his or her own way
- Provide the student with pictures/objects to stimulate story development
- Modify writing requirements
- Reduce length of assignments
- Reduce the amount of expected work, and gradually increase it as the student completes assignments
- Rewrite material at an appropriate reading level
- Have learner create “test” questions concerning a passage or story that was read in order to assist with focus on key elements
• Allow student to write on tests
• Test for recognition rather than recall of facts
• Teach memory strategies (chunking, verbal rehearsal, visual imagery)
• Provide vocabulary word bank
• Take effort into consideration when grading
• Modify grade determined through collaboration with special education teacher
• Do not penalize for handwriting
• Should the learner experience difficulty copying from board or completing scantron sheets modifications should be used
• Allow for an alternative to computer based tests (e.g. paper copy, oral responses)
• Allow spelling errors
• List steps and procedures for multi-step problems and algorithms
• Weigh daily work higher than tests for students who struggle with test taking
• Provide transition words for writing tasks
• Limit the number of formulas to be memorized for assessments or provide formulas on tests
• Use graph paper to aid in aligning numbers/math problems
• Reduce essay questions/Reduce required response for essay questions (e.g. instead of 5-7 sentences they can answer in 4)
• Grade Pass/Fail
• Grade for completion not correctness
• Develop behavior contract in collaboration with special education teacher and CST
• Chart student progress of behavioral goal

ACCOMMODATIONS
• In-class resource support
• Allow for small group instruction
• Allow for use of calculator
• Allow use of technology to record homework
• Allow use of technology to complete work (e.g. computer, iPad, cell phone, internet, etc.)
• Provide large print textbook
• Allow use of manipulatives
• Allow use of spell check
• Provide step by step directions and check for understanding
• Provide preferential seating, where the student learns best
• Provide graphic organizers
• Alternate setting for testing
• Allow additional response time for response
• Allow extra time for projects
• Allow extra time for tests
• Allow extra time for quizzes
• Allow extra time for written work
• Allow extra time to complete labs
• Provide closed captioning on videos
• Read directions aloud
• Pace long term tasks
• Provide a checklist for long, detailed tasks
• Provide copy of notes
• Provide prior notice of tests
• Provide study guide for tests
• Provide study guide for quizzes
• Encourage note taking during reading
• Rephrase/Simplify test questions, directions, expectations etc.
• Have students highlight key words and directions on worksheets/agendas/assignments/tests
• Use post-it notes for organization/reminders/study materials
• Provide extra space on papers/Reduce the number of topics per page
• Provide homework folder
• Utilize color coded folders
• Assist learner with organization and gradually reduce assistance as the student becomes more independent
• Monitor student’s agenda book
• Monitor organization of student’s notebook
• Provide an extra set of books for home
• Allow learner to audit course/allow for inclusion opportunities
• Provide 1 to 1 reminders
• Provide opportunities for movement/activity change
• Collect baseline behavioral data
• Provide breaks between tasks
• Cue learner
• Provide daily feedback regarding learner behavior
• Use proximity and touch control to cue student
TEACHING STRATEGIES

- Relate what is learned to real life/Career ready goals
- Provide visual as a supplement
- State expectation clearly
- Present realistic expectations to the learner and teach to increase independent skills
- Analyze individual strengths and weaknesses (read students IEP)
- Teach skills where they will be used in natural settings (in natural situations and across all settings)
- Teach students to make predictions concerning stories and text
- Provide positive reinforcement
- Set or post classroom rules
- Provide 1 to 1 oral reminders
- Monitor learner progress
- Monitor/Check work in progress
- Utilize computer assisted instruction
- Utilize multimedia instruction (e.g. internet, audible.com, summary notes, supplementary films, books on tape, etc.)
- Provide concrete examples prior to teaching abstract concepts
- Provide due dates for assignments/projects etc.
- Post homework daily
- Post long term assignments to accessible areas (e.g. calendar/Portal/Teacher Website/remind.com, etc.)
- Always display goals and objectives at the start of the lesson
- Display key vocabulary
- Provide extra/drill practice
- Use facial clues/gestures
- Supervise structured social interactions (e.g. labs, cooperative learning, peer groups)
- Respect the learners’ personal space
- Designate a “cooling off” location within the classroom/outside the classroom
- Avoid confrontational techniques
- Provide student with alternatives
- Use praise generously
- Ignore minor annoying behaviors
- Monitor levels of tolerance and be mindful of signs of frustration
- Speak privately, without the audience of peers, to student about inappropriate behavior
- Minimize situations that the student may perceive as embarrassing
• Encourage student to accept responsibility for behavior
• Highlight key words
• Provide immediate feedback
• Provide lecture notes
• Use manipulatives
• Use Mimed clues
• Utilize Mnemonics
• Monitor student progress
• Provide a multisensory approach
• Provide number lines
• Utilize personal examples
• Utilize visual aids such as charts and graphs
• Pre-teach content/familiarize student with new vocabulary before beginning a lesson
• Provide models, demonstration, and examples
• Vary teaching formats (large group, small group, and one-to-one)
• Pair a preferred activity with a non-preferred activity
• Maintain contact with parents
• Be consistent regarding consequences
• Repeat instructions
• Review directions
• Provide review sessions prior to testing
• Allow student opportunities to restate information
• Provide visual reinforcement
• Provide visual reminders
• Utilize cooperative groups
Bibliography

Resources that support the suggested activities in this curriculum are listed below.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standards (SLS)
Grade 6

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NOTE ON RANGE AND CONTENT OF STUDENT READING

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grade 6

Progress Indicators for Reading Literature

Key Ideas and Details

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Craft and Structure**

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

**Integration of Knowledge and Ideas**

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

RL.6.8. (Not applicable to literature)

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Range of Reading and Level of Text Complexity**

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

**Grade 6**

**Progress Indicators for Reading Informational Text**

**Key Ideas and Details**

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Craft and Structure**
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Integration of Knowledge and Ideas**

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Range of Reading and Level of Text Complexity**

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NOTE ON RANGE AND CONTENT IN STUDENT WRITING

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 6

Progress Indicators for Writing

Text Types and Purposes

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.
B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
D. Establish and maintain a formal/academic style, approach, and form.
E. Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal/academic style, approach, and form.
F. Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
   C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
   D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
   E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
   B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
Range of Writing

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.
New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.
Grade 6

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use
To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Grade 6

Progress Indicators for Language

Conventions of Standard English

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
B. Use intensive pronouns (e.g., myself, ourselves).
C. Recognize and correct inappropriate shifts in pronoun number and person.
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B. Spell correctly.

Knowledge of Language

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
B. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NOTE ON RANGE AND CONTENT OF STUDENT READING

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.
New Jersey Student Learning Standards (SLS)

Grade 7

Progress Indicators for Reading Literature

KEY IDEAS AND DETAILS

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.8. (Not applicable to literature)

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of Text Complexity

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
GRADE 7
Progress Indicators Informational Text

Key Ideas and Details

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NOTE ON RANGE AND CONTENT IN STUDENT WRITING

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 7

Progress Indicators for Writing

Text Types and Purposes

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
   A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
   B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
   D. Establish and maintain a formal style/academic style, approach, and form.
   E. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
   B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
   D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E. Establish and maintain a formal style academic style, approach, and form.
   F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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

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

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

   A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

   B. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.
New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.
Grade 7

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to
use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Grade 7

Progress Indicators for Language

Conventions of Standard English

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a comma to separate coordinate adjectives (e.g., \textit{It was a fascinating, enjoyable movie} but not \textit{He wore an old[,] green shirt}).
B. Spell correctly.

Knowledge of Language

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., \textit{belligerent}, \textit{bellicose}, \textit{rebel}).
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Grade 8**

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

**Anchor Standards for Reading**

**Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NOTE ON RANGE AND CONTENT OF STUDENT READING

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grade 8

Progress Indicators for Reading Literature

KEY IDEAS AND DETAILS

RL.8.1. Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
RL.8.8. (Not applicable to literature)

RL.8.9. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**Range of Reading and Level of Text Complexity**

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

**Grade 8**

**Progress Indicators for Reading Informational Text**

**Key Ideas and Details**

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure**

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Integration of Knowledge and Ideas**

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Range of Reading and Level of Text Complexity**

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NOTE ON RANGE AND CONTENT IN STUDENT WRITING

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 8

Progress Indicators for Writing

Text Types and Purposes

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
D. Establish and maintain a formal style.
E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal style/academic style, approach, and form.
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
   C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
   D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
   E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Range of Writing

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.
New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.
Grade 8

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to
use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
New Jersey Student Learning Standards

Grade 8

Progress Indicators for Language

Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
   B. Form and use verbs in the active and passive voice.
   C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
   B. Use an ellipsis to indicate an omission.
   C. Spell correctly.

Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
   A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. verbal irony, puns) in context.
B. Use the relationship between particular words to better understand each of the words.
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.