

LANGUAGE ARTS
GRADES K-8

THE EWING PUBLIC SCHOOLS
1331 Lower Ferry Road
Ewing, NJ 08618

BOE Approval Date: 9/27/10
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Section 1: Grades K–2: Reading Fiction

Why Is This Unit Important?

Fiction is defined as “something invented by the imagination or feigned, specifically an invented story; fictitious literature such as novels or short stories” (Merriam-Webster). The Big Ideas included in this unit of study are:

- There are many genres of fiction, each with its own identifiable features.
- Fictional stories, short or long, include common literary elements.
- Authors use literary devices and figurative language thoughtfully to convey a particular message in a very specific way. It is important that readers pay careful attention to such wording.

Enduring Understandings

- Works of literature can be categorized into genres and subgenres.
- Works of fiction most often include character, setting, conflict, resolution, and theme/central message.
- Literary device and figurative language are intentionally used by an author to allow a reader to more clearly visualize or become emotionally attached to a story. Words that authors use (i.e. story language) are often different than conversational/spoken language.

Essential Questions

- Why must fiction be approached differently than nonfiction reading? What makes each different?
- Must all fictional pieces follow the same exact format (i.e. the plot pyramid)?
- How does story language (i.e. literary devices, figurative language, etc.) influence the way a story is read and understood?

Acquired Knowledge (Students will know...)

Kindergarten	1 st Grade	2 nd Grade
Fictional stories contain specific literary elements (i.e. character, setting, key events, and problem/solution).	Fictional stories contain specific literary elements (i.e. character, setting, key events, problem/solution, and central message/lesson).	Fictional stories contain specific literary elements (i.e. character, setting, key events, central message, and <i>conflict/resolution</i>).
The author and the illustrator of a text have different roles.	The point of view from which a story, myth, fable or narrative poem is told may change as the work progresses.	The point of view from which a story, myth, fable or narrative poem is told may change as the work progresses.

Kindergarten	1st Grade	2nd Grade
There are many subgenres of fiction including, but not limited to, storybooks, poems, fairy tales, fables, myths, folktales, drama, and realistic stories.	There are many subgenres of fiction including, but not limited to, storybooks, poems, fairy tales, fables, myths, folktales, drama, and realistic stories.	There are many subgenres of fiction including, but not limited to, storybooks, poems, fairy tales, fables, myths, folktales, drama, and realistic stories.
Illustrations/pictures in stories can help a reader to understand the sequence of events and clarify story elements.	Illustrations/pictures in stories can help a reader to understand the characters, events, and settings.	Images and illustrations contribute to and clarify a story.
There is a difference between book language and spoken language.	There is a difference between book language and spoken language.	There is a difference between book language and spoken language.
When retelling a story, one must include main character(s) and key events.	When retelling a story, one must include main character(s), key events, and the central message or lesson.	There is a difference between retelling (i.e. listing of events as they occurred) and paraphrasing (i.e. focusing on only key events).
The adventures of characters can be compared across texts.	The same story is often written by different authors or reflecting different cultures (i.e. Cinderella), each version with its own identifiable features.	Different stories often focus on the same central message or theme (i.e. good vs. evil).
A reader can often make connections between a story and his/her background knowledge or personal experience; he or she must ask questions when the information contradicts his/her previous knowledge.	In addition to activating background knowledge, a reader must ask and answer questions when reading, visualize what he or she is reading, and infer meaning based upon information in the text.	To become an independent reader, one must activate and connect to background knowledge, ask and answer questions, infer and visualize meaning, determine what is important, and summarize and synthesize learning.

Acquired Skills

Kindergarten	1st Grade	2nd Grade
Recognize literary elements when they are presented in a story	Identify literary elements in a story	Identify and explain literary elements included in a story
Utilize a graphic organizer when identifying elements in or extrapolating elements from a fictional story	Utilize a graphic organizer when identifying elements in or extrapolating elements from a fictional story	Utilize a graphic organizer when identifying elements in or extrapolating elements from a fictional story
Explain the role and responsibility of the author and of the illustrator and explain the differences between the two	Identify the narrator of a story, myth, fable, or poem and explain any changes that may take place related to the narrator as the story progresses	Identify the narrator of a story, myth, fable, or poem and explain any changes that may take place related to the narrator as the story progresses
Read works representing the various subgenres of fiction and discuss the characteristics of and distinct differences between each subgenre	Read and respond to questions related to the different characteristics of the various subgenres of fiction (i.e. discuss, reflect, reading journal)	Read and respond to questions related to the different characteristics of the various subgenres of fiction (i.e. discuss, reflect, reading journal)

Kindergarten	1 st Grade	2 nd Grade
Use illustrations or pictures to assist with word decoding, reading comprehension, or predicting	Use illustrations or pictures to more carefully understand a story's characters, the events that occur in the story, and the setting which the story occurs	Use images and illustrations to assist with reading comprehension and to clarify misunderstandings when reading a story
Differentiate between "book language" or the words used by a writer and spoken language used by individuals (i.e. students, friends, etc.)	Differentiate between "book language" or the words used by a writer and spoken language used by individuals (i.e. students, friends, etc.)	Differentiate between "book language" or the words used by a writer and spoken language used by individuals (i.e. students, friends, etc.)
Retell a story including, at least, main characters and key events	Retell a story including, at least, main characters, key events, and the central message or lesson	Differentiate between retelling a story and paraphrasing the events that take place in a story
Compare events that occur across texts	Compare different versions of the same story, specifically focusing on cultural differences	Compare different stories that share the same central message or theme
Connect characters, events, or messages presented in a story to his/her personal experience	Apply reading strategies such as asking questions, visualizing and inferring to enhance one's understanding of a story	Apply reading strategies such as connecting to background knowledge, asking questions, inferring meaning, visualizing, determining importance, and summarizing and synthesizing
Question a text when it differs from what one has experiences or what one knows to be true		

NOTE: Foundational literacy skills are highlighted in a K-3 Scope and Sequence; see Foundational Skills for Literacy Development included in the curriculum.

Benchmark or Major Assessments (Indicate benchmark assessment in parentheses)

- Teacher observation and anecdotal records (Benchmark)
- Group discussion (small or large)
- A variety of student written response (i.e. journals, graphic organizers, etc.)
- Rubric checklists with performance indicators from *The Complete Year in Reading and Writing, K-2* (Scholastic)

Instructional Materials

- Independent reading books
- Guided reading books for small group instruction
- Big Books for mini-lessons and modeling
- Supporting teacher materials
- *Guided Reading: Good First Teaching for All Children* (Fountas and Pinnell)
- *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy* (Fountas and Pinnell)

- *Leveled Book List, K-8+* (Fountas and Pinnell)
- *When Readers Struggle: Teaching that Works for Levels A-N* (Pinnell and Fountas)
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)

Interdisciplinary Connections

- Historical fiction or fantasy books can be connected to discussion or instruction in social studies or science classes.
- Students can work with an art teacher to create a book cover or illustrate a favorite or important scene from a book.

Technology Connections

- Read, Write Think at www.readwritethink.org
 - Provides educators and students access to the highest quality practices and resources in reading and language arts instruction.
- Aaron Shephard's Home Page at www.aaronsherp.com
 - Teachers can download folktales, myths, legends, fables and Readers Theater scripts from diverse cultures
- The American Library Association's Great Websites for Kids at www.ala.org/greatsites
 - ALA lists excellent websites for teacher use as well as for interactive student use
- Clifford the Big Red Dog: Interactive Storybooks at <http://teacher.scholastic.com/clifford1/>
 - Here, students can choose to read a story book independently, they can click on the sound icon to have the story read to them while they follow along, or they can play interactive games such as Letter Match or Concentration.
- Starfall at <http://www.starfall.com/>
 - Starfall.com is a free public service to motivate children to read with phonics. The systematic phonics approach used by Starfall, in conjunction with phonemic awareness practice, is perfect for preschool through second grade students and learners with special needs.
- Story Line Online Sponsored by the Actors Guild at www.storylineonline.net
 - A professional actor or actress reads a picture book aloud, sharing the illustrations. The words of the text appear at the bottom of the screen as the actor reads. Professional actors perform the story as it progresses.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Many websites provide audio readings of books that can be used to support struggling readers or to challenge gifted readers to read books slightly above their independent reading level.'

- Books on tape or CD for to support auditory learners. For books not available on tape, teachers or student volunteers (i.e. gifted readers) can always read a nonfiction book or passage onto a tape for others to listen to as they read along.
- Story Line Online (www.storylineonline.net) provides support to the auditory and visual learner, while entertaining an audience. Such performances support struggling readers.
- Selecting books for guided reading groups carefully will provide differentiation for students. Supporting students when they self-select novels will provide differentiation as well. Books must be chosen to align with student reading levels, instructional or independent, as determined by the most recent DRA administration. This practice supports both struggling and gifted learners.

List of Applicable 2010 Common Core State Standards for English Language Arts

Kindergarten	1st Grade	2nd Grade
Reading Standards for Literature RL.K.3; RL.K.5; RL.K.6; RL.K.7; RL.K.9; RL.K.10	Reading Standards for Literature RL.1.3; RL.1.5; RL.1.6; RL.1.7; RL.1.9; RL.1.10	Reading Standards for Literature RL.2.2; RL.2.3; RL.2.5; RL.2.6; RL.2.7; RL.2.9; RL.2.10
Language Standards LS.K.6	Language Standards LS.1.6	Language Standards LS.2.3a; LS.2.6

Teacher Conference Notes and Anecdotal Records

Date of Meeting	Student's Name	Book Title and Level	Behaviors Observed

NOTES:

Section 2: Grades K–2: Reading Non-Fiction

Why Is This Unit Important?

- Nonfiction texts include, but are not limited to: magazines, newspapers, feature articles, posters, poetry, nonfiction picture books, and trade books.
- The organizational structure of a nonfiction text (i.e. text features) provides needed information and is helpful to a reader.
- The skills required to read a nonfiction text differ from those required to read fiction.
- In order for one to become an independent reader of nonfiction, one must read actively.

Enduring Understandings:

Students will understand that...

- “Non-fiction books are a way to explore interests, passions, and questions” (Allyn & McNally, *The Complete Year in Reading and Writing—Kindergarten*).
- Each genre of nonfiction is organized differently, serves a different purpose and is intended for a specific audience.
- Utilizing the organizational structure of a nonfiction text will help a reader to more fully understand the text and will provide opportunities for the reader to navigate the text more easily.
- Reading nonfiction requires a different skill-set than reading fiction. True comprehension of nonfiction requires a reader to understand the text beyond factual recall. “True understanding happens when readers merge their thinking with the text, ask questions, draw inferences, think about what’s important, and summarize and synthesize” (Harvey and Goudvis, *The Comprehension Toolkit*).
- In order for true understanding of a nonfiction text to occur, active reading must occur (i.e. graphic organizers).

Essential Questions

- What skills are required to read a nonfiction text? How do those skills differ from genre to genre?
- How do the skills required to read nonfiction differ from those required to read fiction? Why are they different?
- How does one become an independent reader of nonfiction? How does one develop the skills do to so?

Acquired Knowledge (The students will know...)

Kindergarten	1st Grade	2nd Grade
There are differences between fiction and non-fiction texts. Fictional stories are imaginary, while nonfiction refers to real events or episodes.	Nonfiction texts provide facts and are organized differently than fictional texts (i.e. headings, labels, table of contents, photographs, index, captions, and glossary).	Nonfiction texts provide facts and can be used by a reader to obtain information related to a specific topic or to answer a specific question.
There are various subgenres of nonfiction texts including, but not limited to, biographies, autobiographies, books about history, social studies, science, and the arts, and digital media sources on a range of topics.	There are various subgenres of nonfiction texts including, but not limited to, biographies, autobiographies, books about history, social studies, science, and the arts, and digital media sources on a range of topics.	There are various subgenres of nonfiction texts including, but not limited to, biographies, autobiographies, books about history, social studies, science, and the arts, and digital media sources on a range of topics.
Nonfiction text features (i.e. photographs, realistic illustrations, bold words, labels, and simple diagrams) provide additional information for a reader.	In addition to the Kindergarten knowledge, students will understand the purpose of various nonfiction text features: headings, labels, table of contents, photographs, index, captions, and glossary.	In addition to the K-1 knowledge, students will understand the purpose of various non-fiction text features: bold print, sidebars, headings, table of contents, icons, and electronic menus.
A non-fiction text has a main topic and a main idea.	A non-fiction text has a main topic, main idea, and key details.	Multi-paragraph nonfiction texts have a main focus, and each paragraph within the text has its own focus/main idea.
A reader can often make connections between a nonfiction text and his/her background knowledge; he or she must ask questions when the information contradicts his/her previous knowledge.	In addition to activating background knowledge, a reader must ask and answer questions when reading, visualize what he or she is reading, and infer meaning based upon information in the text.	To become an independent reader of nonfiction, one must activate and connect to background knowledge, ask and answer questions, infer and visualize meaning, determine what is important, and summarize and synthesize learning.

Acquired Skills

Kindergarten	1st Grade	2nd Grade
Differentiate between fiction and nonfiction texts.	Differentiate between fiction and nonfiction texts, focusing on the organization the text and text features.	Use nonfiction texts to find information on a specific topic or question.
Read a variety of genres of nonfiction (i.e. read aloud, shared reading, independent reading, etc.)	Read a variety of genres of nonfiction (i.e. read aloud, shared reading, independent reading, etc.)	Read a variety of genres of nonfiction (i.e. read aloud, shared reading, independent reading, etc.)
Identify text features and use them to obtain information and aid in reading comprehension.	Explain the purpose of various nonfiction text features and use text features to aid in reading comprehension.	Explain the purpose of various nonfiction text features and use text features to aid in reading comprehension.

Kindergarten	1 st Grade	2 nd Grade
Identify the main topic and main idea in a nonfiction text.	Identify the main topic and main idea of a nonfiction text and list key details that support the main topic/idea.	TLW identify the main focus of a multi-paragraph nonfiction text and then identify the main focus of each paragraph within the text.
Connect characters, events, or messages presented in a story to his/her personal experience	Apply reading strategies such as asking questions, visualizing and inferring to enhance one's understanding of a story	Apply reading strategies such as connecting to background knowledge, asking questions, inferring meaning, visualizing, determining importance, and summarizing and synthesizing
Question a text when it differs from what one has experiences or what one knows to be true		

NOTE: Foundational literacy skills are highlighted in a K-3 Scope and Sequence; see Foundational Skills for Literacy Development included in the curriculum.

Benchmark or Major Assessments (Indicate benchmark assessment in parentheses)

- Teacher observation and anecdotal records (Benchmark)
- Written responses (i.e. how-to books, research reports, etc.)
- *The Primary Comprehension Toolkit* “Reflect & Assess” responses from each strategy lesson
- *The Primary Comprehension Toolkit* rubrics given in each strategy book
- *The Primary Comprehension Toolkit* Master Trackers for whole class and individual student
- *The Complete Year in Reading and Writing, K-2* (rubrics)

Instructional Materials

- Non-fiction books from the Guided Reading bookroom
- Independent reading books
- Social Studies/Science texts
- Trade books
- Non-fiction materials (i.e., magazines, newspapers, posters, Internet, etc.)
- *The Primary Comprehension Toolkit* (Harvey and Goudvis)
- *The Complete Year in Reading and Writing, K-2* (Scholastic)
- *Nonfiction Mentor Texts: Teaching Informational Writing through Children's Literature, K-8* (Dorfman and Cappelli)
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)
- *The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books* (Zarnowski, Kerper, and Jensen)
- *Navigating Nonfiction* (Scholastic)

Interdisciplinary Connections

- Reading topics connected to science or social studies content and curriculum

Technology Connections

Websites for teachers:

- Kids Sites at www.kidsites.com
- There are three main categories available when accessing this site: Educational, Fun Sites, and Grown Ups. Within each category, there are other links (i.e. Educational – Dinosaurs; Fun Sites – Activities; Fun Sites – Comics; Fun Sites – Stories). From here, teachers can connect to a list of many websites that are interactive and fun.
- Annenberg Media: Teacher professional development and classroom resources across the curriculum at www.learner.org
- This Annenberg Foundation site, devoted to excellent teaching in America's schools, is organized by grade span. The K-4 section contains information on teaching arts, literature and language, mathematics, and science.
- ABC Teach – Reading Comprehension at http://www.abcteach.com/directory/reading_comprehension/
- Teachers can download books, which are organized by grade level, to be printed or read online.

For K-2 students and teachers:

- National Geographic for Kids at www.nationalgeographic.com/kids
- This site includes lots of videos, games, and articles on many different scientific topics. The “Cool Clicks” section on the main page provides quick links for different activities. Younger students will love the videos, which may have to be set-up by the teacher ahead of time.
- Time for Kids at www.timeforkids.com
- Links in the Teachers section of this site are arranged by grade; teachers or students can access downloadable files from past issues of Time for Kids magazine. The Kids section provides content for topic research.
- The Ocean Channel at www.ocean.com
- This site includes both articles and videos on topics related to the beach, the ocean, sea life, or conservation.
- Sports Illustrated for Kids at www.siforkids.com
- Students can read articles about their favorite sports figures, review works of art connected to the world of sports, or play interactive games like Ski Maniacs or Chronotron.
- NASA for Educators at <http://www.nasa.gov/audience/forstudents/k-4/index.html>
- Resources are divided into four categories: News, Missions, Multimedia, About NASA. There are articles, podcasts, and archived videos for students of all ages.

- Videos, either available online or VHS/DVD, highlighting information relevant to nonfiction texts or topics.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Books on tape or CD for to support auditory learners. For books not available on tape, teachers or student volunteers (i.e. gifted readers) can always read a nonfiction book or passage onto a tape for others to listen to as they read along.
- Repeated readings of nonfiction texts: read aloud, read along, listen to a tape, student tracks words with finger or pointer, student reads orally, student reads independently
- Assign a common topic, but differentiate books by reading level (i.e. all students read about sharks, but provide several different shark books at different reading levels to meet each student’s needs)
- Allow students to self-select books (topic and/or reading level), again, providing many different options in topic or reading level
- Videos are available on many websites (see those listed above) to help build background knowledge; such videos can be used to support struggling students or to enhance or challenge gifted learners.

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

Kindergarten	1st Grade	2nd Grade
Reading Standards for Informational Text RI.K.1; RI.K.2; RI.K.3; RI.K.5; RI.K.7	Reading Standards for Informational Text RI.1.1; RI.1.2; RI.1.3; RI.1.5; RI.1.6; RI.1.8; RI.1.9; RI.1.10	Reading Standards for Informational Text RI.2.1; RI.2.2; RI.2.3; RI.2.5; RI.2.6; RI.2.7; RI.2.8; RI.2.10

Teacher Conference Notes and Anecdotal Records

Date of Meeting	Student's Name	Book Title and Level	Behaviors Observed

NOTES:

Section 3: Grades K–3: Foundational Skills for Literacy Development

Print Concepts

Kindergarten	Grade 1* In addition to the Kindergarten skills...
Identify the front cover, back cover, and title page of a book. (RF.K.1)	Locate the first and last letters of a word in continuous text.
Follow words from left to right, top to bottom, and page by page. (RF.K.1a)	Recognize one's name in isolation and in a continuous text.
Understand that words are separated by space in print. (RF.K.1c)	Understand that one says one word for one group of letters when reading.
Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1a; RF.K.1d)	Understand the concept of a <i>sentence</i> (a group of words with ending punctuation). (RF.1.1a)
Distinguish between print and pictures.	Understand the concept of <i>letter</i> (a single character) and <i>word</i> (a group of characters).
Locate the first and last letters of a word. (RF.K.2d)	Use one's name to learn about words and make connections between words.
Match one spoken to one written word while reading and pointing. (RF.K.1b)	Use spaces between words when writing.
Recognize one's name. (RF.K.1b)	Match one spoken to one written word while reading and pointing.
Understand the concept of <i>letter</i> (a single character) and <i>word</i> (a group of characters). (RF.K.1b)	
Use one's name to learn about words and make connections between words.	

*NOTE: The grade-specific skills listed must also include the skills specified in previous grades.

Scope and Sequence was created using the following research-based materials:

- Standards for English Language Arts and Literacy in History/Social Studies & Science
- *Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)
- *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3* (National Institute for Literacy)
- *DRA2 Resource Kit* (Pearson)

Phonological Awareness

Kindergarten	Grade 1* In addition to the Kindergarten skills...
Recite and produce rhyming words (e.g. <i>fly, high, buy, sky</i>). (RF.K.2a)	Aurally distinguish long from short vowel sounds in spoken single-syllable words (e.g. /tap/ vs. /tape/, /sock/ vs. /soak/, /sit/ vs. /sight/). (RF.1.2a)
Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2b)	Orally produce single-syllable words by blending phonemes, including consonant blends (e.g. /cats/, /black/, /blast/). (RF.1.2b)
Count individual words in spoken phrases or simple sentences.	Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in spoken single-syllable words (e.g. <i>fast, fast, fast</i>). (RF.1.2c)
Blend two or three phonemes in words (<i>d-o-g, dog</i>). (RF.K.2c)	Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g. <i>lap: /l/-/a/-/p/</i>). (RF.1.2d)
Segment words into phonemes (<i>bat, b-a-t</i>). (RF.K.2c)	
Manipulate phonemes (<i>mat-at, and-hand</i>). (RF.K.2e)	
Connect words by sounds (<i>sun, sat</i>). (RF.K.2d)	
Hear and say beginning phonemes (sounds) in words (<i>run/race, mom/make</i>) and ending (<i>win/fun, get/sit</i>). (RF.K.2d)	
Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g. /save/, /ham/). (RF.K.2d)	
Add or substitute individual phonemes in simple, one-syllable words to make new words (e.g. /at/, /sat/, /mat/, /map/). (RF.K.2e)	

*NOTE: The grade-specific skills listed must also include the skills specified in previous grades.

Scope and Sequence was created using the following research-based materials:

- Standards for English Language Arts and Literacy in History/Social Studies & Science
- *Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)
- *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3* (National Institute for Literacy)
- *DRA2 Resource Kit* (Pearson)

Phonics and Word Recognition

Kindergarten	Grade 1* In addition to the Kindergarten skills...	Grade 2* In addition to the K-1 skills...	Grade 3* In addition to the K-2 skills...
Recognize and produce the names of most upper- and lowercase letters. (RF.K.1d)	Know the spelling-sound correspondence for common consonant digraphs and blends (e.g. <i>-ll, -ck, -ch, -th, sh-, wr-, st-, pl-</i>). (RF.1.3a)	Recognize and use the full range of consonant letters and letter clusters in the beginning, middle, and ending position in words.	Identify and know the meaning of the most common prefixes and derivational suffixes (e.g. <i>un-, re-, mis-, -ful, -less, -able</i>). (RF.3.3a)
Understand that there is a relationship between sounds and letters. (RF.K.1b)	Decode regularly spelled one-syllable words (e.g. <i>lock, much, see, rain, slide, bake, bring</i>). (RF.1.3b)	Distinguish long and short vowel sounds when reading regularly spelled one-syllable words (e.g. <i>hop vs. hope, men vs. mean, fell vs. feel, bend vs. bead</i>). (RF.2.3a)	Decode words with common Latin suffixes (e.g. <i>-tion/-sion, -ture, -tive/-sive, -ify, -ity, -ment</i>). (RF.3.3b)
Make connections between words by recognizing letters (<i>bat, big, ball</i>), letter clusters (<i>feat, meat, heat</i>), and letter sequences.	Know final <i>-e</i> (e.g. <i>take, side</i>) and common vowel team conventions for representing long vowel sounds (e.g. <i>rain, day, week, seat, road, show, make</i>). Long vowel sounds are emphasized in first grade. (RF.1.3c)	Know spelling-sound correspondences for common vowel teams (e.g. <i>-ou, -ow, -oo, -oy, -oi, -ai, -ay, -ee, -ea, oa, -ow</i>). (RF.2.3b)	Decode multisyllable words (e.g. <i>supper, chimpanzee, refrigerator, terrible, frightening</i>). (RF.3.3c)
Understand alphabetical order.	Introduce short vowel sounds in words and the letters that represent them (e.g. <i>can, egg, up</i>).	Decode regularly spelled two-syllable words with long vowels (e.g. <i>surprise, remain, needle, baby, paper</i>). (RF.2.3c)	Read grade-appropriate irregularly spelled words (e.g. <i>although, science, stomach, machine</i>). (RF.3.3d)
Understand special uses of letters (capital letters, initials).	Recognize and use other vowel sounds (e.g. <i>oo</i> in moon, look; <i>oi</i> as in oil, <i>oy</i> as in boy; <i>ou</i> as in house; <i>ow</i> as in cow; <i>aw</i> as in paw). (RF.1.3c)	Decode words with common prefixes and suffixes (e.g. <i>unhappy, carefully, goodness, unbutton</i>). (RF.2.3d)	Continue to work toward automatic knowledge of the five hundred most frequent words.
Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant. (RF.K.3a)	Use knowledge that every syllable must have a vowel sound in order to determine the number of syllables in a printed word. (RF.1.3d)	Identify words with inconsistent but common spelling-sound correspondences (e.g. <i>heat vs. head, roll vs. doll, hint vs. hind</i>). (RF.2.3e)	Recognize and use letters that have no sound in words (e.g. <i>lamb, sight</i>). (RF.3.3d)
Associate the long and short sounds with the graphemes for the five major vowels. (RF.K.3b)	Decode two-syllable words following basic patterns by breaking the words into syllables (e.g. <i>rabbit</i>). (RF.1.3e)	Recognize and read grade-appropriate irregularly spelled words (e.g. <i>through, eyes, busy, ocean, island, people</i>). (RF.2.3f)	Understand and use all sounds related to consonants and consonant clusters.

Kindergarten	Grade 1* In addition to the Kindergarten skills...	Grade 2* In addition to the K-1 skills...	Grade 3* In addition to the K-2 skills...
Recognize and use beginning consonant sounds and the letters that represent them to read and write words.	Read words with inflectional endings (e.g. -s, -es, -ed, -ing, -er, -est). (RF.1.3f)	Recognize and use vowel sounds with <i>r</i> (<i>car, first, hurt, her, corn, floor, world, near</i>). (RF.2.3e)	Recognize that some consonant letters may represent several different sounds (e.g. <i>ch</i> :- cheese, school, machine, choir, yacht).
Recognize simple CVC words.	Recognize and read grade-appropriate irregularly spelled words (e.g. <i>said, were, could, would, their, there, through, none, both</i>). (RF.1.3g)	Recognize that some letters have no sound in words (e.g. <i>lamb, light</i>).	Recognize that some consonant sounds may be represented by different letters (e.g. final <i>k</i> by <i>c, k, ck</i>).
Attempt to write words by writing one letter for each sound heard. (RF.K.3a)	Read and write at least 100 high frequency words.	Recognize and use a large number of phonogram patterns (e.g. <i>VCV, CVCe</i> , etc.).	Recognize and use letters that represent the wide variety of vowel sounds (<i>long, short</i>).
Recognize and use simple phonograms with the VC pattern (- <i>ad, -ag, -an, -am, -at, -ed, -en, -et, ig, -in, -og, -op, -ot, -uf</i>).		Read and write 150-200 high frequency words.	Recognize and use vowel sounds with <i>r</i> (<i>car, first, hurt, her, corn, floor, world, near</i>).
Read and write at least twenty-five high frequency words: <i>a, am, an, and, at, can, come, do, go, he, I, in, is, it, like, me, my, no, see, so, the, to, up, we, you</i> . (RF.K.3c)			Recognize and use a large number of phonogram patterns (e.g. <i>VC, CVC, CVCe, VCC, etc.</i>).
Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. <i>bat</i> vs. <i>sat</i> , <i>cat</i> vs. <i>can</i>). (RF.K.3d)			Notice and use frequently appearing short vowel patterns that appear in multisyllabic words (other than the most frequent) (e.g. - <i>a, -ab, -ad, -ag, -age, -ang, -am, -an, -ant, -ap, -ent, -el(l), -ep, -es, -ev, -id, -ig, -il(l), -ob, -oc(k), -od, -ol, -om, -on, -op, -ot, -ub, -uc(k), -ud, -uf, -ug, -up, -urn, -us, -ut, -uz</i>). (RF.3.3c)

*NOTE: The grade-specific skills listed must also include the skills specified in previous grades.

Scope and Sequence was created using the following research-based materials:

- Standards for English Language Arts and Literacy in History/Social Studies & Science
- *Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)
- *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3* (National Institute for Literacy)
- *DRA2 Resource Kit* (Pearson)

Fluency

Fluency is defined by the National Institute for Literacy as “the ability to read a text accurately and quickly.” The DRA2 Teacher’s Guide adds, “Good readers read aloud in meaningful phrases with appropriate expression [and] read at an appropriate reading rate with a high percent of accuracy.”

Kindergarten	Grade 1*	Grade 2*	Grade 3*
Read emergent-reader texts with purpose. (RF.K.4)	Read on-level texts with purpose and understanding. (RF.1.4a)	Read on-level texts with purpose and understanding. (RF.2.4a)	Read on-level texts with purpose and understanding (RF.3.4a)
Read emergent-reader texts with understanding. (RF.K.4)	Read on-level texts orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4b)	Read on-level texts orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4b)	Read on-level texts orally with accuracy, appropriate rate, and expression on successive readings. (RF.3.4b)
Demonstrate an emerging understanding of words by pointing to and/or tracking words as he/she reads aloud. (RF.K.1a; RF.K.1b)	Demonstrate an understanding of words by pointing to and/or tracking words as he/she reads aloud. (RF.1.1a)	Demonstrate an understanding of words by pointing to and/or tracking words as he/she reads aloud	Demonstrate an understanding of words by pointing to and/or tracking words as he/she reads aloud
Use pictures and text clues in conjunction with the initial letter-sounds of words to confirm or self-correct word recognition and understanding	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4c)

*NOTE: The grade-specific skills listed must also include the skills specified in previous grades.

Scope and Sequence was created using the following research-based materials:

- Standards for English Language Arts and Literacy in History/Social Studies & Science
- *Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)
- *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3* (National Institute for Literacy)
- *DRA2 Resource Kit* (Pearson)

Section 4: Grades K–2: Personal Narrative Writing

Why Is This Unit Important?

This unit will focus on the creation of real “stories” inspired by a writer’s real life. The Big Ideas imbedded throughout this unit are:

- “Personal narratives are chronological stories about one’s life...they contain characters (the central character will be the author), a plot (two or more events occur in a sequence of time), and they take place in a setting. The plot usually involves a problem that is solved, a tension that is resolved, or something big that changes” (Calkins and Oxenhorn).
- The goal of personal narrative writing is to teach students to retell a sequence of events with precise detail and to write in such a way that a reader can easily follow events.
- A student can write in greater detail, including sensory images, when he or she actually experienced the events in the story him- or herself.
- Personal narratives should be focused stories, or what Lucy Calkins calls “small moments...very focused vignettes.”
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, word choice, sentences, and the conventions of writing.

Enduring Understandings

- Writing from one’s personal experience allows him/her to include true to life detail in a story.
- Visualizing is a skill that enables a writer to add specific detail in a story, especially if that story is a true life experience.
- Sensory images add powerful elements to storytelling that are easy to include when writing about one’s true experience.
- Focusing one’s story writing onto small moments enables a writer to focus the story’s emotion and to build tension in a narrative, a tension that is relieved through the resolution of the conflict.
- Chronology or sequencing is essential when storytelling.
- Writing is never “done” and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions

- How do personal narratives differ from other genres of writing (i.e. memoir, realistic fiction, fiction, etc.)?
- What is the benefit of writing from one’s personal experience rather than from one’s imagination?

- How can one develop his/her ability to visualize? How can that skill be used to improve one’s writing?
- What is sensory detail? What does it add to a story?
- Why is sequencing important?
- Do writers always write the same way they speak?

Acquired Knowledge

Kindergarten	1 st Grade	2 nd Grade
Personal narratives are stories inspired by real events in the writer’s life and focus on single, “small moments.”	Personal narratives are stories inspired by real events in the writer’s life and focus on single, “small moments.”	Personal narratives are stories inspired by real events in the writer’s life and focus on single, “small moments.”
A personal narrative combines a single event or several loosely linked events in sequential order.	In addition to the Kindergarten knowledge, students will know that time cue words (i.e. first, next, then, last) should be used to signal event order.	In addition to the K-1 knowledge, students will know that personal narratives must include elaborate details (i.e. thoughts, feelings, dialogue), and temporal words and phrases to signal event order.
A writer must include some emotion (i.e. a reaction) in narrative writing.	A writer must provide some detail of events in the narrative while providing emotion (i.e. voice) or a personal reaction.	A writer must provide elaborate details that include what the narrator did, thought, and felt, while providing emotion (i.e. voice) or a personal reaction.
(Begins in Grade 1)	Closure of the personal narrative is required.	Closure of the personal narrative is required.

Acquired Skills

Kindergarten	1 st Grade	2 nd Grade
Create a personal narrative based on a single, small moment from his/her life.	Create a personal narrative based on a single, small moment from his/her life.	Create a personal narrative based on a single, small moment from his/her life.
Use sequential order to write a personal narrative.	Incorporate cue words to signal event order.	Incorporate cue or transition words to signal event order.
	Include details when explaining the story’s sequence of events.	Use elaborate details and clearly organize them, incorporating temporal words and phrases.
Incorporate some emotion in each personal narrative.	Incorporate emotion or a personal reaction in his/her narrative writing.	Incorporate elaborate details that include what the narrator did, thought, and felt as well as providing emotion or a personal reaction in narrative writing.
	TLW create an ending for his/her personal narrative.	TLW create an ending for his/her personal narrative.

NOTE: Grammar skills are highlighted in the K-8 Grammar Scope and Sequence included in the curriculum.

Benchmark or Major Assessments (Indicate benchmark assessment in parentheses)

- Assessment Rubric for the Calkins Unit *Small Moments: Personal Narrative Writing* (Benchmark)
- Rubrics provided in the *Complete Year in Reading and Writing, K-2* (Scholastic)
- Teacher conferences and anecdotal records
- Student writing folder or portfolio

Instructional Materials

- *Units of Study* (Calkins)
- Mentor texts and/or big books
- Trade books
- *The Complete Year in Reading and Writing, K-2* (Scholastic)
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)
- *I Can Write Like That! A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6* (Ehmann and Gayer)
- *Mentor Texts: Teaching Writing through Children's Literature, K-6* (Dorfman and Cappelli)
- *What a Writer Needs* (Fletcher)
- *Interactive Writing: How Language & Literacy Come Together, K-2* (McCarrier, Pinnell, and Fountas)
- *Reviser's Toolbox* (Lane)
- *After the End: Teaching and Learning Creative Revision* (Lane)

Interdisciplinary Connections

- Students can be encouraged to write about personal experiences that connect to topics studied in other classes (i.e. trip to the zoo and animal study, vacation to Philadelphia and a visit to the Liberty Bell, etc.)
- Students can be encouraged to write about shared class experiences
- Multicultural picture books can be used as mentor texts and to help inspire students to write about their own cultures and traditions. The International Digital Children's Library (<http://en.childrenslibrary.org/>) provides 5,000 different books, including both text and illustrations, representing hundreds of different cultures in hundreds of different languages.

Technology Connections

- Lucy Calkins Units of Study at <http://www.unitsofstudy.com/>
 - Teachers can read about the research behind the Units, review sample lesson plans, and watch presentations regarding the Units.

- Lucy Calkins Units of Study Resources for Primary Writing CD-ROM (included in all Units of Study)
- Units of Study DVD Bundle (can be borrowed from the District Language Arts Supervisor)
- Picture books available online to be used as mentor texts (i.e. <http://www.starfall.com/> or <http://en.childrenslibrary.org/>)
- Computer use for word processing

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child’s individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or struggling writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text or texts and his/her own writing.
- Gifted writers can always be challenged to add more detail or elaboration (i.e. sensory imagery, show...don’t tell, expand) and to incorporate compositional risks into their writing.

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

Kindergarten	1st Grade	2nd Grade
Writing Standards W.K.3; W.K.5	Writing Standards W.1.3; W.1.5	Writing Standards W.2.3; W.2.5

Assessment Rubric for *Small Moments: Personal Narrative Writing*

Monitoring Children's Progress
Recording Your Teaching

		1	2	3	4	5
Attitude	The child shows eagerness and confidence when asked to "write" small-moment narratives that each span several pages. She seems happy and confident at the prospect of writing personal narratives, even if the nature of her work may not yet be what we are hoping to see. That is, her narratives may not actually be narratives, but at least the child feels great about being one who does this sort of work.					
Planning	The child generates ideas for personal narrative writing without difficulty, showing a growing awareness that the episodes of her life make great material for writing. Ideally, she thinks about writing when she's not writing, pointing out that this episode or that one would make a good story. If this doesn't yet happen, at least when we interact with the child, she is readily able to think of things that have happened in her life and to imagine turning these into stories. When nudged to do so (if not independently), she plans how her story will go by saying the text aloud (perhaps while touching one page and then the next as she says the story while turning the pages, or by "reading" the pictures).					
Independence	The child often generates a topic, draws pictures to accompany her story, and writes her name and some of the accompanying text (even if it is just a label) without needing a teacher or another adult to coax her along. She can and often does work on her writing for at least 20 minutes. She is able to access supplies, to store her writing, and to decide whether she's done with a piece or wants to continue to work on it without needing help from a teacher.					
Purpose	The child regards the writing workshop as a time to communicate meaning and, more specifically, to share stories. She uses any means at her disposal to capture a story onto the page, drawing and writing and telling the story. She may show a growing interest in sharing the work with others.					
Genre	The child can develop a narrative or retelling that contains at least two appropriately-sequenced events that readers can reconstruct (perhaps with help from oral commentary by the writer). The child shows some effort to close narratives, even if it is simply a page that says, "And then I went home" or "That's all" or "Goodbye."					
Productivity	The child works productively every day in the writing workshop so that by the end of this unit she has written approximately 8–10 personal narratives, each involving several pages of pictures and text. The more skilled writer will write fewer, longer texts than the less skilled writer.					
Graphophonics	The child shows progress from the end of Unit 1 in her ability to write words as best she can. She knows that a writer breaks a stream of thought into words and isolates a word in order to write it, then says that word slowly, listening for the sounds and recording the sounds she hears. She knows at least a few sight words well and spells these with ease. The child may do any one of the following, but whatever she does, it represents an obvious step ahead from the preceding month: <ul style="list-style-type: none"> The child makes writing-like marks that show a growing knowledge of concepts of print. They go left to right, top to bottom, contain alphabet letters, etc. The child labels items in the drawing, mostly using initial consonants. If the child hears a sound but doesn't know the letter that matches the sound, she either approximates as best she can or solicits help from a peer. The child may or may not write strings of letters on lines at the bottom of pages, but she generates and tells a rich oral story to accompany her drawing. With help from others, the child hears more sounds so her labels will contain more than a single letter. The child labels items with initial and, often, final or medial sounds. She incorporates a few known words (mom, me). With help, she can write a sentence under a picture (as well as continuing to write labels on her drawings.) The child can independently write a sentence under her picture. The letters are not random, but they may appear that way because various things (no spaces between words, limited sound-letter knowledge, few high frequency words) make the writing difficult to read. The child learns, with help, to leave spaces (or if need be, slashes) between words. The child learns, with help, to provide readers with more letters, so that her writing becomes easier to read. The child writes in a way that is conventional enough that the child and the teacher can often reread the text. The child rereads, with urging and help, while monitoring for one-to-one matching, revising to make the actual text more closely match the intended text. The child rereads her text without urging. She self-corrects as she does so. The child shows an increasing attention to conventions of print, such as end punctuation, correct spelling, word endings, appropriate use of upper- and lowercase letters. 					
Writing Process	The child plans for writing and drafts with independence. With teacher encouragement, the child is eager to revise, probably by inserting new detail into the drawing and/or the text. The child may learn she can resequence pages that are in a helter-skelter order or take away pages that "don't go."					
Qualities of Good Writing	The writer shows some awareness of author's craft by employing strategies such as focus and sequence ("stretching out a small moment and making it big"), detail, and time cue words. The child tries to give her narrative a "good" ending.					
Language	Ideally the written text reflects the lilt of the child's oral or literary language. This may not happen yet. Across the day, if not in the writing, there are times when the child tells stories using story language.					
Reading	The child will be able to find and recognize "Small Moments" and "Many Moments" stories and use them to guide and structure her own writing.					

Section 5: Grades K–2: Academic or Informational Writing (i.e., Research, How-To, Procedural)

Why Is This Unit Important?

This unit will focus on the craft of academic or informational writing and will help students to develop the skills needed to effectively communicate with an audience. The Big Ideas embedded through this unit are:

- The purpose of academic/informational writing is for the writer to draw from what he/she already knows and from what is read or researched.
- The written work must focus on a clear topic and thoughts must be organized logically and coherently.
- A writer’s selection of words is one of the most important factors he/she must consider when writing; precision of language is essential.
- Strong written works must meet certain criteria (i.e. the opening and closing are evident, main idea is focused and is supported with details, word choice is appropriate to the task, sentences are evident, and Standard English is used effectively).
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, word choice, sentence structure, and the conventions of writing.

Enduring Understandings

Students will understand that...

- Academic/informational writing serves one of three purposes:
 - To increase a reader’s knowledge of a subject,
 - To help a reader better understand a procedure or process, or
 - To provide a reader with an enhanced comprehension of a concept.
- A topic must be supported using relevant facts, definitions, details, quotations, or other information and examples, including personal experiences.
- Writing is never “done” and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions

- What is the purpose of academic or informational writing?
- What differentiates informational writing from other forms of writing (i.e. narrative, poetic, etc.)?
- How does a writer support his or her thoughts without repeating himself or herself? How does one use support to strengthen a work?

- Why is it important to consider audience and purpose when organizing one’s writing?
- Why is vivid and precise use of language so important?
- What is *Standard English* and why is it important to use *Standard English* in informational writing?

Acquired Knowledge (The learner will know...)

Kindergarten	1st Grade	2nd Grade
<p>The purpose of academic/informational essay writing is...</p> <p>To share information about a topic with an audience, To increase the audience’s knowledge of a subject, To help them understand a procedure or process, or To provide the reader with enhanced comprehension of a concept.</p>	<p>In addition to the Kindergarten skills, students will know that an academic/informational essay consists of a topic and supporting facts related to that topic.</p>	<p>In addition to the K-1 skills, students will know that certain text features (i.e. headings) help to organize and structure an academic/informational essay.</p>
<p>There are many ways to find information on a single topic (i.e. different picture books, videos, or computer resources on penguins).</p>	<p>Exploring several books or resources (i.e. audio tapes, videos, computer resources, etc.) on a given topic will enable them to gather information and write about that single topic.</p>	<p>Exploring several books or resources (i.e. audio tapes, videos, computer resources, etc.) on a given topic will enable them to gather information and write about that single topic.</p>
<p>Pictures and/or words are used in academic/informational writing, where a writer names the topic and shares some information about it.</p>	<p>In academic/informational writing, a writer names the topic, supplies relevant facts, and provides a sense of closure.</p>	<p>In academic/informational writing, a writer... Introduces a topic, Uses facts and definitions to develop key points, Presents similar information together using headers to signal groupings (where appropriate), and Provides a concluding sentence or section.</p>
<p>Writers must use Standard English to convey their message to a wide audience of readers.</p>	<p>Writers must use Standard English to convey their message to a wide audience of readers.</p>	<p>Writers must use Standard English to convey their message to a wide audience of readers.</p>
<p>Writers continually revise and edit their work to improve their writing (i.e. organization, development, conventions, etc.).</p>	<p>Writers continually revise and edit their work to improve their writing (i.e. organization, development, conventions, etc.).</p>	<p>Writers continually revise and edit their work to improve their writing (i.e. organization, development, conventions, etc.).</p>

Acquired Skills (Students will be able to...)

Kindergarten	1 st Grade	2 nd Grade
Understand that there are many types of academic/informational writing, each with a specific purpose.	Explain the purposes of informational writing.	Explain the purpose of specific works of informational or nonfiction writing
	Identify the topic and supporting facts in an academic/informational “essay”	Use text features to organize and structure an academic/informational essay.
Explore a variety of resources to locate information on a single topic.	Use several books or resources to find information on a single topic.	Use several books or resources to find information on a single topic.
Use pictures and words to share information on a single topic.	Develop an academic/informational piece that includes a topic, relevant facts, and a conclusion.	Develop an academic/informational piece that includes a topic, facts and definitions, headings (where appropriate), and a conclusion.
Apply the rules of Standard English to convey his/her message to a wide audience of readers, especially those presented during mini-lessons or during a teacher conference	Apply the rules of Standard English to convey his/her message to a wide audience of readers, especially those presented during mini-lessons or during a teacher conference	Apply the rules of Standard English to convey his/her message to a wide audience of readers, especially those presented during mini-lessons or during a teacher conference
Continually revise and edit his/her work to improve the writing.	Continually revise and edit his/her work to improve the writing.	Continually revise and edit his/her work to improve the writing.

NOTE: Grammar skills are highlighted in the K-8 Grammar Scope and Sequence included in the curriculum.

Benchmark or Major Assessments (Indicate benchmark assessment in parentheses)

- Assessment Rubric for the Calkins Unit *Nonfiction Writing: Procedures and Reports* (Benchmark)
- Rubrics provided in the *Complete Year in Reading and Writing, K-2* (Scholastic)
- Teacher conferences and anecdotal records
- Student writing folder or portfolio

Instructional Materials

- Comprehension Toolkit (Harvey and Goudvis)
- Mentor texts and nonfiction materials (i.e. magazines, newspapers, posters, Internet resources, etc.)
- Trade books
- *Units of Study* (Calkins) and CD-Rom of Resources
- *Nonfiction Mentor Texts: Teaching Informational Writing through Children’s Literature, K-8* (Dorfman and Cappelli)

- *The Complete Year in Reading and Writing, K-2* (Scholastic)
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)
- *The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books* (Zarnowski, Kerper, and Jensen)
- *Interactive Writing: How Language & Literacy Come Together, K-2* (McCarrier, Pinnell, and Fountas)
- *Navigating Nonfiction* (Scholastic)
- *Wacky We-Search Reports: Face the Facts with Fun* (Lane)

Interdisciplinary Connections

- Student writing will be based on Science experiments, research connected to Science or Social Studies topics, field trips, etc.

Technology Connections

- Lucy Calkins Units of Study Resources for Primary Writing CD-ROM (included in all Units of Study)
- Units of Study DVD Bundle (can be borrowed from the District Language Arts Supervisor)
- Websites provided in the K-2 Nonfiction Reading Unit would provide informational reading opportunities that could then be linked to nonfiction writing opportunities. Thus, all websites provided in that Unit also apply here.
- The website www.readwritethink.org provides educators with ideas, lesson plans, and reference materials to support almost any topic. By simply searching “nonfiction writing grades K-2”, one would obtain a list of seven lessons that could be used in any K-2 classroom to support nonfiction writing.
- Computer use for word processing

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Topics for research can be differentiated based upon student interest, reading level of materials, etc.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or struggling writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text or texts and his/her own writing.

- Gifted writers can always be challenged to add more detail or elaboration (i.e. sensory imagery, show...don't tell, expand) and to incorporate compositional risks into their writing.
- Videos are available on many websites (see those listed in the Nonfiction Reading Unit) to help build students' background knowledge. Such videos can be used to help support reluctant writers by getting them excited about their topic and by providing additional information so students can add details to their written work.

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

Kindergarten	1st Grade	2nd Grade
Writing Standards W.K.2; W.K.5; W.K.6; W.K.7; W.K.8	Writing Standards W.1.2; W.1.5; W.1.6; W.1.7; W.1.8	Writing Standards W.2.2; W.2.5; W.2.6; W.2.7; W.2.8
Language Standards LS.K.1; LS.K.2	Language Standards LS.1.1; LS.1.2	Language Standards LS.2.1; LS.2.2; LS.2.3a; LS.2.6

Assessment Rubric for *Nonfiction Writing: Procedures and Reports*

► **Monitoring Children's Progress**
 ► **Recording Your Teaching**

		1	2	3	4	5
Attitude	The child approaches nonfiction writing intending to teach others what she knows. She believes she has authority on a subject and is eager to write as a way of teaching.					
Planning	The child approaches writing by planning not only her topic, but also by choosing paper to match her structure and genre. As she writes an all-about book, she parses her information into subtopics.					
Independence	The child carries on as a writer of nonfiction without needing step-by-step help every minute along the way. She sets herself up with a task to do, does it, then decides what she needs to do next. She is probably more interdependent than she has been up till now, relying on peers for suggestions and giving peers her suggestions as well.					
Genre	As the child works in this unit, she writes in a whole range of nonfiction genre forms. Her writing shows an awareness that different topics are best addressed in different forms. Specifically, with help, she can distinguish between a story, a list of steps, and text organized by categories of information. As the child writes in different genres, she assumes some of the conventions of that genre.					
Purpose	The child writes with a keen sense of audience, showing that she's trying to write so readers will understand and that she wants to help readers learn. Many revisions are initiated by a concern for readers.					
Productivity	The child works for long stretches of time, regularly sustaining work for 30–40 minutes, and most of the writing time is spent actually writing. She typically writes one All-About book in two weeks, approximately 10–12 pages. The amount of text on each page will vary based on the child's proficiency.					
Graphophonics	Between early in the year and now, the child's control of graphophonics develops markedly. She uses vocabulary related to her topic and shows an ability to tackle long, challenging words.					
Writing Process	The child's process will vary across this unit as she switches from How-To writing to All-About writing. When writing How-To texts, the child rehearses for writing by saying aloud what she'll write and by sketching the steps. With encouragement, she will reread her text and revise for sequence, clarity, and explicitness. When writing an All-About book, the child outlines the entire project in a table of contents, then plans each chapter, imagining the form and genre, and choosing appropriate paper. The child does only a modest amount of revision.					
Qualities of Good Writing	The child shows that she recognizes the importance of writing clear, explicit prose that answers readers' questions and of organizing information according to subheadings.					
Language	The child uses the vocabulary specific to the specialized topic about which she is writing. She also chooses precise words and straightforward structures in order to be clearly understood.					
Reading	The child rereads her own writing through the eyes of a reader trying to follow or learn from her words. She reads and makes sense of the structures typical of nonfiction books in this unit.					

Section 6: Grades 3–5: Reading Fiction

Why Is This Unit Important?

Fiction is defined as “something invented by the imagination or feigned, specifically an invented story; fictitious literature such as novels or short stories” (Merriam-Webster). The Big Ideas included in this unit of study are:

- There are many genres of fiction, each with its own identifiable features.
- Fictional stories, short or long, include common literary elements.
- Short stories share common elements with chapter books, but they share differences as well.
- Authors use literary devices and figurative language thoughtfully to convey a particular message in a very specific way. It is important that readers pay careful attention to such wording.

Enduring Understandings

- Works of literature can be categorized into genres and subgenres.
- All works of fiction include character, setting, conflict, resolution, and central message or theme.
- While short stories and chapter books include common elements, a short story is more focused and may be read in only one sitting.
- Literary device and figurative language are intentionally used by an author to allow a reader to more clearly visualize or become emotionally attached to a story. A story or novel written using such language reads very differently than one without such writing.

Essential Questions

- Why must fiction be approached differently than nonfiction reading? What makes each different?
- Must all fictional pieces follow the same exact format (i.e. story map)?
- How does one identify theme when it’s not explicitly stated in a story?
- How do literary devices and figurative language in storytelling change the way the story is read and received?

Acquired Knowledge (Students will know...)

3rd Grade	4th Grade	5th Grade
There are many subgenres of fiction including but not limited to stories (i.e. realistic, adventure, historical, fantasy, etc.), fables, folktales, fairytales, myths, and legends.	There are many subgenres of fiction including but not limited to stories (i.e. realistic, adventure, historical, fantasy, etc.), fables, folktales, fairytales, myths, and legends, as well as poetry and drama.	There are many subgenres of fiction including but not limited to stories (i.e. realistic, adventure, historical, fantasy, etc.), fables, folktales, fairytales, myths, and legends, as well as poetry and drama.
Both short stories and chapter books follow a similar structure (i.e. story map) and are told from either 1 st person or 3 rd person point of view.	Both short stories and chapter books follow a similar structure (i.e. story map) and are told from either 1 st person or 3 rd person point of view.	Stories or books told from the 1 st person point of view limit a reader's understanding of events beyond the narrator's explanation.
There are common literary elements shared among many subgenres of fiction: character, setting, conflict, plot, resolution, and central message/theme.	The structural elements of story writing differ from those presented in poetic writing (i.e. stanza, verse, rhythm, and meter).	The structural elements of story writing (prose) differ from the structural elements of drama (i.e. cast of characters, setting descriptions, dialogue, stage directions, acts, and scenes).
Each character in a story is described by the author using both physical traits and character traits, some of which influence the progression of events (i.e. a character's honest influencing future decision-making).	A character's thoughts, words, deeds, or interactions with others enable a reader to describe that character beyond his/her physical traits.	An author provides multiple characters, events, or settings within a story to enable readers to compare and contrast them.
Legends, myths, folktales, and fairytales share common features (i.e. heroes, villains, quests or challenges) and often reflect cultures from around the world.		
Works of fiction contain a central message or theme that can be inferred based upon information provided in the text.	Different works of literature often share common themes.	Patterns of events or repeated information presented in a text often lead a reader to the story's theme.
Authors include both literal and figurative language (i.e. simile, metaphor, symbol, etc.).	Authors include both literal and figurative language (i.e. allusions).	Authors include both literal and figurative language in narrative and poetic writing (i.e. rhyme and repetition such as alliteration).
The text must be used to support one's thoughts when responding to a question related to a reading.	Details and examples from a text must be used to support one's thoughts when responding to a question related to a reading.	Details, specific examples, and quotes must be used to support one's thoughts when responding to a question related to a reading.

Acquired Skills (The learner will...)

3 rd Grade	4 th Grade	5 th Grade
Read a variety of genres of fiction literature and will recognize the characteristics that define each subgenre.	Read a variety of genres of fiction literature and categorize works of literature into the correct subgenre of fiction.	Read a variety of genres of fiction literature and discuss his/her literary preferences based upon the key characteristics evident in each subgenre of fiction.
Identify a story as either 1 st or 3 rd person point of view.	Identify a story as either 1 st or 3 rd person point of view.	Identify a story as either 1 st or 3 rd person point of view.
Extrapolate literary elements and complete a story map using key information from the text.	Extrapolate literary elements and complete a story map using key information from the text.	Deduce that stories or books told from the 1 st person point of view limit a reader's understanding of events beyond the narrator's experience; stories told from the 3 rd person point are limited in personal reflection and emotional impact.
Identify common literary elements that are shared by many subgenres of fiction.	Differentiate between the structural elements of story writing and poetic writing.	Differentiate between the structural elements of prose and drama.
Describe a character's physical traits as well as character traits.	Describe a character by extrapolating his/her thoughts, words, deeds, or interactions with others and explain how such details fully develop the character.	Compare and contrast characters, events, or settings in a story (i.e. foil characters).
Explain how character traits or changes in characters can impact the progression of events in a work of fiction.	Explain how character traits or changes in characters can impact the progression of events in a work of fiction.	Explain how character traits or changes in characters can impact the progression of events in a work of fiction, thus effecting the story's theme or central message.
Analyze the features of legends, myths, folktales, and fairytales and connect such literature to cultures from around the world.		
Infer the central message or theme of a story based upon information provided in the text.	Compare themes across multiple works of literature.	Determine the theme of a story by analyzing patterns of events or repeated information in the text.
Examine literal and figurative language provided in a story and discuss or explain how such language adds to the story.	Examine literal and figurative language provided in a story and explain how such language adds to the story.	Examine literal and figurative language provided in a story or poem and explain how such language adds to the work.
Use information from the text to support one's thoughts when answering a question related to a reading.	Use details and examples from the text to support one's thoughts when responding to a question related to a reading.	Use details, specific examples, and quotes from the text to support one's thoughts when responding to a question related to a reading.

Benchmark or Major Assessments

- Diagnostic Reading Assessment, Second Edition to determine reading levels
- New Jersey Open Ended Question Rubric (Benchmark)
- Teacher observation and anecdotal records (Benchmark)
- Group discussion (small or large)
- A variety of student written response (i.e. journals, graphic organizers, etc.)

Instructional Materials

- Independent reading books
- Guided reading books for small group instruction
- Picture books for mini-lessons and modeling
- Supporting teacher materials
- *Guided Reading: Good First Teaching for All Children* (Fountas and Pinnell)
- *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy* (Fountas and Pinnell)
- *Leveled Book List, K-8+* (Fountas & Pinnell)
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)

Interdisciplinary Connections

- Historical fiction or fantasy books can be connected to discussion or instruction in social studies or science classes.
- Students can work with an art teacher to create a book cover or illustrate a favorite or important scene from a book.

Technology Connections

- Audio versions of stories can be obtained to support auditory learners
- Video versions of stories can be used to help students with visual cues of challenging fictional texts. It is not recommended that an entire video be used to replace reading a text, rather to be used at times as a modification and support for struggling readers.
- Websites
 - Read, Write Think at www.readwritethink.org
 - Provides educators and students access to the highest quality practices and resources in reading and language arts instruction.
 - Aaron Shephard's Home Page at www.aaronshep.com
 - Teachers can download folktales, myths, legends, fables, and Readers Theater scripts from diverse cultures.
 - The American Library Association's Great Websites for Kids at www.ala.org/greatsites

- ALA lists excellent websites for teacher use as well as for interactive student use.
- Story Line Online Sponsored by the Actors Guild at www.storylineonline.net
 - A professional actor or actress reads a picture book aloud, sharing the illustrations. The words of the text appear at the bottom of the screen as the actor reads. Professional actors perform the story as it progresses.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Many websites provide audio readings of books that can be used to support struggling readers or to challenge gifted readers to read books slightly above their independent reading level.'
- Books on tape or CD for to support auditory learners. For books not available on tape, teachers or student volunteers (i.e. gifted readers) can always read a nonfiction book or passage onto a tape for others to listen to as they read along.
- Story Line Online (www.storylineonline.net) provides support to the auditory and visual learner, while entertaining an audience. Such performances support struggling readers.
- Selecting books for guided reading groups carefully will provide differentiation for students. Supporting students when they self-select novels will provide differentiation as well. Books must be chosen to align with student reading levels, instructional or independent, as determined by the most recent DRA administration. This practice supports both struggling and gifted learners.
- When reading fictional texts (i.e. short story, poem, etc.) in preparation for a testing situation such as the NJ ASK, student accommodations provided in IEP or 504 plans should be applied in class as well (i.e. computer use during testing situations, extended time, etc.).

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

3rd Grade	4th Grade	5th Grade
Reading Standards for Literature RL.3.1; RL.3.2; RL.3.3; RL.3.4; RL.3.5; RL.3.6; RL.3.10	Reading Standards for Literature RL.4.1; RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.9; RL.4.10	Reading Standards for Literature RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.6; RL.5.9; RL.5.10

OPEN-ENDED SCORING RUBRIC
For Reading, Listening, and Viewing
(Modified)

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

Guided Reading Observations and Anecdotal Records

Date of Meeting	Student's Name	Book Title and Level	Behaviors Observed
			Next Steps:
			Next Steps:
			Next Steps:
			Next Steps:
			Next Steps:

NOTES

Section 7: Grades 3–5: Reading Non-Fiction

Why Is This Unit Important?

- Nonfiction texts include, but are not limited to: magazines, newspapers, feature articles, posters, poetry, nonfiction picture books, trade books, biographies, autobiographies, cross-content reading, and digital media sources if applicable.
- The organizational structure of a nonfiction text (i.e. text features) provides needed information and is helpful to a reader.
- The skills required to read a nonfiction text differ from those required to read fiction.
- In order for one to become an independent reader of nonfiction, one must read actively.

Enduring Understandings

Students will understand that...

- Each genre of nonfiction is organized differently, serves a different purpose and is intended for a specific audience.
- Utilizing the organizational structure of a nonfiction text will help a reader to more fully understand the text and will provide opportunities for the reader to navigate the text more easily.
- Reading nonfiction requires a different skill-set than reading fiction. True comprehension of nonfiction requires a reader to understand the text beyond factual recall. “True understanding happens when readers merge their thinking with the text, ask questions, draw inferences, think about what’s important, and summarize and synthesize” (Harvey and Goudvis, *The Comprehension Toolkit*).
- In order for true understanding of a nonfiction text to occur, active reading must occur (i.e. graphic organizers).

Essential Questions

- What skills are required to read a nonfiction text? How do those skills differ from genre to genre?
- How do the skills required to read nonfiction differ from those required to read fiction? Why are they different?
- How does one become an independent reader of nonfiction? How does one develop the skills do to so?

Acquired Knowledge

3 rd Grade	4 th Grade	5 th Grade
Nonfiction literature consists of a variety of different genres, including but not limited to magazines, newspapers, feature articles, posters, poetry, nonfiction picture books, trade books, biographies, autobiographies, cross-content reading, and digital media sources if applicable.	Nonfiction literature consists of a variety of different genres, including but not limited to magazines, newspapers, feature articles, posters, poetry, nonfiction picture books, trade books, biographies, autobiographies, cross-content reading, and digital media sources if applicable	Nonfiction literature consists of a variety of different genres, including but not limited to magazines, newspapers, feature articles, posters, poetry, nonfiction picture books, trade books, biographies, autobiographies, cross-content reading, and digital media sources if applicable.
Text features (i.e. heading, caption, bold print, key words, glossary, index, visuals, hyperlinks, electronic menus, icons, etc.) can be used to locate information quickly and efficiently.	Text features can be used not only to locate information, but also to process new information.	Text features are used to organize information in a whole text or in part of a text (i.e. chronology, comparison, cause and effect).
Information provided in illustrations and other visual elements (i.e. maps, photographs) aid in the comprehension of a text.	The information provided graphically or visually (i.e. charts, diagrams, timelines, animations, and interactive elements) must be interpreted in order to aid in the comprehension of a text.	Information provided in print or digital sources can be used to help students answer a question quickly or solve a problem efficiently.
The text must be used to support one's thoughts when responding to a question related to a reading.	Details and examples from a text must be used to support one's thoughts when responding to a question related to a reading.	Details, specific examples, and quotes must be used to support one's thoughts when responding to a question related to a reading.
An author does not tell a reader everything; some information must be inferred based upon what the author does share in the text.	Inferences can be made based upon the information provided in a text; each inference must be supported with the text.	Inferences can be made based upon the information provided in a text; each inference must be supported and quoted or specifically referenced with the text.
Information presented in a text often relates to one's prior knowledge, previous experience, or personal beliefs (i.e. making connections).	Information presented in two different texts on a single topic may be presented from different points of view or with different focal points (i.e. text to text connection).	When comparing texts on a single topic, there will be similarities and differences between the two.
A nonfiction text will focus on one main idea supported by details.	A nonfiction text will focus on one main idea supported by details, which can be summarized by extrapolating key points.	A nonfiction text may focus on two or more main ideas, each supported by details; a concise summary will include all main points and supporting details.
Active reading requires one to read and react, often using graphic organizers which can be completed as one reads.	Active reading requires one to read and react (i.e. turn and talk, graphic organizers, etc.); students must think about what they are reading and must recognize when they are not reacting to what they are reading.	Active reading requires one to read and react (i.e. turn and talk, graphic organizers, etc.); students must think about what they are reading and must recognize when they are not reacting to what they are reading.

Acquired Skills

3 rd Grade	4 th Grade	5 th Grade
Read a variety of different genres of nonfiction literature.	Read a variety of different genres of nonfiction literature.	Read a variety of different genres of nonfiction literature.
Identify text features and use them to comprehend text.	Identify text features and use them to comprehend text, specifically focusing on the acquisition of new information.	Identify text features, use them to comprehend text, and explain how text features assist with the organization of information presented in a nonfiction work.
Identify visual elements (print or digital) and use them to comprehend text.	Interpret visual or graphic elements (print or digital) and explain how they connect to or support the nonfiction text..	Use visual or graphic elements (print or digital) to support a response that answers a question or solves a problem.
Use information from the text to support one's thoughts when answering a question related to a reading.	Use details and examples from the text to support one's thoughts when responding to a question related to a reading.	Use details, specific examples, and quotes from the text to support one's thoughts when responding to a question related to a reading.
Use information provided in a text to infer meaning beyond the text.	Use specific information provided in a text to infer meaning beyond the text.	Use specific information provided in a text to infer meaning beyond the text; the inference must be supported with a quote or a specific reference from the text.
Connect his/her prior knowledge, previous experiences, or personal beliefs to information presented in a text.	Examine more than one text focusing on a common topic and evaluate each text's point of view or point of focus.	Compare and contrast two or more texts focusing on the same topic.
Identify the main idea and supporting details in a nonfiction text.	Identify the main idea of a text, extrapolate supporting details, and create a summary including both elements	Identify the main points or multiple main ideas in a nonfiction text and provide details to support each main point/idea.
Respond to a text (i.e. graphic organizer, turn and talk) demonstrating his/her understanding as he/she reads.	Respond to a text (i.e. graphic organizer, turn and talk) demonstrating his/her understanding as he/she reads.	Respond to a text (i.e. graphic organizer, turn and talk) demonstrating his/her understanding as he/she reads.
	Evaluate his/her understanding and recognize when he/she has become inactive and adjust his/her behaviors to reactive his/her reading.	Evaluate his/her understanding and recognize when he/she has become inactive and adjust his/her behaviors to reactive his/her reading.

Benchmark or Major Assessments

- Diagnostic Reading Assessment, Second Edition (to determine reading levels)
- New Jersey Open Ended Question Rubric (Benchmark)
- Teacher observation and anecdotal records (Benchmark)
- Group discussion (small or large)
- A variety of student written response (i.e. journals, graphic organizers, etc.)
- Rubric checklists with performance indicators from *The Complete Year in Reading and Writing, K-2* (Scholastic)

Instructional Materials

- Nonfiction books from the Guided Reading bookroom
- Independent reading books
- Social Studies/Science texts
- Trade books
- Non-fiction materials (i.e. magazines, newspapers, posters, Internet resources, etc.)
- *The Comprehension Toolkit* (Harvey and Goudvis)
- *Nonfiction Mentor Texts: Teaching Informational Writing through Children's Literature, K-8* (Dorfman and Cappelli)
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)
- *The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books* (Zarnowski, Kerper, and Jensen)

Interdisciplinary Connections

- Reading topics connected to science or social studies content and curriculum

Technology Connections

Websites:

- For teachers
- Kids Sites at www.kidsites.com
- There are three main categories available when accessing this site: Educational, Fun Sites, and Grown Ups. Within each category, there are other links (i.e. Educational – Dinosaurs; Fun Sites – Activities; Fun Sites – Comics; Fun Sites – Stories). From here, teachers can connect to a list of many websites that are interactive and fun.
- Annenberg Media: Teacher professional development and classroom resources across the curriculum at www.learner.org
- This Annenberg Foundation site, devoted to excellent teaching in America's schools, is organized by grade span. The K-4 section contains information on teaching arts, literature and language, mathematics, and science.
- For 3-5 students and teachers
- National Geographic for Kids at www.nationalgeographic.com/kids
- This site includes lots of videos, games, and articles on many different scientific topics. The "Cool Clicks" section on the main page provides quick links for different activities. Younger students will love the videos, which may have to be set-up by the teacher ahead of time.
- Time for Kids at www.timeforkids.com

- Links in the Teachers section of this site are arranged by grade; teachers or students can access downloadable files from past issues of Time for Kids magazine. The Kids section provides content for topic research.
- The Ocean Channel at www.ocean.com
- This site includes both articles and videos on topics related to the beach, the ocean, sea life, or conservation.
- Sports Illustrated for Kids at www.siforkids.com
- Students can read articles about their favorite sports figures, review works of art connected to the world of sports, or play interactive games like Ski Maniacs or Chronotron.
- NASA for Educators at <http://www.nasa.gov/audience/forstudents/k-4/index.html>
- Resources are divided into four categories: News, Missions, Multimedia, About NASA. There are articles, podcasts, and archived videos for students of all ages.
- Videos, either available online or VHS/DVD, highlighting information relevant to nonfiction texts or topics.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Books on tape or CD for to support auditory learners. For books not available on tape, teachers or student volunteers (i.e. gifted readers) can always read a nonfiction book or passage onto a tape for others to listen to as they read along.
- Repeated readings of nonfiction texts: read aloud, read along, listen to a tape, student tracks words with finger or pointer, student reads orally, student reads independently
- Assign a common topic, but differentiate books by reading level (i.e. all students read about sharks, but provide several different shark books at different reading levels to meet each student’s needs)
- Allow students to self-select books (topic and/or reading level), again, providing many different options in topic or reading level
- Videos are available on many websites (see those listed above) to help build background knowledge; such videos can be used to support struggling students or to enhance or challenge gifted learners.

List of 2010 Common Core State Standards for English Language Arts Covered in this Unit

3rd Grade	4th Grade	5th Grade
Reading Standards for Informational Texts RI.3.1; RI.3.2; RI.3.5; RI.3.7; RI.3.10	Reading Standards for Informational Texts RI.4.1; RI.4.2; RI.4.7; RI.4.9; RI.4.10	Reading Standards for Informational Texts RI.5.1; RI.5.2; RI.5.7; RI.5.9; RI.5.10

OPEN-ENDED SCORING RUBRIC
For Reading, Listening, and Viewing
(Modified)

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

Guided Reading Observations and Anecdotal Records

Date of Meeting	Student's Name	Book Title and Level	Behaviors Observed
			Next Steps:
			Next Steps:
			Next Steps:
			Next Steps:
			Next Steps:

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Section 8: Grades 3–5: Vocabulary Development and Word Work

Why Is This Unit Important?

Vocabulary development will occur in and among other lessons throughout the school year and will focus on the skills needed for students to correctly decode unknown words, utilize “clues” to define unknown terms in context, and use newly acquired vocabulary in one’s original writing. Vocabulary instruction will occur in both reading and writing classes, and when possible, Science and Social Studies. The Big Ideas embedded throughout this unit, which are supported by *Put Reading First: The Research Building Blocks for Teaching Children to Read*, are:

- “If readers can understand the words but do not understand what they are reading, they are not really reading” (*Put Reading First*, 2003).
- Words often consist of word parts which, themselves, have meaning. Knowing the meanings of word parts often helps one to define new vocabulary terms.
- Writers intentionally provide clues within the context of a sentence to help readers understand new key terms, thus helping readers to fully comprehend a text.
- Research supports the fact that providing opportunities for students to participate in “word play” (i.e. creating pictures, symbols, puns, original definitions, etc.) is the single most powerful factor in language acquisition (Allen, Marzano).
- Using dictionaries, glossaries, and thesauri in conjunction with word work and word play will help to broaden and deepen students’ knowledge of words.

Enduring Understandings

- Readers must know what most of the words in a text mean before they can understand what they are reading.
- Knowing some common prefixes and suffixes (affixes), base words, and root words can help students learn the meanings of many new words.
- Providing time for students to explore and experiment with words (i.e. word work) promotes language acquisition.
- Because students learn many word meanings indirectly, or from context, it is important that they learn to use context clues effectively.
- It is not possible for teachers to provide specific instruction for all the words their students need to know. Thus, students need to develop effective word-learning strategies, such as how to use a dictionary or other reference material.

Essential Questions

- Where did base words, word parts or affixes originate and how can they help a reader to decode and/or define new words?
- How can a writer artfully include context clues in his/her writing?

- What can one do in order to become familiar with a new vocabulary word and make it part of his or her permanent language?
- Is there a difference between the skills used to “look up” a word in a paper dictionary versus an online dictionary?

Acquired Knowledge (The students will know...)

3rd Grade	4th Grade	5th Grade
Writers intentionally include clues within a sentence or a paragraph to help readers determine the meaning of unknown terms.	Semantic clues provided in a text help a reader to define key terms; such clues often take the form of a direct definition, list of examples, or a restatement.	Semantic clues provided in a text help a reader to define key terms; such clues often take the form of a direct definition, list of examples, or a restatement.
Word parts such as roots, prefixes, and suffixes have meanings themselves; knowing the meanings of word parts can help a reader to understand a new term.	Word parts such as roots, prefixes, and suffixes have meanings themselves; knowing the meanings of word parts can help a reader to understand a new term.	Word parts such as roots, prefixes, and suffixes have meanings themselves; changing an affix can alter the meaning of the entire word
	Figurative language (i.e. simile and metaphor) is used by a writer to convey vivid images.	Figurative language (i.e. simile and metaphor) is used by a writer to convey vivid images.
Reference materials such as glossaries and dictionaries are available on paper or online and assist readers by providing pronunciations, etymology, definitions, and samples for myriad of words.	Reference materials such as glossaries and dictionaries are available on paper or online and assist readers by providing pronunciations, etymology, definitions, and samples for myriad of words.	Reference materials such as glossaries and dictionaries are available on paper or online and assist readers by providing pronunciations, etymology, definitions, and samples for myriad of words.
Words that describe states of mind are used to convey varying degrees of emotion	Words often have connotative meanings, words and feelings associated with the word, as opposed to its denotative, or dictionary, meaning.	Words often have connotative meanings, words and feelings associated with the word, as opposed to its denotative, or dictionary, meaning.
When reading and writing across content areas, a writer must include grade-appropriate academic vocabulary and domain-specific vocabulary associated with the content and topic at hand.	When reading and writing across content areas, a writer must include grade-appropriate academic vocabulary and domain-specific vocabulary associated with the content and topic at hand.	When reading and writing across content areas, a writer must include grade-appropriate academic vocabulary and domain-specific vocabulary associated with the content and topic at hand.

Acquired Skills (The learner will...)

3 rd Grade	4 th Grade	5 th Grade
Use the context of a sentence in order to determine the meaning of an unknown word or phrase	Examine semantic clues (i.e. definitions, examples, or restatements in the text) to determine the meaning of an unknown word	Examine semantic clues (i.e. definitions, examples, or restatements in the text) to determine the meaning of an unknown word
Use a known root word as a clue to the meaning of an unknown word (i.e. company, companion).	Use a known root word as a clue to the meaning of an unknown word (i.e. telegraph, photograph, autograph).	Use a known root word as a clue to the meaning of an unknown word (i.e. photograph, photosynthesis).
	Explain the meaning of simple similes and metaphors, specifically focusing on language and word choice.	Interpret figurative language, including similes and metaphors
	Paraphrase common idioms, adages, and proverbs.	Explain the meaning of common idioms, adages, and proverbs.
Examine word parts (i.e. prefixes, suffixes) to determine the meaning of the new word formed (i.e. agreeable/disagreeable; care/careless).	Examine word parts to determine the meaning of a new word when the root word is known.	Examine word parts to determine the meaning of a new word when the root word is known.
Consult a glossary or beginning dictionary (print and digital) when encountering an unknown word.	Consult reference materials such as a glossary or dictionary (print and digital) when encountering an unknown word.	Consult reference materials such as a glossary or dictionary (print and digital) when encountering an unknown word.
Determine the appropriate word to convey a particular emotion and differentiate between related words that describe states of mind or degrees of certainty (i.e. knew, believed, suspected, heard, wondered).	Distinguish a word from other words with similar but not identical meanings (synonyms).	Define relationships between words; i.e., how is <i>smirk</i> like and/or unlike <i>smile</i> ?
Include academic vocabulary and domain-specific words (in English Language Arts, history/social studies, and science) in one's speaking and writing.	Include academic vocabulary and domain-specific words (in English Language Arts, history/social studies, and science) in one's speaking and writing.	Include academic vocabulary and domain-specific words (in English Language Arts, history/social studies, and science) in one's speaking and writing.

Benchmark or Major Assessments

- Graphic Organizer (Benchmark)
- Incorporation of new vocabulary terms into writing (i.e. Language Arts writing, cross-content reports, etc.)
- Informal assessment of student understanding based upon oral language and class discussion

Instructional Materials

- Graphic organizers
- Teacher-created vocabulary and word work activities
- Dictionary and thesaurus (paper or online)
- Computer access and Internet availability
- *Building Academic Vocabulary* by Robert Marzano
- *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (Prentice Hall)
- *Words, Words, Words: Teaching Vocabulary in Grades 4-12* by Janet Allen

Interdisciplinary Connections

- Domain-specific and cross-content vocabulary must be considered during vocabulary instruction.

Technology Connections

Websites

- Vocabulary Building Games at <http://www.vocabulary.co.il/>
 - Students can play interactive games and can create puzzles using teacher-created lists.
- Vocabulary University at <http://www.myvocabulary.com/>
 - Vocabulary University is a free resource used in over 24,000 schools to enhance vocabulary mastery & written/verbal skills with Latin & Greek roots.
- Teacher Resources
 - Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K-5 at <http://www.learningpt.org/pdfs/literacy/vocabulary.pdf>
 - This report sponsored by Learning Point Associates highlights key research in vocabulary instruction, outlines a framework for integrating vocabulary instruction, and outlines lessons for the instruction of strategies to teach vocabulary.
 - Putting Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3 at <http://www.nifl.gov/publications/pdf/PRFbooklet.pdf>
 - This report sponsored by the National Institute for Literacy analyzes key research in reading instruction, focusing specifically on the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Vocabulary lists can be differentiated for students. Differentiation can take the form of: words on the list, the number of words on the list, exercises or activities to support learning new vocabulary words, and/or assessment of mastery.
- The websites listed above would enable a teacher to again differentiate for learners with special needs and for gifted learners.

List of 2010 Common Core State Standards for English Language Arts Covered in this Unit

3rd Grade	4th Grade	5th Grade
Language Standards LS.3.4a; LS.3.4b; LS.3.4c; LS.3.4d; LS.3.5a; LS.3.5c; LS.3.6	Language Standards LS.4.4a; LS.4.4b; LS.4.4c; LS.4.5a; LS.4.5b; LS.4.5c; LS.4.6	Language Standards LS.5.4a; LS.5.4b; LS.5.4c; LS.5.5a; LS.5.5b; LS.5.5c; LS.5.6

NOTE: Root, prefix, and suffix lists were created using the Common Core State Standards and the Continuum of Literacy Learning, Grades K - 8 (Fountas and Pinnell, 2007).

Roots								
K		2nd	3rd	4th	5th	6th	7th	8th
N/A	N/A	N/A	com	chron	bio	aud	biblo	arch
			hydr	graph	dict	bene	geo	centr
			rupt	meter	equa/equi	cap	mis/mit	cred
			scrib/script	scope	gram	derm	phon	jus/juris
				sphere	photo	lit	phys	mem
					tel	man	polis	neuro
						ped	tract	pens/pend
						phobia	vid/vis	spec
							vivo	voc
Prefixes								
K	1st	2nd	3rd	4th	5th	6th	7th	8th
N/A	N/A	bi-	dis-	cent-	com-	anti-	circum-	a-
		di-	non-	dec-	auto-	con-	demi-	ab-
		mis-	extra-	hex-	fore-	counter-	em-	ad-
		tri-	re-	im-	il-	en-	homo-	ante-
		uni-	in-	kilo-	mono-	muli-	inter-	bene-
		un-		milli-	pent-	post-	intra-	com-
		pre-		octo-	poly-	pro-	intro-	ex-
					quad-	sub-	super-	ir-
					semi-	syn-	trans-	mal-
					sub-	tetr-		per-
								peri-
Suffixes								
K	1st	2nd	3rd	4th	5th	6th	7th	8th
N/A	-ed	-er	-able/ible	-ar	-cious	-a (data)	-ance	-ancy
	-es	-est	-ify	-en	-ent	-al	-ant	-pathy
	-ing	-ful	-ity	-ion	-ish	-cial	-emia	-phobia
	-s	-less	-ment	-or	-ive	-cracy	-ence	-ture
		-ly	-tion/-sion		-ous	-crat	-ency	-ure
		-ness	-tive/sive		-ship	-ian	-ine	
		-teen	-ture		-sion	-ic	-ism	
		-y			-tious	-ician	-ity	
					-ulent	-ologist		
						-ology		

Term: _____

My Understanding:

1	2	3	4
---	---	---	---

Describe what the term means: _____

Draw:	Additional thoughts to help me understand:
-------	--

.....

Term: _____

My Understanding:

1	2	3	4
---	---	---	---

Describe what the term means: _____

Draw:	Additional thoughts to help me understand:
-------	--

Section 9: Grades 3–5: Narrative or Speculative Writing: Personal Narrative or Fictional

Why Is This Unit Important?

This unit will focus on the creation of stories, either real or imagined. The Big Ideas imbedded throughout this unit are:

- “Personal narratives are chronological stories about one’s life...they contain characters...a plot (two or more events occur in a sequence of time), and they take place in a setting. The plot usually involves a problem that is solved, a tension that is resolved, or something big that changes” (Calkins and Oxenhorn).
- The goal of narrative writing is to teach students to retell a sequence of events with precise detail and to write in such a way that a reader can easily follow events.
- A student can write in greater detail, including sensory images, when he or she actually experienced the events in the story him- or herself.
- Dialogue is a powerful element to narrative writing when it is used to establish or resolve the conflict or to move a story forward.
- Personal narratives should be focused stories, or what Lucy Calkins calls “small moments...very focused vignettes.”
- Fictional story writing must contain the same literary elements and writing strengths as personal narrative writing (i.e. great detail, small moments, etc.), but the story is derived from the writer’s imagination.

Enduring Understandings

- Narrative stories contain common literary elements: character, setting, conflict, resolution, and often theme.
- Chronology or sequencing is essential when storytelling.
- Writing from one’s personal experience allows him/her to include true to life detail and sensory imagery to a story.
- Visualizing is a skill that enables a writer to add specific detail in a story, especially if that story is a true life experience.
- Dialogue should be included in a story only when it is used carefully and moves the story forward; dialogue should not be written as a conversation within a story.
- When writing a work of fiction, a writer must also focus on a small moment and must ensure that each event in the plot leads the characters from a conflict to a resolution; the events must be focused.
- Focusing one’s story writing onto a small moment enables a writer to focus the story’s emotion and to build tension in a narrative, a tension that is relieved through the resolution of the conflict.

Essential Questions

- How do personal narratives differ from other genres of writing (i.e. memoir, realistic fiction, etc.)?
- What is the benefit of writing from one’s personal experience rather than from one’s imagination? What is limited when writing only from experience?
- What are the benefits of writing from one’s imagination? What are the limitations or “dangers”?
- How can one develop his/her ability to visualize? How can that skill be used to improve one’s writing?
- What is sensory detail? What does it add to a story?
- Does a conflict always have to be resolved?
- Can too much dialogue hurt a story’s narration?
- Why is sequencing important?

Acquired Knowledge

3 rd Grade	4 th Grade	5 th Grade
Narrative stories include character, setting, conflict, plot (or series of events) and resolution.	Narrative stories include character, setting, conflict, a plot that unfolds naturally, and resolution.	Narrative stories include character, setting, conflict, a plot that unfolds naturally, resolution, and theme or lesson.
The conflict and the resolution must be connected.	The conflict and the resolution must be clearly connected.	The conflict, either internal or external, must be resolved in the story’s resolution.
Writing from one’s personal experience enables one to add detail.	Writing from one’s personal experience enables one to add specific detail and sensory imagery.	Writing from one’s personal experience enables one to add specific detail and sensory imagery using well chosen words.
Dialogue and descriptions of characters’ actions, thoughts, and feelings add to the development of a story.	Narrative techniques such as dialogue, pacing, and description develop events and show characters’ external behaviors and internal responses.	Narrative techniques such as dialogue, pacing, and description develop events and show characters’ external behaviors and internal responses.
Personal narratives must focus on small moments.	Narrative stories, either personal or fictional, must focus on small moments.	Narrative stories, either personal or fictional, must focus on small moments.

Acquired Skills

3 rd Grade	4 th Grade	5 th Grade
Create narrative stories that include character (the writer himself or herself or a third party), setting, conflict, plot (or series of events), and resolution.	Create narrative stories that include character, setting, conflict, a plot that unfolds naturally, and resolution.	Create narrative stories that include character, setting, conflict, a plot that unfolds naturally, and resolution.
Develop a story in which the conflict and resolution are connected.	Develop a story in which the conflict and resolution are connected.	Develop an internal or external conflict that is resolved through the progression of events that occur in the story.
Incorporate details from his/her personal experience to more fully develop his/her narrative.	Add specific details and sensory imagery based on personal experiences to enhance writing.	Select powerful words that will add sensory imagery and specific details to writing based on personal experiences.
Include dialogue and descriptions of characters' actions, thoughts, and feelings that add to the development of the story.	Develop plot events and characters' internal and external behaviors through the use of various narrative techniques (i.e. dialogue, pacing, and description).	Develop plot events and characters' internal and external behaviors through the use of various narrative techniques (i.e. dialogue, pacing, and description).
Create personal narratives that focus on small moments.	Create narrative stories, either personal or fictional, that focus on small moments.	Create narrative stories, either personal or fictional, that focus on small moments.

NOTE: Grammar skills are highlighted in the K-8 Grammar Scope and Sequence included in the curriculum.

Benchmark or Major Assessments

- New Jersey Holistic Scoring Rubric, 5-points (Benchmark)
- Assessment Rubric for the Calkins Unit *Raising the Quality of Narrative Writing* (Benchmark)
- Writer's notebook
- Teacher conferences with anecdotal records

Instructional Materials

- *Units of Study* (Calkins)
- Mentor texts included in the Calkins Units, those listed in the Appendix, or any mentor text selected by the teacher
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)
- *I Can Write Like That! A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6* (Ehmann and Gayer)
- *Mentor Texts: Teaching Writing through Children's Literature, K-6* (Dorfman and Cappelli)
- *What a Writer Needs* (Fletcher)

- *Reviser's Toolbox* (Lane)
- *After the End: Teaching and Learning Creative Revision* (Lane)

Interdisciplinary Connections

- Students can be encouraged to write about personal experiences that connect to topics studied in other classes (i.e. trip to the zoo and animal study, vacation to Philadelphia and a visit to the Liberty Bell, etc.)
- Students can be encouraged to write about shared class experiences
- Multicultural picture books can be used as mentor texts and to help inspire students to write about their own cultures and traditions. The International Digital Children's Library (<http://en.childrenslibrary.org/>) provides 5,000 different books, including both text and illustrations, representing hundreds of different cultures in hundreds of different languages.

Technology Connections

- Elementary School Statewide Assessments at <http://www.state.nj.us/education/assessment/es/>
 - Here, the NJ DOE provides sample prompts and responses as well as the 5-point scoring rubric. The speculative prompt asks students to write a narrative, and the expository/explanatory prompt follows the structure of an essay but contains narrative elements. Thus, this site will help one to understand the expectations and requirements for the NJ ASK 3-5.
- Lucy Calkins Units of Study at <http://www.unitsofstudy.com/>
 - Teachers can read about the research behind the Units, review sample lesson plans, and watch presentations regarding the Units.
- Lucy Calkins Units of Study Resources for Primary Writing CD-ROM (included in all Units of Study)
- Units of Study DVD Bundle (can be borrowed from the District Language Arts Supervisor)
- Picture books available online to be used as mentor texts (i.e. <http://www.starfall.com/> or <http://en.childrenslibrary.org/>)
- Computer use for word processing

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.

- Models and mentor texts must be provided so that students struggling with a concept or struggling writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text or texts and his/her own writing.
- Gifted writers can always be challenged to add more detail or elaboration (i.e. sensory imagery, show...don't tell, expand) and to incorporate compositional risks into their writing.
- Students who have weak fine motor skills may struggle with the physical demands of writing. Thus, when the narrative writing unit is completed in preparation for a timed writing situation such as the NJ ASK, student accommodations provided in IEP or 504 plans should be applied in class as well (i.e. computer use during testing situations, extended time, etc.).

List of 2010 Common Core State Standards for English Language Arts Covered in this Unit

3rd Grade	4th Grade	5th Grade
Writing Standards W.3.3a; W.3.3b	Writing Standards W.4.3a; W.4.3b; W.4.3d	Writing Standards W.5.3a; W.5.3b; W.5.3d

ASSESSMENT RUBRIC FOR *Raising the Quality of Narrative Writing*

NAME _____

DATE _____

		1	2	3	4	5
<i>Content</i>	The child knows that the details of her life are worth writing about, and she has a growing repertoire of strategies for generating writing about her life. She regularly sifts through all the possible stories to tell in order to select one she believes will yield a more effective story.					
<i>Planning</i>	The child plans his narrative by thinking of likely focused episodes, making a mental timeline of one episode and selecting a point on that timeline to begin. He writes his plans in small boxes on each page to hold himself accountable to his writing goals. With help from the teacher, he approaches writing asking, "What is this story really about?"					
<i>Stance</i>	The child continues to be a story-teller by recreating experiences on the page. He lives with a writer's consciousness, thinking often, "I need to write this down." He identifies himself as a writer.					
<i>Independence</i>	The child works with a growing sense of independence and initiative. When she encounters difficulty, she relies upon a repertoire of strategies to overcome the challenges. She can stay focused on her writing for longer stretches of time. She independently incorporates many of the lessons she learned during the first unit. Work that she previously undertook with support in revision and editing she can now undertake on her own, earlier in the writing process.					
<i>Qualities of Good Writing</i>	The child is able to focus more on writing a well-crafted piece than on figuring out the structure of the story. Her narratives are still tightly focused and detailed and now have even more personal significance. She is able to extend the small moment which is the focus of her story, including a prelude and a resolution. Her writing includes an internal plot, details that ring true, and stories that are angled to support her message.					
<i>Genre</i>	The child continues to write personal narrative, now deepening her understanding of the characteristics of the genre. He is able to pay closer attention to writing a well-crafted personal narrative.					
<i>Productivity</i>	The child works much more efficiently, producing at least a page and a half of writing each day. She often writes at home. Throughout the unit, she writes many pages of entries, drafts one or two narratives outside of the notebook, and then quickly revises and edits those. By the end of the unit, she selects one of these two drafts to revise more deeply, edit, and publish.					
<i>Mechanics</i>	The child uses end punctuation and correctly spells high-frequency words even in her first draft writing. With reminders, she paragraphs her draft. She punctuates dialogue correctly. She carefully makes decisions about where to use commas.					
<i>Writing Process</i>	The child understands the way the writing process goes and is able to cycle from one stage to the next with little teacher support. He knows that a writer typically moves from gathering entries, to choosing a seed idea, to drafting, revising, editing, and publishing. His revisions are larger in scale. He shares his work in order to figure out how to make it better.					
<i>Language</i>	The child writes clearly and comprehensibly. She is beginning to use connective words between passages of thought, and so her sentence structure is becoming more sophisticated and engaging.					
<i>Reading-Writing Connection</i>	The child reads as a writer. He notices ways in which published authors have written well and tries to do likewise. He especially notices the leads in other stories, the ways in which authors have shown-not-told, and authors' uses of some conventions.					

This rubric can also be found on the CD-ROM *Resource for Teaching Writing: Grades 3-5*

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus No planning evident; disorganized Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus Attempts organization Few, if any, transitions between ideas Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus Some lapses or flaws in organization May lack some transitions between ideas Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> May lack opening and/or closing Single focus Ideas loosely connected Transitions evident Uneven development of details 	<ul style="list-style-type: none"> Generally has opening and closing Single focus Sense of unity and coherence Key ideas developed Logical progression of ideas Moderately fluent Attempts compositional risks Details appropriate and varied 	<ul style="list-style-type: none"> Has opening and closing Single, distinct focus Unified and coherent Well-developed Logical progression of ideas Fluent, cohesive Compositional risks successful Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	Numerous errors	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	Few errors	Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	Few errors	Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	Numerous serious errors	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	Few errors	Very few, if any, errors

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NON-SCORABLE RESPONSES*	(FR) Fragment	Student wrote too little to allow a reliable judgment of his/her writing
	(OT) Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	(NE) Not English	Student wrote in a language other than English.
	(NR) No Response	Student refused to write on the topic, or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of formations Correct construction 	<ul style="list-style-type: none"> Skills intact in: <ul style="list-style-type: none"> Spelling Capitalization Punctuation

Section 10: Grades 3–5: Academic or Informational Essay Writing

Why Is This Unit Important?

This unit will focus on the craft of academic/informational essay writing and will help students to develop the skills needed to effectively communicate with an audience. The Big Ideas embedded through this unit are:

- The purpose of academic/informational essay writing is for the writer to draw from what he/she already knows and from additional sources (i.e. books, web based research, interviews, etc.).
- The essay must focus on a clear topic and thoughts must be organized logically and coherently.
- Strong essays must meet certain criteria (i.e. the opening and closing are evident, main idea is clearly expressed and is supported with specific details, word choice is powerful, voice is clear and powerful, sentences are complete, and Standard English is used effectively) to be considered proficient. In academic essay writing, the information presented must be accurate as well.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure, and the conventions of writing.

Enduring Understandings

Students will understand that...

- Academic or informational essay writing serves one of three purposes:
 - To increase a reader’s knowledge of a subject,
 - To help a reader better understand a procedure or process, or
 - To provide a reader with an enhanced comprehension of a concept.
- A topic must be supported using facts, definitions, details, quotations, or other information and examples, including personal experiences.
- An academic essay must include an introduction with a clearly focused topic; it must also contain a conclusion related to the information or explanation offered in the essay.
- In an academic essay, the writing and the accuracy of information are equally as important.
- Writing is never “done” and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions

- What is the purpose of informational/academic essay writing?

- What differentiates informational essay writing from other forms of writing (i.e. narrative, persuasive, poetic, etc.)?
- How does a writer support his or her thoughts without repeating himself or herself?
- How does one determine if information is true or if a source is reliable?
- How does a writer find reliable, accurate information?

Acquired Knowledge (The learner will know...)

3 rd Grade	4 th Grade	5 th Grade
The topic is introduced and information presented in the essay is organized around common topics.	The topic is clearly stated and the supporting information is organized into focused paragraphs and sections.	The topic is clearly stated and supporting information is organized into focused paragraphs and sections.
Facts obtained through nonfiction reading (i.e. books, feature articles, Internet resources, etc.) are recorded and then organized to be used when writing the essay.	Facts obtained through nonfiction reading (i.e. books, feature articles, Internet resources, etc.) are recorded and then organized to be used when writing the essay.	Facts obtained through nonfiction reading (i.e. books, feature articles, Internet resources, etc.) are recorded and then organized to be used when writing the essay.
Some details are provided to develop key points.	The topic is developed using facts, concrete details, quotations, or other information and examples.	The topic is developed using relevant facts, concrete details, quotations, or other information and examples.
	Information from a text is restated in the essay; basic bibliographic information is provided.	Information is summarized or paraphrased when writing, and basic bibliographic information is provided.
The essay must include an introduction and a concluding sentence or section.	The essay must include an introduction and a conclusion that is related to the information or explanation offered in the essay.	The essay must include an interesting introduction and a conclusion that is related to the information or explanation offered in the essay.
Linking or transition words are used to connect ideas within categories of information.	Appropriate linking or transition words are used to join ideas within categories of information.	Appropriate linking or transition words are used to join ideas within and across categories of information.
	Content or domain specific vocabulary is used when information connects to a specific content area or topic.	Domain specific or technical terms are used when information connects to a specific content area or topic.
The rules of Standard English are to be applied when writing and editing a draft.	The rules of Standard English are to be applied when writing and editing a draft.	The rules of Standard English are to be applied when writing and editing a draft.

Acquired Skills (The learner will be able to...)

3 rd Grade	4 th Grade	5 th Grade
Organize the information, all of which connects to a central topic or idea, into paragraphs.	Organize information into focused paragraphs, and the paragraphs are further organized into sections.	Organize information into focused paragraphs, and the paragraphs are further organized into sections.

Utilize nonfiction texts to gather information focusing on one topic.	Utilize nonfiction texts to gather information focusing on one topic.	Utilize nonfiction texts to gather information focusing on one topic.
Record relevant information from the reading; notes are then used to organize information when drafting the piece.	Record relevant information from the reading; notes are then used to organize information when drafting the piece.	Record relevant information from the reading; notes are then used to organize information when drafting the piece
Develop key points using information obtained through the process of reading and researching.	Develop key points using facts, concrete details, quotations, and other examples.	Develop key points using relevant facts, concrete details, quotations, and other examples.
	Use restatements and/or quotations from related readings to support key points; bibliographic information is presented.	Summarize or paraphrase information obtained through reading and research to support key points; bibliographic information is provided.
Include an introduction and conclusion sentence or section.	Include a developed introduction and conclusion section that is related to the information presented in the essay.	Apply lead strategies to develop an interesting introduction that is related to the information presented in the essay.
		Include a conclusion section that connects to or extends from the information presented in the essay.
Use transition words to connect ideas within categories of information.	Use appropriate linking or transition words to join ideas within categories of information.	Use appropriate transition words to join ideas within and across categories of information.
	Include content-specific or domain-specific vocabulary to explain ideas presented in the essay..	Include domain-specific and/or technical terms to explain ideas presented in the essay.
Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft.	Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft.	Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft.

NOTE: Grammar skills are highlighted in the K-8 Grammar Scope and Sequence included in the curriculum.

Benchmark or Major Assessments

- New Jersey Registered Holistic Scoring Rubric, 5-point (Benchmark)
- Teacher conference, observations, and anecdotal records (Benchmark)
- Writer’s notebook or writing folder
- Self-editing, peer-editing, or teacher-editing checklists

Instructional Materials

- New Jersey Registered Holistic Scoring Rubric, 5-point

- Mentor texts and nonfiction materials (i.e. magazines, newspapers, posters, Internet resources, etc.)
- Trade books
- Online resources for nonfiction texts and reading/researching
- Graphic organizers (i.e. note-taking resources such as charts and tables)
- *Comprehension Toolkit* (Harvey and Goudvis)
- *Nonfiction Mentor Texts: Teaching Informational Writing through Children's Literature, K-8* (Dorfman and Cappelli)
- *The Complete Year in Reading and Writing, K-2* (Scholastic)
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support* (Pinnell and Fountas)
- *The Best in Children's Nonfiction: Reading, Writing, & Teaching Orbis Pictus Award Books* (Zarnowski, Kerper, and Jensen)
- *Navigating Nonfiction* (Scholastic)
- *Wacky We-Search Reports: Face the Facts with Fun* (Lane)

Interdisciplinary Connections

- Student writing will be based on Science experiments, research connected to Science or Social Studies topics, field trips, etc.

Technology Connections

Websites provided in the Nonfiction Reading Unit, Grades 3-5 would provide informational reading opportunities that could then be linked to nonfiction writing opportunities. Thus, all websites provided in that Unit also apply here.

- Additional Websites
 - Scholastic Teachers' Page at <http://www2.scholastic.com/browse/learn.jsp>
 - Teachers can access lesson plans for a variety of nonfiction reading activities. Topics are organized by content area (i.e. Social Studies, Science, Language Arts) and then by topic (i.e. Amelia Earhart, African American Inventors, Fossils, etc.)
 - Teacher websites such as Read, Write, Think (www.readwritethink.org), Pro Teacher (www.proteacher.com), or Web English Teacher (www.webenglishteacher.com) provide an abundance of instructional ideas or lesson plans focusing on writing research reports in the elementary grades.
- Computer use for word processing

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Topics for research can be differentiated based upon student interest, reading level of materials, etc.

- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers can always be challenged to add more detail or elaboration (i.e. sensory imagery, show...don't tell, expand) and to incorporate compositional risks into their writing.
- Videos are available on many websites (see those listed in the Nonfiction Reading Unit) to help build students' background knowledge. Such videos can be used to help support reluctant writers by getting them excited about their topic and by providing additional information so students can add details to their written work.

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

3rd Grade	4th Grade	5th Grade
Writing Standards W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.7; W.3.8	Writing Standards W.4.2a; W.4.2b; W.4.2c; W.4.2d; W.4.2e; W.4.7; W.4.8	Writing Standards W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.7; W.5.8
Language Standards LS.3.1; LS.3.2; LS.3.3b	Language Standards LS.4.1; LS.4.2; LS.4.3c	Language Standards LS.5.1; LS.5.2; LS.5.3

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus No planning evident; disorganized Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus Attempts organization Few, if any, transitions between ideas Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus Some lapses or flaws in organization May lack some transitions between ideas Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> May lack opening and/or closing Single focus Ideas loosely connected Transitions evident Uneven development of details 	<ul style="list-style-type: none"> Generally has opening and closing Single focus Sense of unity and coherence Key ideas developed Logical progression of ideas Moderately fluent Attempts compositional risks Details appropriate and varied 	<ul style="list-style-type: none"> Has opening and closing Single, distinct focus Unified and coherent Well-developed Logical progression of ideas Fluent, cohesive Compositional risks successful Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

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NON-SCORABLE RESPONSES*	(FR) Fragment	Student wrote too little to allow a reliable judgment of his/her writing
	(OT) Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	(NE) Not English	Student wrote in a language other than English.
	(NR) No Response	Student refused to write on the topic, or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of formations Correct construction 	<ul style="list-style-type: none"> Skills intact in: <ul style="list-style-type: none"> Spelling Capitalization Punctuation

Teacher Conference Notes and Anecdotal Records

Date of Meeting	Student's Name	Book Title and Level	Behaviors Observed

NOTES:

Section 11: Grades 3–5: Personal Persuasive Essay Writing (i.e., Explanatory or Expository on the NJ ASK)

Why Is This Unit Important?

This unit will focus on the craft of personal persuasive essay writing and will help students to develop the skills needed to entertain and to effectively communicate with an audience. The Big Ideas embedded through this unit are:

- The purpose of personal persuasive essay writing is for the writer to draw upon his or her background knowledge (i.e. literature, history, current events) and life experience in order to support his/her opinion or point of view.
- The ideas presented in the essay must support a clearly worded thesis (purpose).
- Support can take the form of specific examples from a variety of sources (i.e. personal experience, other works of literature, history, science, current events, etc.).
- Strong essays must meet certain criteria (i.e. the opening and closing are evident, main idea is clearly expressed and is supported with specific details, word choice is powerful, voice is clear and powerful, sentences are complete, and Standard English is used effectively) to be considered proficient.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure, and the conventions of writing.

Enduring Understandings

Students will understand that...

- Writing from one's personal experience allows him/her to include true to life detail in his/her writing.
- A thesis statement is the main claim that a writer is making and supporting throughout the essay.
- Personal experience is the primary means of support when writing a personal persuasive essay. Other kinds of support that help to enhance one's position include facts, definitions, details, quotations, or other information.
- A writer's opinion must be supported using a variety of different examples; one must avoid repetition.
- A writer's voice must be passionate and powerful so his/her message is clearly conveyed. One of the most effective ways to convey a writer's voice is to support the thesis using a strongly worded personal experience.
- Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions

- What is the purpose of personal persuasive essay writing?
- How does one incorporate compositional risk (i.e. anecdotes, symbols, imagery or sensory detail, etc.) within the structure of essay writing?
- What does the literary term *voice* mean? How does one include *voice* in his or her writing?
- What differentiates personal persuasive essay writing from other forms of writing (i.e. academic essay, narrative, nonfiction or research writing, etc.)?
- How does a writer support his or her thoughts without repeating himself or herself?

Acquired Knowledge (Students will know...)

3 rd Grade	4 th Grade	5 th Grade
Prewriting activities (i.e. listing, graphic organizers, writer's notebook, etc.) help a writer to organize his/her thoughts and focus a written response to develop a strong opinion.	Prewriting activities (i.e. brainstorming, feeding the writer's notebook, lists, noticings, etc.) help a writer to organize his/her thoughts and focus a written response to develop a strong opinion.	Prewriting activities (i.e. brainstorming, feeding and reflecting on the writer's notebook, lists, noticings, etc.) help a writer to organize his/her thoughts and focus a written response to develop a strong opinion.
Writing from one's personal experiences enables a writer to use his/her memory to add sensory detail and strong wording to a piece.	Writing from one's personal experiences enables a writer to use his/her memory to add sensory detail and strong wording to a piece.	Writing from one's personal experiences enables a writer to use his/her memory to add sensory detail and strong wording to a piece.
The topic or opinion of a personal persuasive essay is communicated; reasons are provided to support the topic or opinion.	The issue or topic of a personal persuasive essay is clearly communicated; every detail in the essay must work to support the issue or topic.	The main idea of a personal persuasive essay is communicated in one statement, the thesis; every detail in the essay must work to support this thesis.
Details may take the form of personal experience (self), literature (text), or current events (world); it is essential that a variety of details is provided and none are repeated.	Details may take the form of personal experience, literature, or current events; it is essential that a variety of details is provided and none are repeated.	Details may take the form of personal experience, literature, or current events; it is essential that a variety of details is provided and none are repeated.
Essays must include an introduction and a concluding statement or section	Essays must include a powerful introduction and a strong concluding statement or section.	Essays must include a powerful introduction and a strong concluding statement or section
While organization and idea development are important, equally as important are sentence structure and the conventions of language.	While organization and idea development are important, equally as important are sentence structure and the conventions of language.	While organization and idea development are important, equally as important are sentence structure and the conventions of language.

Acquired Skills (Students will be able to...)

3 rd Grade	4 th Grade	5 th Grade
Organize thoughts before writing through the use of prewriting activities (i.e. graphic organizers, brainstorming, feeding the writer's notebook, lists, etc.)	Organize thoughts before writing through the use of prewriting activities (i.e. graphic organizers, brainstorming, feeding the writer's notebook, lists, etc.)	Organize thoughts before writing through the use of prewriting activities (i.e. graphic organizers, brainstorming, feeding the writer's notebook, lists, etc.)
Utilize memories of personal experiences to add sensory details and strong wording to a piece.	Utilize memories of personal experiences to add sensory details and strong wording to a piece.	Utilize memories of personal experiences to add sensory details and strong wording to a piece.
		Create a thesis statement in which he/she states his/her position on a given issue or topic; the thesis statement clearly communicates the purpose of the essay.
Provide reasons with a brief explanation to support a topic or opinion.	Use details to support the issue or topic that is the main idea of the piece.	Use details to support the thesis
Use a variety of details from personal experience, literature, or current events to support a topic or opinion.	Use a variety of details from personal experience, literature, or current events to support a topic or opinion.	Use a variety of details from personal experience, literature, or current events to support a topic or opinion.
Create an introduction and a concluding statement or section.	Create an introduction and a concluding statement or section, both of which connect to the position presented in the essay.	Create an interesting introduction that incorporates lead strategies presented through mini-lessons (i.e. an introduction that contains narrative elements).
		Drafts a concluding section or paragraph that clearly connects to the essay topic and the position presented in the essay (thesis).
Apply the appropriate rules of sentence structure and conventions of language when writing, particularly those presented through mini-lessons or provided to a writer during a teacher conference.	Apply the appropriate rules of sentence structure and conventions of language when writing, particularly those presented through mini-lessons or provided to a writer during a teacher conference.	Apply the appropriate rules of sentence structure and conventions of language when writing, particularly those presented through mini-lessons or provided to a writer during a teacher conference.

NOTE: Grammar skills are highlighted in the K-8 Grammar Scope and Sequence included in the curriculum.

Benchmark or Major Assessments

- Calkins Assessment Rubric for *Breathing Life into Essays* (Benchmark)
- New Jersey Registered Holistic Scoring Rubric, 5-points (Benchmark)
- Teacher observation and anecdotal records

- Assigned writing prompts aligned with the New Jersey Assessment of Skills and Knowledge, available online at <http://www.state.nj.us/education/assessment/es/>

Instructional Materials

- New Jersey Registered Holistic Scoring Rubric, 5-point
- Mentor texts to demonstrate the power of persuasion and using voice to persuade
- Graphic organizers (i.e. note-taking resources such as charts and tables)
- *Crunchtime: Lessons to Help Students Blow the Roof Off Writing Tests—and Become Better Writers in the Process* (Bernabei)
- *Reviving the Essay: How to Teach Structure without Formula* (Bernabei)
- *Pyrotechnics on the Page: Playful Craft that Sparks Writing* (Fletcher)

Interdisciplinary Connections

- When possible, writing prompts can connect to cross-content issues (i.e. the environment, technology issues, etc.)

Technology Connections

- Elementary School Statewide Assessments at <http://www.state.nj.us/education/assessment/es/>
- Sample expository and/or explanatory prompts are provided on the NJ DOE website; the expectations of the NJ DOE on such written responses are categorized as “personal persuasive essay writing.” Thus, sample prompts provided on this site can and should be used when teaching this form of writing in the classroom.
- Websites
- The list of websites to support personal persuasive writing is still being created. Since the NJ DOE requirement is for students to include compositional risks and narrative elements in a persuasive response, a formatted five-paragraph response is insufficient. Thus, websites are still being vetted.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child’s individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual

- or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers can always be challenged to add more detail or elaboration (i.e. sensory imagery, show...don't tell, expand) and to incorporate compositional risks into their writing.
 - Students who have weak fine motor skills may struggle with the physical demands of writing. Thus, when the personal persuasive writing unit is completed in preparation for a timed writing situation such as the NJ ASK, student accommodations provided in IEP or 504 plans should be applied in class as well (i.e. computer use during testing situations, extended time, etc.).

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

3rd Grade	4th Grade	5th Grade
Writing Standards W.3.1b; W.3.1d; W.3.4; W.3.5 Language Standards LS.3.1; LS.3.2; LS.3.3	Writing Standards W.4.1a; W.4.1b; W.4.1d; W.4.4; W.4.5 Language Standards LS.4.1; LS.4.2; LS.4.3	Writing Standards W.5.1a; W.5.1b; W.5.1d; W.5.4; W.5.5 Language Standards LS.5.1; LS.5.2; LS.5.3

ASSESSMENT RUBRIC FOR *Breathing Life into Essays*

NAME _____
DATE _____

		1	2	3	4	5
Content	The child knows he can explore the stuff of his life to generate important ideas for essays. He strives to live a wide-awake life, using a small repertoire of strategies to generate provocative ideas. He can generate entries without teacher support. The writer has strategies not only for generating and developing ideas but also for elaborating upon them.					
Planning	The child plans for writing by selecting a big idea to advance, crystallizing it into a thesis, then drafting and revising a rough outline. She then conducts research to gather stories, quotations, lists, observations, and other kinds of evidence to support her thesis.					
Stance	The child decides upon a single clear idea that he will claim and then defends or advances that idea. In order to do this, the writer steps into the role of being a teacher, a persuader, a public speaker, and this stance is evident in his writing.					
Independence	The child tackles this new, challenging form of writing, and she relies on the teacher for cues as to how to proceed through the writing process. After she learns a strategy such as collecting stories to advance one of her ideas, she may be able, independently, to do similar work to support another of her ideas. She will carry out a host of small writing projects within this unit, working with industry and self-reliance, but will rely on the teacher for overall direction in this new work.					
Qualities of Good Writing	The child learns to buttress a few big ideas with many small details. He learns to write with an angle so that the specifics support his big ideas. He begins to use repetition, parallelism, and transition words to make his argument more cohesive and compelling.					
Genre	The child is now familiar with a new genre (essay) and a new structure for writing (exposition). She differentiates between narrative and expository texts and can name characteristics for each. Her writing has shifted from telling stories to advancing ideas and providing evidence to support them. Her writing shows she knows the difference between writing a focused personal narrative and writing her thoughts about a subject.					
Productivity	The child produces at least a page of writing, often more, each day. Rather than writing a single flowing text, however, he will probably produce several smaller texts, all of which, in the end, may be combined. He needs to initiate, start, and complete several bits of writing in a single day. The writer also categorizes his materials, filing them in appropriate categories.					
Mechanics	The child carries her knowledge of qualities of good writing to this new genre, continuing to incorporate accurate sentence-ending punctuation and spelling of high-frequency words into rough draft writing. During editing, she tackles challenges specific to this genre, using logical (not chronological) transition words, clarifying pronoun references, and repeating key words and phrases to create cohesion.					
Writing Process	The writer proceeds through the writing process, producing an essay at the end, and will only later be able to explain the trail he has traveled. He will be ready to learn how to proceed through this process much more quickly from this point forward, producing essays-on-demand when needed.					
Language	The writer uses the language of exposition, using terms and structures of the genre such as, <i>it is important to notice</i> and <i>it is clear that...</i> She is comfortable using this language, both orally and in writing.					
Reading-Writing Connection	The writer learns from texts that demonstrate qualities of good essay writing—including persuasive speeches and nonfiction texts, some written by other children. He reads these texts with an eye toward imitating their craft, structure, and cohesion in his own writing.					

This rubric can also be found on the CD-ROM *Resource for Teaching Writing, Grades 3-5*

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command
Score	1	2	3	4	5
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive mono/ony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors

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NON-SCORABLE RESPONSES*	(FR) Fragment	Student wrote too little to allow a reliable judgment of his/her writing
	(OT) Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	(NE) Not English	Student wrote in a language other than English.
	(NR) No Response	Student refused to write on the topic, or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of formations Correct construction 	<ul style="list-style-type: none"> Skills intact in: <ul style="list-style-type: none"> Spelling Capitalization Punctuation

Section 12: Languages Lists for Grades K-8

Kindergarten Language Skills List
Observe conventions of grammar and usage:
Print most upper- and lowercase letters.
Write a letter or letters for most consonant and short-vowel sounds (phonemes).
Form regular plural nouns orally by adding /s/ or /es/ (e.g. <i>dog, dogs; wish, wishes</i>) when speaking.
Understand and use the most frequently occurring prepositions in English (e.g. <i>to/from, in/out, on/off, for, of, by, with</i>) when speaking.
Produce and expand complete sentences in shared language and writing activities.
Understand and use question words (e.g. <i>who, what, where, when, why, how</i>) in discussion.
Observe conventions of capitalization, punctuation, and spelling:
Capitalize the first word in a sentence.
Capitalize the pronoun <i>I</i> .
Name and Identify end punctuation, including periods, question marks, and exclamation points.
Spell simple words phonetically using knowledge of sound-letter relationships.
Determine word meanings (based on kindergarten reading):
Sort common objects into categories (e.g. <i>shapes, foods</i>) to gain a sense of the concepts the categories represent.
Identify new meanings for familiar words and apply them accurately (e.g. knowing duck as a bird AND learning the verb <i>to duck</i>).
Use the most common affixes in English (e.g. re-, un-, pre-, -ed, -s, -ful, -less) as a clue to the meaning of an unknown word.
Understand word relationships:
Build real-life connections between words and their use (e.g. note places at school that are colorful).
Distinguish shades of meaning among verbs describing the same general action (e.g. <i>walk, march, strut, prance</i>) by acting out the meanings.
Use common adjectives to distinguish objects (e.g. the <i>small blue</i> square; the <i>shy white</i> rabbit).
Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).
Use newly learned words acquired through conversations, reading, and responding to texts.

Grade 1 Language Skills List
Observe conventions of grammar and usage:
Print all upper- and lowercase letters.
Use singular and plural nouns with matching verbs in simple sentences (e.g. <i>He hops. We hop.</i>).
Use subject, object, and possessive pronouns in speaking and writing (e.g. <i>I, me, my; they, them, their</i>).
Use verbs in the past, present, and future tenses in speaking and writing (e.g. <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).
Understand and use frequently occurring prepositions in English (e.g. <i>during, beyond, toward</i>).
Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.
Understand that, in its most basic form, a sentence must be about something (the subject) and tell something (the predicate) about its subject.
Observe conventions of capitalization, punctuation, and spelling:
Capitalize names, places, and dates.
Use end punctuation for sentences (e.g. <i>periods, question marks, and exclamation points</i>).
Use commas in dates and to separate single words in a series.
Use conventional spelling for words with common spelling patterns and for common irregular words.
Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.
Form new words through addition, deletion, and substitution of sound and letters (e.g. <i>an--man--mat--mast--must--rust--crust</i>).
Determine word meanings (based on grade 1 reading):
Sort words into categories to gain a sense of the concepts the categories represent (e.g. <i>clothes, colors</i>).
Use common affixes in English as a clue to the meaning of unknown words.
Define words by category and by one or more key attributes (e.g. a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
Demonstrate understanding of the concept of multiple-meaning words by identifying meanings of some grade-appropriate examples (e.g. <i>match, kind, play</i>).
Understand word relationships:
Build real-life connections between words and their use (e.g. note places at home that are cozy).
Distinguish shades of meaning among verbs differing in manner (e.g. <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g. <i>large, gigantic</i>) by defining, choosing or acting out the meanings.
Use newly learned words acquired through conversations, reading, and responding to texts.

Grade 2 Language Skills List
Observe conventions of grammar and usage:
Form common irregular plural nouns (e.g. <i>feet, children, teeth, mice, fish</i>).
Form the past tense of common irregular verbs (e.g. <i>sat, hid, told</i>).
Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.
Produce and expand complete sentences to provide requested detail or clarification.
Observe conventions of capitalization, punctuation, and spelling:
Capitalize holidays, product names, geographic names, and important words in titles.
Use commas in greetings and closings of letters.
Use apostrophes to form contractions and common possessives.
Generalize learned spelling patterns when writing words (e.g. <i>cage--badge; boy--boil; paper--copper</i>).
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Determine word meanings (based on grade 2 reading):
Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
Explain the meaning of grade-appropriate compound words (e.g. <i>lighthouse, birdhouse, housefly; bookshelf, notebook, bookmark</i>).
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. <i>addition, additional</i>).
Determine the new word formed when a known prefix is added to a known work (e.g. <i>happy/unhappy, tell/retell</i>).
Understand word relationships:
Build real-life connections between words and their use (e.g. describe foods that are <i>spicy</i> or <i>juicy</i>).
Distinguish shades of meaning among related verbs (e.g. <i>toss, throw, hurl</i>) and related adjectives (e.g. <i>thin, slender, skinny, scrawny</i>).
Use newly learned words acquired through conversations, reading, and responding to texts.

Grade 3 Language Skills List
Please note: Conventions in italics and marked with an asterisk (*) denote skills and understandings that are progressive and require continued attention at higher grade levels as the sophistication of student writing and speaking increases.
Observe conventions of grammar and usage:
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.
Form and use the simple verb tenses (e.g. <i>I walked, I walk, I will walk</i>).
* <i>Ensure subject-verb and pronoun-antecedent agreement.</i>
Produce simple, compound, and complex sentences.
Observe conventions of capitalization, punctuation, and spelling:
Use correct capitalization.
Use quotation marks in dialogue.
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. (e.g. <i>sitting, smiled, cries, happiness</i>).
Use spelling patterns and generalizations (e.g. <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.
Consult reference materials, including dictionaries, as needed to check and correct spellings.
Make effective language choices:
* <i>Use words for effect or to add "voice" to one's writing</i>
Determine word meanings (<i>based on grade 3 reading</i>):
Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as how the word is used in the sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. <i>company, companion</i>).
Determine the meaning of a new word formed when a known affix is added to a known word (e.g. <i>agreeable/disagreeable, comfortable/uncomfortable</i>).
Distinguish the literal and non-literal meanings of words and phrases in context (e.g. <i>take steps</i>).
Understand word relationships:
Build real-life connections between words and their use (e.g. describe people who are <i>friendly</i> or <i>helpful</i>).
Distinguish among related words that describe states of mind or degrees of certainty (e.g. <i>knew, believed, suspected, heard, wondered</i>).
Use words that are common in conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science), either taught directly or acquired through reading and responding to texts.

Grade 4 Language Skills List
Please note: Conventions in italics and marked with an asterisk (*) denote skills and understandings that are progressive and require continued attention at higher grade levels as the sophistication of student writing and speaking increases.
Observe conventions of grammar and usage:
Form and use the progressive (e.g. <i>I was walking, I am walking, I will be walking</i>) verb aspects.
* <i>Form and use adjectives and adverbs (including comparative and superlative forms) placing them appropriately within sentences.</i>
* <i>Produce complete sentences, avoiding fragments and run-ons.</i>
* <i>Correctly use frequently confused words (e.g. to, too, two; there, their, they're).</i>
Observe conventions of capitalization, punctuation, and spelling:
Use quotation marks to mark direct speech and quotations from a text.
Spell grade-appropriate words correctly, consulting references as needed.
Make effective language choices:
* <i>Use punctuation for effect.</i>
* <i>Maintain consistency in style and tone.</i>
* <i>Choose words and phrases to convey ideas precisely.</i>
* <i>Choose words and phrases to add emotion and/or voice to one's writing.</i>
Determine word meanings (based on grade 4 reading):
Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g. definitions, examples, or restatements in text); using syntactic clues (e.g. the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
* <i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. telegraph, photograph, autograph).</i>
Explain the meaning of simple similes and metaphors (e.g. <i>as pretty as a picture</i>).
Paraphrase common idioms, adages, and proverbs.
Understand word relationships:
Build real-life connections between words and their various uses and meanings.
Define relationships between words (e.g. how <i>ask</i> is like and unlike <i>demand</i> ; what items are likely to be <i>enormous</i>).
Distinguish a word from other words with similar but not identical meanings.
Use words that are common in conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science), either taught directly or acquired through reading and responding to texts.

Grade 5 Language Skills List
Please note: <i>Conventions in italics and marked with an asterisk (*) denote skills and understandings that are progressive and require continued attention at higher grade levels as the sophistication of student writing and speaking increases.</i>
Observe conventions of grammar and usage:
Form and use the perfect (e.g. <i>I had walked, I have walked, I will have walked</i>) verb aspects.
<i>* Recognize and correct inappropriate shifts in verb tense and aspect.</i>
Observe conventions of capitalization, punctuation, and spelling:
<i>* Use punctuation to separate items in a series.</i>
Use a comma to separate an introductory element from the rest of the sentence.
Use underlining or italics and quotation marks to indicate titles of works.
Spell grade-appropriate words correctly, consulting references as needed.
Make effective language choices:
<i>* Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</i>
<i>* Choose words and phrases to add emotion and/or voice to one's writing.</i>
Determine word meanings (<i>based on grade 5 reading</i>):
Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g. definitions, examples, or restatements in text); using syntactic clues (e.g. the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. telegraph, photograph, autograph).
Interpret figurative language, including similes and metaphors.
Explain the meaning of common idioms, adages, and proverbs.
Use words that are common in conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science), either taught directly or acquired through reading and responding to texts.

Grade 6 Language Skills List
Please note: <i>Conventions in italics and marked with an asterisk (*) denote skills and understandings that are progressive and require continued attention at higher grade levels as the sophistication of student writing and speaking increases.</i>
Observe conventions of grammar and usage:
Ensure that pronouns are in the proper case (subjective, objective, possessive).
* <i>Recognize and correct inappropriate shifts in pronoun number and person.</i>
* <i>Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).</i>
Observe conventions of capitalization, punctuation, and spelling:
* <i>Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.</i>
* <i>Spell correctly.</i>
Make effective language choices:
* <i>Vary sentence patterns for meaning, reader/listener interest, and style.</i>
* <i>Choose words and phrases to add emotion and/or voice to one's writing.</i>
Determine word meanings (<i>based on grade 6 reading</i>):
Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g. definitions, examples, or restatements in text); using syntactic clues (e.g. the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
Use a known root as a clue to the meaning of an unknown word (e.g. <i>audience, auditory, audible</i>).
Verify the preliminary determination of a word's meaning (e.g. by checking the inferred meaning in context or looking up the word in a dictionary).
Interpret various figures of speech (e.g. personification) relevant to particular texts.
Understand word relationships:
Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses.
Distinguish a word from other words with similar denotations but different connotations.
Use words that are common in conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science), either taught directly or acquired through reading and responding to texts.

Grade 7 Language Skills List
Please note: <i>Conventions in italics and marked with an asterisk (*) denote skills and understandings that are progressive and require continued attention at higher grade levels as the sophistication of student writing and speaking increases.</i>
Observe conventions of grammar and usage:
Explain the function of phrases and clauses in general and their functions in specific sentences.
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<i>* Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.</i>
Observe conventions of capitalization, punctuation, and spelling:
Use a comma before a coordinating conjunction in a compound sentence.
Spell correctly.
Make effective language choices:
<i>* Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy. This is also known as precision of language.</i>
<i>* Choose words and phrases to add emotion and/or voice to one's writing.</i>
Determine word meanings (based on grade 7 reading):
Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g. definitions, examples, or restatements in text); using syntactic clues (e.g. the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
Use a known root as a clue to the meaning of an unknown word (e.g. <i>belligerent, bellicose, rebel</i>).
Verify the preliminary determination of a word's meaning (e.g. by checking the inferred meaning in context or looking up the word in a dictionary).
Interpret various figures of speech (e.g. allegory) relevant to a particular text.
Understand word relationships:
Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses.
Distinguish a word from other words with similar denotations but different connotations.
Use words that are common in conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science), either taught directly or acquired through reading and responding to texts.

Grade 8 Language Skills List
Please note: Conventions in italics and marked with an asterisk (*) denote skills and understandings that are progressive and require continued attention at higher grade levels as the sophistication of student writing and speaking increases.
Observe conventions of grammar and usage:
Form and use verbs in the active and passive voice.
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
* <i>Recognize and correct inappropriate shifts in verb voice and mood.</i>
Observe conventions of capitalization, punctuation, and spelling:
Use a comma to separate coordinate adjectives (e.g. <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt.</i>).
Use a comma, ellipses, or dash to indicate a pause or break.
Spell correctly.
Make effective language choices:
Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particularly effects (e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Use word choice to influence mood and style and to add voice to one's writing.
Determine word meanings (based on grade 8 reading):
Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g. definitions, examples, or restatements in text); using syntactic clues (e.g. the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
Use a known root as a clue to the meaning of an unknown word (e.g. <i>precede, recede, secede</i>).
Verify the preliminary determination of a word's meaning (e.g. by checking the inferred meaning in context or looking up the word in a dictionary).
Interpret various figures of speech (e.g. verbal irony, puns) relevant to particular texts.
Understand word relationships:
Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses.
Distinguish a word from other words with similar denotations but different connotations.
Use words that are common in conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science), either taught directly or acquired through reading and responding to texts.

Section 13: The Craft of Writing (Grades K-2)
Skill Development by Unit for the Calkins Units of Study

PLEASE NOTE THAT MANY OF THESE SKILLS APPEAR IN MORE THAN ONE UNIT OF STUDY AND INSTRUCTION SHOULD BE ON-GOING.

Unit 1: Launching the Writing Workshop

- **Working Independently in a Writing Workshop**
 - Choosing a topic (doing what authors do)
 - Starting with a picture in mind—sketch it
 - Drawing it
 - Add on to the writing
 - Add on to the picture (adding details)
 - Start a new piece
 - Creating the appropriate atmosphere for Writing Workshop
 - Using 2” voices
 - Using writing supplies independently
 - Starting to write with an idea in mind
 - Drawing pictures the best way you can
- **Using Writing, Along with Pictures, to Tell Each Story**
 - Using pictures and words when you write
 - Writing words on the page
 - Say the word
 - Stretch to word out
 - Write what you hear
 - Reread
 - Say more
 - Stretching and writing words
 - Initial sounds
 - Saying the word and adding what else is heard
 - Spelling the best way you can and moving one
 - Writing tools
 - Alphabet chart
- **Writing Longer, More Varied, More Thoughtful Pieces**
 - Writing folder separated by “green” (works in progress) and “red” (finished works)
 - Writing a story across several pages (booklets)
 - Different kinds of writing—writing for different purposes
 - Letters and lists

- Other types of real-world writing (cards, notes, signs, etc.)
- **Preparing for Publication**
 - Fixing up your writing (revision)
 - Editing/fancying up your writing
 - Words look right
 - Add details to picture and color
- Assessment checklist and rubric

Unit 2: Small Moments: Personal Narrative Writing

- **Beginning Small Moment Stories**
- Take small moments stories and stretch them to make longer stories
 - Using details
 - Using the three page booklet to stretch a Small Moment across the pages
- CHART: Writing Small Moments
 - Writers think of something that happened to them.
 - They picture it in their mind.
 - They sketch it on paper.
 - They write words.
- Establishing writing partners
- **Getting More Writing on the Page**
- Stretching out words
 - Say the word.
 - Stretch the word out by saying it slowly.
 - Write one sound.
 - Reread and repeat the process adding more sounds that are heard.
- Sketching, not drawing (adding color and detail)
- Adding details
- Story shape
 - Telling a small moment across your fingers
- Making writing go faster (writing words in a snap)
 - Writing known words quickly
 - Using the Word Wall to write words quickly
- **Teaching Revision Strategies**
- Zooming on the most important part of a memory
- Writing the internal and external response to a Small Moment
- Writing powerful endings
- **Preparing for Publication**

- Revising and editing with partners
- Assessment checklist and rubric

Unit 3: Writing for Readers: Teaching Skills and Strategies

- **Inspiring children to Write for Readers**
 - Examining own work
 - “more-readable” and “less-readable”
 - Note qualities of each
- **Recording Sounds, Words, Silences, and Meanings**
 - Stretching and writing more sounds in words
 - Writing with sight words
 - Word spacing
 - Writing focused Small Moments
- **Focusing on High Frequency Words**
 - Learn and write more sight words
 - Personal word walls
 - Writing more
 - One story/day
 - Across three pages
 - Words and pictures on all pages
 - Writing so it can be read
- **Writing with Partners**
 - Revising with partners
 - Peer-editing to add more sounds
 - Peer-editing for spelling
 - Peer-editing for punctuation (periods)
- **Preparing for Publication**
 - Identifying their easy-to-read and hard-to-read pieces
 - What makes writing easy to read?
- Assessment checklist and rubric

Unit 4: The Craft of Revision

- **Learning the Basics of Revision**
 - Re-read to revise by adding details
 - Adding to the middle of a text
 - Adding dialogue
 - Taking away from a draft
 - Planning revision

- **Learning Qualities of Good Writing**
 - Revising leads
 - Showing, not telling
 - Revising endings
 - Revising while writing
 - Revising genre
 - Learning from authors while revising
- Assessment checklist and rubric

Unit 5: Authors as Mentors

- **Crafting as in Angela Johnson’s Books**
 - Discovering small moments
 - Stretching small moments
 - Using ellipses to create tension
 - Comeback lines
 - Using research details
 - Observations of author’s craft to use in personal writing
- **Working with a New Text Structure**
 - Writing a “many moments” story
 - Writing a many moments story with details
- **Finding Writing Mentors in All Authors**
 - Analyze other authors’ craft as done with Angela Johnson
 - Learning to emulate an author’s way of writing
 - Turning to authors as mentors
- **Preparing for Publication**
 - Using an editing checklist
 - Writing “All About the Author” blurbs
- Assessment checklist and rubric

Unit 6: Non-Fiction Writing: Procedures and Reports

- **Writing How-To Books**
 - Teaching someone to do something by giving clear directions
 - Revising words and pictures for specificity
 - Using text features in a how-to book
 - Studying mentor texts of how-to books
 - Editing
 - Periods
 - Parentheses

- Colons
- **Writing All-About Books**
 - Teaching the structure of informational (all-about) books
 - Table of Contents
 - Planning chapters/using the correct paper
 - Making labeled diagrams
 - Researching topics
 - Revising non-fiction
 - Editing—solving bigger words
- Assessment checklist and rubric

Unit 7: Poetry: Powerful Thoughts in Tiny Packages

- **Creating the Poetry Museum**
 - Experimenting with format
 - Hearing the music in poetry
- **Putting Powerful Thoughts in Tiny Packages**
 - Topic choice
 - Showing, not telling
- **Focusing on Language and Sound**
 - Poetic language and voice
 - Word choice
 - Repetition and other patterns poets use to support meaning
- **Bringing Together Language and Meaning**
 - Using comparisons
 - Poetic language
 - Developing metaphors
- **We're in Charge of Celebrations**
 - Turning story-like drafts into poems
 - Revising and editing poetry
- Assessment checklist and rubric

Section 14: The Craft of Writing (Grades 3-5)
Skill Development by Unit for the Calkins Units of Study

PLEASE NOTE THAT MANY OF THESE SKILLS APPEAR IN MORE THAN ONE UNIT OF STUDY AND INSTRUCTION SHOULD BE ON-GOING.

1. Launching the Writing Workshop:

- Generating personal narrative writing
 - List people, places, objects that have special meaning/memory attached
 - List small moments for each
 - “When you’re done, you’ve just begun”
- Writing focused “seed” stories and not watermelon stories
 - Zoom in
 - Create a movie in your mind—use exact details
 - Write a story—not a summary
 - Relive the episode as you write it
- Chronological order—sequence of events—using timelines
- CONVENTIONS OF WRITING
 - Spelling high frequency words
 - Using quotation marks
 - End punctuation
 - Capitalization
 - Tense—maintaining consistent tense, i.e. past tense in personal narratives
 - Paragraphing
 - Use of ellipses to add voice to a piece
- Leads
 - Revising
 - Using mentor texts
 - Using action, setting, dialogue, question, etc. to create a mood and invite readers into the story
- Endings
 - Revising
 - Write strong endings to leave a lasting impression on readers
 - Maybe use action, a word, dialogue, images, circular endings, etc.
- Monitoring progress through the writing process
 - Use checklist on p. 105
- Revision
 - Not about correcting errors
 - The time to develop the story
- Editing
 - Use of checklist
- Unit Assessment Rubric (on last page)

2. Raising the Quality of Narrative Writing

- Showing rather than telling
- Stories have a beginning, middle, and end
 - Including two or more small moments in a story
- More ways to generate personal narratives
 - Strong feelings
 - First times
 - Last times
 - Turning points
 - Family stories
- Leads
- Elaborating the important parts
- Flashback
- Story Arc/Story Mountains
- Endings
- Editing—commas
- Assessment rubric (last page)

3. Breathing Life into Essays

- Gathering essay ideas
 - What I notice
 - What I think
 - Record an issue
 - Pick a subject of importance, list ideas, and choose one
 - Reread earlier writing to add or question
 - Write off of books we read
- Contrast features of narrative and non-narrative (and essays) (see p. 31)
- Pushing our thinking (conversational prompts to extend thoughts—see p. 49)
- Thesis statements
- Checking thesis statements (see p. 76)
- Planning the main sections of the essay
- Finding alternative ways to support a thesis
- Guidelines for writing essays (see p. 119)
- Using outside sources for support
- Pronoun agreement
- Parallelism in lists
- Sources of information for essays
- Going from a folder of information to a draft
- Sequencing in a draft
- Writing introductions and conclusions (see pp. 197-198)
- Assessment rubric on last page

4. Writing Fiction: Big Dreams, Tall Ambitions

- Getting ideas for fiction (see p. 19)
- Developing characters (see p. 32 and p. 44)
- Story mountain for planning
- Planning and writing scenes (see p. 83)
- Revising leads
- Using dialogue
- Setting
- Endings
- Revising (see p. 151)
- Conjunctions and complex sentences
- Editing with various lenses (i.e. punctuation, tense, consistency)
- Assessment rubric on last page

5. Literary Essays: Writing about Reading

- Strategies for writing in response to reading (see p. 25)
- Thinking about characters (see p. 41)
- Pushing thinking about reading (see p. 53)
- Pronouns
- Interpretation (see pp. 69 and 71)
- Questioning the thesis statement (see pp. 104 and 112)
- Using stories to support the thesis
- Summarizing
- Types of evidence for support (see p. 153)
- Citations
- Revising
- Editing
- Assessment rubric on last page

6. Memoir: The Art of Writing Well

- Writing about life topics as seed topics
- Voice
- Writing with depth (see p. 36)
- Ways to structure a memoir (see pp. 76 and 79)
- Emblematic details
- Metaphor
- Using refrains
- Editing
- Using punctuation to create a sound
- Semicolons

Assessment rubric on last page

Section 15: Additional Mentor Texts for the Units of Study

GRADE 3: Below is a list of additional mentor texts that extend beyond those provided in the *Units of Study*

Units 1 & 2: Launching the Writing Workshop & Raising the Quality of Narrative Writing (Please note that all of the listed books may be used in both units.)

Aragon, Jane Chelsea:	<i>Salt Hands</i>
Bunting, Eve:	<i>Smoky Night</i>
Cosby, Bill:	<i>The Meanest Thing to Say</i>
Crews, Donald:	<i>Shortcut</i>
Crews, Donald:	<i>Bigmama</i>
Greenfield, Eloise and Lessie Jones Little:	<i>Childtimes: A Three-Generation Memoir</i>
Harrington, Janice:	<i>Going North</i>
Henkes, Kevin:	<i>Olive's Ocean</i>
Ichikawa, Satomi:	<i>My Pig Amarillo</i>
Johnson, Angela:	<i>The Leaving Morning</i>
Keats, Ezra Jack:	<i>Peter's Chair</i>
Khalsa, Dayal Kaur:	<i>Tales of a Gambling Grandma</i>
Little, Jean:	<i>Hey World, Here I Am!</i>
MacLachlan, Patricia:	<i>What You Know First</i>
MacLachlan, Patricia:	<i>All the Places to Love</i>
McCloskey, Robert:	<i>Time of Wonder</i>
McLerran, Alice:	<i>Roxaboxen</i>
Munsch, Robert:	<i>Thomas' Snowsuit</i>
Partridge, Elizabeth:	<i>Whistling</i>
Pilkey, Dave:	<i>The Paperboy</i>
Piper, Watty:	<i>The Little Engine that Could</i>
Polacco, Patricia:	<i>Thunder Cake</i>
Rylant, Cynthia:	<i>An Angel for Solomon Singer</i>
Step toe, John:	<i>Stevie</i>
Wiles, Deborah:	<i>Freedom Summer</i>

Unit 3: Breathing Life into Essays

Clayton, Ed:	<i>"I Have a Dream" from Martin Luther King: The Peaceful Warrior</i>
Kuskin, Karla:	<i>The Philharmonic Gets Dressed</i>
Meltzer, Milton:	<i>The American Revolutionaries: A History in Their Own Words</i>
Meltzer, Milton:	<i>Where Do All the Prizes Go?</i>
Rosen, Michael J.:	<i>Home: A Collection of Thirty Distinguished Authors and Illustrators of Children's Books to Aid the Homeless</i>

Unit 4: Writing Fiction: Big Dreams, Tall Ambitions

Ada, Alma Flor:	<i>My Name Is Maria Isabel</i>
Brown, Marc:	<i>Arthur Writes a Story: An Arthur Adventure</i>
Fox, Mem:	<i>Night Noises</i>
Galdone, Paul:	<i>The Three Billy Goats Gruff</i>
Keats, Ezra Jack:	<i>Peter's Chair</i>
Lindgren, Astrid:	<i>Pippi Goes On Board</i>
MacLachlan, Patricia:	<i>Cassie Binegar</i>
MacLachlan, Patricia:	<i>Unclaimed Treasures</i>
Raschka, Christopher:	<i>Yo! Yes!</i>
Reynolds, Peter:	<i>Ish</i>

Unit 5: Literary Essays: Writing About Reading

Greenfield, Eloise:	<i>"Things" in Honey, I Love and Other Poems</i>
Lobel, Arnold:	<i>Frog and Toad Are Friends</i>
Milne, A.A.:	<i>The Complete Tales of Winnie-the-Pooh</i>
Rylant, Cynthia:	<i>"Boar Out There", "Slower Than The Rest", "Spaghetti" in Every Living Thing</i>
Steig, William:	<i>Brave Irene</i>
Woodson, Jacqueline:	<i>The Other Side</i>
Piper, Watty:	<i>The Little Engine That Could</i>

Unit 6: Memoir: The Art of Writing Well

Erlich, Amy:	<i>When I Was Your Age: Original Stories About Growing Up</i>
Goodlad, John:	<i>A Place Called School</i>
Greenfield, Eloise:	<i>"Mama Sewing" in Childtimes</i>
Hall, Donald:	<i>The Oxcart Man</i>
Heard, Georgia:	<i>Awakening the Heart</i>
Hopkins, Lee Bennett:	<i>Been to Yesterdays: Poems of a Life</i>
Little, Jean:	<i>"Maybe a Fight" and "Not Enough Emilys" in Hey World! Here I Am!</i>
MacLachlan, Patricia:	<i>What You Know First</i>
McClerran, Alice:	<i>Roxaboxen</i>
Rylant, Cynthia:	<i>Night in the Country</i>
Soto, Gary:	<i>"The Bike" in a Summer Life</i>

GRADE 4: Below is a list of additional mentor texts that extend beyond those provided in the *Units of Study*

Units 1 & 2: Launching the Writing Workshop & Raising the Quality of Narrative Writing (Please note that all of the listed books may be used in both units)

Generating ideas for personal narrative (“seed stories”, zooming in, using special people, places, and/or objects)

Bunting, Eve: ***The Memory String*** (objects)
Bunting, Eve: ***Night Tree*** (one holiday tradition)
Henkes, Kevin: ***Chrysanthemum*** (name)
Henkes, Kevin: ***Lilly’s Purple Plastic Purse*** (people)
MacLachlan, Patricia: ***Journey***
Polacco, Patricia: ***Betty Doll*** (object)
Spinelli, Eileen: ***In Our Backyard Garden*** (place)

Sequence

Cooper, Elisha: ***Beach*** (a day at the beach)
Henkes, Kevin: ***Lilly and the Purple Plastic Purse***
Spinelli, Eileen: ***In Our Backyard Garden***

Leads

Albert, Richard E.: ***Alejandro’s Gift*** (description of setting that creates mood of loneliness)
Brown, Don: ***Uncommon Traveler*** (non-fiction—lead used description of setting)
Fritz, Jean: ***Bully for You, Teddy Roosevelt*** (non-fiction—lead uses a question answered by a summary list)
Henkes, Kevin: ***Lilly’s Purple Plastic Purse*** (description of what the character loves)

Endings

Albert, Richard E.: ***Alejandro’s Gift*** (resolves feeling of loneliness from the lead)
Cronin, Doreen: ***Click, Clack, Moo: Cows That Type*** (ends with a decision and an action; part of the ending is revealed in the final illustration)
Numeroff, Laura J. ***If You Give a Moose a Muffin*** (circular ending)

Conventions of Writing

Quotation marks/end punctuation

- Kerley, Barbara: ***What to Do About Alice? How Alice Roosevelt Broke the Rules, Charmed the World, and Drove Her Father Teddy Crazy!*** (non-fiction--various uses of quotation marks, PLUS print variations; use of ellipses, epithets, colons, exact and proper nouns; dashes)
- Henkes, Kevin: ***Lilly's Purple Plastic Purse*** (end punctuation)

Ellipses

- Bryant, Jen: ***Music for the End of Time*** (use of ellipses, dashes, and italics to show thoughts)
- Fletcher, Ralph: ***Hello Harvest Moon*** (use of ellipses, dashes, italics, and colons)
- Henkes, Kevin: ***Lilly's Purple Plastic Purse*** (ellipses in addition to many other conventions)
- Jenkins, Martin: ***Chameleons Are Cool!*** (use of ellipses, dashes, and variations in print size)
- Orloff, Karen K.: ***I Wanna Iguana*** (ellipses as well as parentheses, dialogue, and variety of sentence types)

Show, Not Tell

- Bunting, Eve: ***The Memory String***
- Falconer, Ian: ***Olivia Saves the Circus*** (learning about Olivia by the things she says and does)

Unit 3: Breathing Life into Essays

Making a point and supporting it

- Howard, Arthur: ***When I was Five*** (the book makes a point that is stated in the last line)
- Paterson, Katherine: ***Bridge to Terabithia***
- Whatley, Bruce: ***That Magnetic Dog*** (the point is made in the title—the book supports the point)
- Whitcomb, Mary: ***Odd Velvet*** (uses topic and point)

Unit 4: Writing Fiction: Big Dreams, Tall Ambitions

Developing Characters

- Cohen, Barbara: ***Molly's Pilgrim***
- Cooney, Barbara: ***Miss Rumphius***
- Falconer, Ian: ***Olivia Saves the Circus***
- Polacco, Patricia: ***Betty Doll*** (use of dialogue to develop character)
- Whatley, Bruce: ***That Magnetic Dog***

Setting

Baylor, Byrd: ***Your Own Secret Place***
Cooney, Barbara: ***Miss Rumphius***
Miles, Miska: ***Annie and the Old One***

Unit 5: Literary Essays: Writing about Reading

Paulsen, Gary: ***The Monument***

Unit 6: Memoir: The Art of Writing Well

Voice

Henkes, Kevin: ***Chrysanthemum*** (use of vivid verbs adds to voice)
MacLachlan, Patricia: ***Journey***
Orloff, Karen K.: ***I Wanna Iguana*** (use of adjectives adds to voice)
Sams II, Carl R. and Jean Stoick: ***Stranger in the Woods*** (an example of writing in the persona of another—i.e. the animals)
Scieszka, John: ***The True Story of the Three Little Pigs***
Seuss, Dr.: ***The Sneetches*** (distinctive voice)

Metaphor

Andreae, Giles: ***Love Is a Handful of Honey***
Babbitt, Natalie: ***Tuck Everlasting***
Cooper, Elisha: ***Beach***

Onomatopoeia/using punctuation to create sound

Bunting, Eve: ***One Green Apple***
Frasier, Debra: ***The Incredible Water Show***

Grade 5: Below is a list of additional mentor texts that extend beyond those provided in the *Units of Study*

Units 1 & 2: Launching the Writing Workshop & Raising the Quality of Narrative Writing (Please note that all of the listed books may be used in both units)

Generating ideas for personal narrative (“seed stories”, zooming in, using special people, places, and/or objects)

Burleigh, Robert: ***Flight: The Journey of Charles Lindbergh***
DiCamillo, Kate: ***Because of Winn-Dixie***
Fritz, Jean: ***Homesick: My Own Story***
Howard, Elizabeth: ***Aunt Flossie’s Hats*** (object)
McKissack, Patricia: ***Goin’ Someplace Special*** (connections to special places)
Polacco, Patricia: ***My Rotten Red-Headed Brother*** (person)
Polacco, Patricia: ***The Lemonade Club*** (person)

Sequence

Burleigh, Robert:
Laminack, Lester:

***Flight: The Journey of Charles Lindbergh
Saturdays and Teacakes***

Leads

Arnosky, Jim:
Brown, Don:

All About Owls (example of a question lead)
Dolley Madison Saves George Washington (a “what-people-say” lead)

Burleigh, Robert:

Flight: The Journey of Charles Lindbergh (example of a lead that recounts what people say about the subject)

DiCamillo, Kate:

Because of Winn-Dixie

Gibbons, Gail:

Spiders (a compare/contrast lead)

Rylant, Cynthia:

The Journey: Stories of Migration (compare/contrast)

Endings

Burleigh, Robert:

Flight: The Journey of Charles Lindbergh (bookend structure)

DiCamillo, Kate:

Because of Winn-Dixie

Rylant, Cynthia:

The Journey: Stories of Migration (labeled summary ending)

Scieszka, Jon:

The Frog Prince (surprise ending)

Tsuchiya, Yukio:

Faithful Elephants (poignant ending)

Conventions of Writing

Quotation marks/end punctuation

Laminack, Lester:

Saturdays and Teacakes (dialogue in italics)

Stevenson, James:

Monty (unconventional print, quotation marks, varied end punctuation)

Ellipses

Catalanotto, Peter:

Dad and Me (use of ellipses AND colon for listing; type and size of print)

Henkes, Kevin:

Wemberly Worried (ellipses AND end punctuation, dialogue, italics, variety of print size)

Peterson, Cris:

Harvest Year (ellipses AND proper nouns, commas, hyphenated adjectives, similes, and alliteration)

Stevenson, James:

Monty (use of ellipses, unconventional print)

Winters, Kay:

Colonial Voices: Hear Them Speak (ellipses AND variations of print poetry)

Show, Not Tell

Catalanotto, Peter:

Dad and Me

Laminack, Lester:

Saturdays and Teacakes

Unit 3: Breathing Life into Essays

Making a point and supporting it

Aruego, Jose and Ariane Dewey: ***Weird Friends*** (each small story makes the point stated in the title)

Collard, Sneed III: ***Leaving Home*** (An exploration into how, when, and why animals leave home. Point is made in the first sentence.)

DiCamillo, Kate: ***Because of Winn-Dixie***

Fritz, Jean: ***Homesick: My Own Story***

Tatham, Betty: ***How Animals Play*** (Researches one essential question. The chapters help to support the point.)

Thomas, Keltie: ***How Baseball Works*** (Specific topics written in different formats; i.e., time lines, recipes, opinion articles, paragraphs of explanation, etc., support the point.)

Unit 4: Writing Fiction: Big Dreams, Tall Ambitions

Developing Character

Dahl, Roald: ***Matilda, The BFG, The Witches*** (any of these books give great physical descriptions of characters)

DiCamillo, Kate: ***Because of Winn-Dixie***

Paterson, Katherine: ***The Great Gilly Hopkins***

Polacco, Patricia: ***Mrs. Katz and Tush***

Rylant, Cynthia: ***Mr. Griggs' Work***

Soto, Gary: ***"The Marble Champ" in Baseball in April and Other Stories***

Setting

Konigsburg, E.L.: ***From the Mixed-Up Files of Mrs. Basil E. Frankweiler***

Kumin, Maxine: ***The Beach Before Breakfast***

Lyon, George Ella: ***Who Came Down That Road?***

Miller, Debbie: ***Arctic Lights, Arctic Nights*** (describes a year in the Arctic—each page is a snapshot of setting)

Step toe, John: ***Mufaro's Beautiful Daughters***

Unit 5: Literary Essays: Writing about Reading

Crutcher, Chris: ***The Crazy Horse Electric Game***

DiCamillo, Kate: ***Because of Winn-Dixie***

Hesse, Karen: ***Out of the Dust***

Paterson, Katherine: ***The Great Gilly Hopkins***

Unit 6: Memoir: The Art of Writing Well

Voice

Aston, Dianna:	<i>An Egg Is Quiet</i> (poetic voice)
Bang, Molly:	<i>My Light</i> (written in the voice of the sun)
Laminack, Lester:	<i>Saturdays and Teacakes</i> (conversational voice)
Martin, Bill, Jr. and John Archembault:	<i>Knots on a Counting Rope</i>
Saint-Exupery, Antoine de:	<i>The Little Prince</i>
Seuss, Dr.	<i>Oh, the Places You'll Go!</i>

Metaphor

Aston, Dianna:	<i>An Egg Is Quiet</i>
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Onomatopoeia/using punctuation to create sound

Bedard, Michael:	<i>The Divide</i> (semicolon, colon, dashes)
Bryant, Jen:	<i>A River of Words: The Story of William Carlos Williams</i> (onomatopoeia AND alliteration, ellipses, dashes and colons)
Laminack, Lester:	<i>Saturdays and Teacakes</i> (onomatopoeia)
Miller, Debbie:	<i>Arctic Lights, Arctic Nights</i>
Stevenson, James:	<i>Monty</i> (use of unconventional print, exclamation points, ellipses)

Section 16: Grades 6-8: Language Arts/Reading: Fiction: Novels and Short Stories

Why Is This Unit Important?

Fiction is defined as “something invented by the imagination or feigned, specifically an invented story; fictitious literature such as novels or short stories” (Merriam-Webster). The Big Ideas included in this unit of study are:

- There are many genres of fiction, each with its own identifiable features.
- Fictional stories, short or long, include common literary elements.
- Short stories share common elements with longer novels, but they share differences as well.
- A reader must consider the point of view from which a story is told to recognize possible biases or limitations in the storytelling itself.
- Writers use literary devices and figurative language thoughtfully to convey a particular message in a very specific way. It is important that readers pay careful attention to such wording.

Enduring Understandings

- Works of literature can be categorized into genres and subgenres.
- All works of fiction include character, setting, conflict, resolution, and theme.
- While short stories and novels include common elements, a short story is more focused and may be read in only one sitting.
- A story told from first person point of view has built-in bias because only the subject’s perception is considered; a story from third person point of view lacks the emotional insight available through a first-person story.
- Literary device and figurative language are intentionally used by a writer to allow a reader to more clearly visualize or become emotionally attached to a story. A story or novel written using such language reads very differently than one without such writing.

Essential Questions

- Why must fiction be approached differently than nonfiction reading? What makes each different?
- Must all fictional pieces follow the same exact format (i.e. the plot pyramid)?
- How can a writer manipulate information (i.e. the presence or absence of a literary element at any given time in a story) to create emotion or tension in a story?
- How does a shift in point of view change a story?
- How do literary devices and figurative language in storytelling change the way the story is read and received?

Acquired Knowledge (Students will know...)

6 th Grade	7 th Grade	8 th Grade
There are differences between nonfiction (true or factual works) and fiction/literature. Both novels and short stories follow a similar structure (i.e. plot pyramid).	There are many subgenres of fiction, including but not limited to: realistic, historical, science, fantasy, adventure, mystery, and myths.	In addition to genres introduced in 6 th and 7 th grades, additional genres of fiction include parodies, satire, and graphic novels.
The literary elements included in a plot pyramid are: exposition, character, setting, conflict, rising action, climax, falling action/denouement, resolution, and theme.	Novels and short stories follow a pyramid in theory, but in reality, the plot rises and falls before the climax (i.e. EKG-type plot graph).	Both where and when the story takes place (setting) impacts the plot and the characters in the story.
A story's resolution must be directly related to the conflict introduced in its exposition.	A story's resolution must be directly related to the conflict introduced in its exposition.	A story's resolution must be directly related to the conflict introduced in its exposition.
Characters develop and evolve as the plot unfolds, due in part to the events that occur in the story.	As events progress, characters are revealed through their words, actions, thoughts, and what others say about them.	As events progress, characters are revealed through their words, actions, thoughts, and what others say about them.
Stories or books told from the 1 st person point of view limit a reader's understanding of events beyond the narrator's explanation.	"Point of view" refers not only to the narration of the story (i.e. first or third person), but also to the various points of view (i.e. perspective of characters) within a story or work of drama.	Characters' points of view can impact the mood of a story (i.e. humor or suspense).
An author can play with time and sequence by including flashbacks and foreshadowing.	In addition to flashback and foreshadowing, an author can provide repeated words, phrases, symbols, or episodes in the chronology of the story that leads a reader to the story's theme.	Oftentimes, stories have circular endings, where the end of the story echoes the beginning.
Words can have figurative or connotative meanings that extend beyond literal interpretations.	An author's use of precise language and specific wording influences the meaning and tone of a story.	Writers often use metaphors, analogies, and allusions in a work to contribute to meaning (i.e. "It's a sin to kill a mockingbird" as a metaphor for the persecution of innocence, specifically referring to Boo Radley, Tom Robinson, or Atticus Finch).
Specific textual evidence must be provided to substantiate a reader's inferences or argument related to a text.	Several sources of textual evidence must be provided to support a reader's inferences or argument in relation to a text.	A wide range of textual evidence must be used to support analysis of what the text says and inferences drawn from the text.

Acquired Skills (Students will be able to...)

6 th Grade	7 th Grade	8 th Grade
Explain the differences between fiction and nonfiction and categorize works as either fiction or nonfiction.	Identify key characteristics of each genre of fiction and categorize works as a specific genre.	Identify key characteristics of parodies, satire, and graphic novels, and categorize works within these genres.
Extrapolate literary elements presented in a short story or novel and complete a plot pyramid identifying each element..	Extrapolate literary elements from a work of literature and plot key pieces of information, focusing specifically on a story’s climax.	Extrapolate literary elements from a work of literature and plot key pieces of information, focusing specifically on the impact that a story’s setting has on the characters and events presented in the story.
Explain the connection between the conflict presented in the beginning of the story and the resolution at its end.	Explain the connection between the conflict presented in the beginning of the story and the resolution at its end, in light of the “rises and falls” of action in the story’s middle.	Explain the connection between the conflict presented in the beginning of the story and the resolution at its end, in light of the “rises and falls” of action in the story’s middle.
Explain the changes that occur to characters in the story or novel as a result of the events that take place in the work.	Explain the changes that occur to characters in the novel as evidenced through the character’s words, actions, and thoughts as well as what others say about them.	Explain the changes that occur to characters in the novel as evidenced through the character’s words, actions, and thoughts as well as what others say about them.
Identify a story’s point of view as 1 st or 3 rd person and explain how that POV limits the information the writer chooses to make available to the reader.	Examine works where the narrator’s point of view or perspective changes as the plot progresses and explain how and why that change in POV occurs.	Explain how a character’s point of view or perspective impacts the mood of a novel or story.
Identify flashback and foreshadowing in a novel, providing textual evidence to support the shift and explain why the author chose to “play with time and sequence” in such a way.	Examine a writer’s use of repeated words, phrases, symbols, or episodes in a story and explain how such repetition helps a reader to identify the story’s central message or theme.	Examine circular endings and explain why a writer may choose to write in such a way.
Explore vocabulary and examine new words in context, using clues provided in the text as well as outside resources (i.e. reference materials) to discuss differences between denotative meaning (dictionary) and connotative meaning (ideas and feelings associated with the word).	Examine a writer’s use of language and explain how his/her use of precise or vivid language influences the meaning and tone of a story.	Identify metaphors, analogies, and allusions presented in a work of literature and explain the messages communicated by such word choice and imagery.
Write responses to multi-part open-ended questions using specific evidence from the text (i.e. quote, reference to a specific scene, etc.) to support his/her claim.	Write responses to multi-part open-ended questions using several specific examples from a text (i.e. quote, reference to a specific scene, etc.) to support his/her claim.	Write responses to multi-part open-ended questions using a wide range of specific evidence from a text (i.e. quote, reference to a specific scene, analysis of a character or specific scene, etc.) to support his/her claim.

Benchmark or Major Assessments (Indicate benchmark assessment in parentheses)

- New Jersey Open-Ended Question Rubric (benchmark)
- Teacher-created assessments (i.e. write an additional chapter for the story or book, create a DVD cover for the story/book, etc.)
- “Check for Understanding Quizzes” to be administered periodically to make sure students are reading and are comprehending what they read
 - NOTE: The intervention for students who are not reading must be different from the intervention for students who are reading but who do not understand or do not recall what they read.

Instructional Materials

6 th Grade	7 th Grade	8 th Grade
Videos “The Mighty” “Night of the Twisters” “The Lightning Thief”	Videos “A Call in the Wild” “A Christmas Carol”	Videos “To Kill a Mockingbird” “The Ernest Green Story” “The Outsiders” “Charlie” “Diary of Anne Frank”
Novels * <i>The Lightning Thief</i> by Rick Riordan * <i>Freak the Mighty</i> by Rodman Philbrick <i>Flush</i> by Carl Hiaasen	Novels * <i>My Brother Sam Is Dead</i> by Christopher and James Lincoln Collier <i>Roll of Thunder</i> (trilogy) by Mildred D. Taylor <i>The Giver</i> by Lois Lowery <i>Where the Red Fern Grows</i> by Wilson Rawls * <i>Tangerine</i> by Edward Bloor <i>Hatchet</i> by Gary Paulson	Novels * <i>To Kill a Mockingbird</i> by Harper Lee <i>The Outsiders</i> by S.E. Hinton <i>Tears of a Tiger</i> (trilogy) by Sharon Draper
<i>Language of Literature, Grade 6</i> (McDougall Littell, 2002) “Damon and Pythius” Retold by Fan Kissen “The All-American Slurp” by Lesley Namioka “The Circuit” by Francisco Jimenez “President Cleveland, Where Are You?” by Robert Cormier	<i>Language of Literature, Grade 7</i> (McDougall Littell, 2002) “A Christmas Carol” by Charles Dickens “Thank You, Ma’am” by Langston Hughes “The White Umbrella” Gish Jen “An Hour with Abuelo” by Judith Ortiz Cofer “The Scholarship Jacket” by Marta Salinas	<i>Language of Literature, Grade 8</i> (McDougall Littell, 2002) “Charles” by Shirley Jackson “Checkouts” by Cynthia Rylant “The Million-Pound Bank Note” by Mark Twain “Raymond’s Run” by Toni Cade Bambara “The Third Wish” by Joan Aiken
		<i>Language Network, Grade 8</i> (McDougall Littell, 2001) Chapter 22 – Analyzing a Story

* Starred books indicate a required grade-level book to be read by all general education and special education students.

PROFESSIONAL RESOURCES

- *In the Middle* by Nancie Atwell
- *Words, Words, Words: Teaching Vocabulary in Grades 4-12* by Janet Allen
- *When Kids Can't Read What Teachers Can Do* by Kyleene Beers
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis
- *Teaching Reading in the Middle School: A Strategic Approach to Teaching Reading That Improves Comprehension and Thinking* by Laura Robb
- "Reading Don't Fix No Chevys": *Literacy in the Lives of Young Men* by Michael Smith and Jeffrey D. Wilhelm
- *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers* by Cris Tovani
- *Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities* by Jeff Zwiars

Interdisciplinary Connections

- Many of the stories or novels connect to American history, civics, or physical survival against environmental or natural sources. For students to fully understand the characters, setting, events, and themes of these novels, background knowledge must be provided. This is the perfect opportunity for cross-content instruction and co-teaching.
 - Books such as *My Brother Sam is Dead* (7th grade), *Roll of Thunder* (7th grade), or *To Kill a Mockingbird* (8th grade) must be connected to American history.
 - *The Lightning Thief* and the entire Olympian Series (6th grade) connects to ancient mythology.
 - *Hatchet* (7th grade) and *Where the Red Fern Grows* (7th grade) can be connected to studies of nature and survival.
- Connecting these novels to history or science provides opportunities to incorporate additional nonfiction reading in and among your planned lessons in a unit of study focusing on fiction.

Technology Connections

- Most of the novels in the FMS Book Rooms are available on tape or CD in the FMS Professional Library. Audio recordings must be signed-out through the Media Specialist.
- All Language of Literature anthologies included a teacher resource kit, in which teachers received a Power Presentations CD-ROM, and an assessment CD-ROM. Audio CDs are also available for purchase through McDougal Littell.
- The videos listed as Instructional Materials are an additional technological resource.
- Many of the novels and short stories listed as Instructional Materials have lesson plans, vocabulary lists, and interactive activities available online. Simply entering

the book title as a Google search would provide an endless supply of support for teachers and for students.

- Plot summaries, character analyses, and discussion forums are available online at www.sparknotes.com. These resources are wonderful for teachers, but it is important to note that students have access to these resources as well. Using an assessment from this website is not recommended; a more authentic assessment is suggested.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Audio recordings of the novels or short stories provide support for struggling readers or for auditory learners. It is important to note that an audio recording is not intended to replace reading the work, rather as an additional support for students.
- Videos or DVDs are available to help build background knowledge for students or to help them visualize information presented in a novel. Again, showing a video should never replace reading a novel, but should instead support the reading of a work of fiction.
- Reading due dates can be adjusted and differentiated to meet the needs of all learners.
- Small meeting groups can meet to discuss key events or episodes from the book to provide support to students who read but who struggle with recall.
- Note-taking while reading is an accommodation for students who struggle with retention or recall. Graphic organizers for note-taking while reading are available online.
- Gifted readers can be provided with a list of additional texts that share common themes with the stories or books being read in class. They can be asked to synthesize information from multiple sources easily if the texts share a common theme.

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

6th Grade	7th Grade	8th Grade
Reading Standards for Literature RL.6.1; RL.6.3; RL.6.4; RL.6.5c; RL.6.6; RL.6.10	Reading Standards for Literature RL.7.1; RL.7.2; RL.7.3; RL.7.4; RL.7.6; RL.7.10	Reading Standards for Literature RL.8.1; RL.8.2; RL.8.3; RL.8.4; RL.8.6; RL.8.10

OPEN-ENDED SCORING RUBRIC
For Reading, Listening, and Viewing
(Modified)

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

Section 17: Grades 6–8: Language Arts/Reading: Non-Fiction Texts

Why Is This Unit Important?

- Nonfiction texts include, but are not limited to: textbooks, history/science/economic works, essays, speeches, biographies, autobiographies, memoirs, journalism, opinion pieces (i.e. editorials).
- The organizational structure of a nonfiction text provides needed information and is helpful to a reader.
- The skills required to read a nonfiction text differ from those required to read fiction.
- Nonfiction texts set in a specific historical time period or focusing on specific scientific content require additional reading and research of that time period or content so the reader fully understands the subject, events, and themes of the text.

Enduring Understandings

Students will understand that...

- Each genre of nonfiction is organized differently, serves a different purpose and is intended for a specific audience.
- Utilizing the organizational structure of a nonfiction text will help a reader to more fully understand the text and will provide opportunities for the reader to navigate the text more easily.
- Reading nonfiction requires a different skill-set than reading fiction. True comprehension of nonfiction requires a reader to understand the text beyond factual recall. “True understanding happens when readers merge their thinking with the text, ask questions, draw inferences, think about what’s important, and summarize and synthesize” (Harvey and Goudvis, *The Comprehension Toolkit*).
- It is often necessary to conduct research or read supplemental materials to fully understand a work of nonfiction. The more one reads about a subject, the more he/she will understand that subject. Nonfiction materials include, but are not limited to, magazines, newspapers or feature articles, posters, picture books, poetry, nonfiction trade books, reference materials, and reliable Internet sources.
- In order for true understanding of a nonfiction text to occur, open dialogue must be supported in the classroom (i.e. whole group discussion, partner, turn-and-talk, etc.).

Essential Questions

- What skills are required to read a nonfiction text? How do those skills differ from genre to genre?

- How do the skills required to read nonfiction differ from those required to read fiction? Why are they different?
- How does an extensive knowledge of a specific time period or specific scientific content help a reader to more fully understand the events that take place in a work of nonfiction?

Acquired Knowledge - 6th, 7th and 8th Grades

- Textbook features (i.e. heading, subhead, bold words, visuals, glossary, index, table of contents, etc.) help a reader to understand a text.
- News articles follow a specific structure (i.e. inverted pyramid) and include factual, unbiased information. Opinion pieces (i.e. editorials, columns, letters to the editor) present a biased point of view but are also considered nonfiction.
- Biographies, autobiographies, and memoirs provide a personal or individual interpretation of historical events.
- Nonfiction essays and works of history/science/economics are structured and factual works that support research and investigation.
- Speeches provide a personal account or reflection of an historical or memorable event; speeches are intended to be read aloud.

6 th Grade	7 th Grade	8 th Grade
Readers need to distinguish between fact and opinion when reading nonfiction text.	Readers need to recognize bias in nonfiction writing.	Evaluate a nonfiction text for bias and make judgments about the validity of the argument's claim.
Nonfiction texts are organized in a specific way (i.e. chapters, sections, etc.) and text features are provided (i.e. table of contents, headings, subheads, bold words, visuals, glossary, index) to help students understand the organizational structure.	Each subsection of a text serves a specific purpose and contributes to the understanding of the whole text itself.	Specific paragraphs within a text address key concepts; particular sentences within that paragraph help to develop and refine those key concepts.
To fully understand a nonfiction text, one must actively read and engage with the text (i.e. graphic organizers, SQ3R, FQR Chart).	Independently utilizing graphic organizers or active reading charts helps aid comprehension.	Good readers create their own organizers when reading nonfiction texts.
Information available from different mediums (i.e. print, video, or multimedia) focusing on a particular topic may emphasize different aspects or events.	Evaluate the similarities and differences in information from different mediums focusing on the same topic.	Evaluate the advantages and disadvantages of using different mediums to research a particular topic or idea.
Information obtained through nonfiction reading can be applied to further reading and research (i.e. ancient Greece or Rome).	Information obtained through nonfiction reading helps the reader to evaluate the authenticity of another text (i.e. <i>Revolutionary firearms</i> and <i>My Brother Sam is Dead</i> by James Lincoln and Christopher Collier).	Information provided by two or more authors focusing on the same topic may emphasize different points or may provide a different interpretation of the facts (i.e. historical information connected to the Civil Rights Movement or the Holocaust).

6 th Grade	7 th Grade	8 th Grade
Specific textual evidence must be provided to substantiate a reader's inferences or argument related to a text.	Several sources of textual evidence must be provided to support a reader's inferences or argument in relation to a text.	A wide range of textual evidence must be used to support analysis of what the text says and inferences drawn from the text.

Acquired Skills (Students will be able to...)

6 th Grade	7 th Grade	8 th Grade
Discriminate between facts and opinions when reading a nonfiction text (i.e. editorial, letter to the editor, bias in an article, etc.)	Identify bias when reading a nonfiction text such as a newspaper, magazine or online article and will provide a possible explanation for such biases	Determine the validity of a source based upon potential bias presented in a work of nonfiction
Utilize the organization of a text as well as its text features to aid with comprehension and will complete graphic organizers and will respond to open-ended questions to demonstrate such understanding	Explain why a writer chose to organize a text in such a fashion and will respond to questions about the text using such organizational structures	Evaluate paragraphs and specific sentences within sections of a nonfiction text and explain how the paragraph or sentence supports the key concepts developed in the section
Complete graphic organizers to promote active reading strategies and utilize those graphic organizers to analyze and evaluate the text	Complete graphic organizers to promote active reading strategies and utilize those graphic organizers to analyze and evaluate the text when responding to open-ended questions	Create a graphic organizer when reading a nonfiction text to promote active reading and to aid with comprehension
Compare different mediums (i.e. print, video, or multimedia) focusing on the same topic and discuss similarities and differences in information provided and effectiveness of communication	Compare and contrast different mediums (i.e. print, video, or multimedia) focusing on the same topic and evaluate similarities and differences in information provided and effectiveness of communication	Review different mediums (i.e. print, video, or multimedia) focusing on the same topic and evaluate the advantages and disadvantages of each (i.e. bias, effectiveness of presentation, reliability of information, etc.)
Apply the information obtained when reading a nonfiction text when reading additional texts (i.e. building background knowledge, aiding in research, etc.)	Utilize the information obtained when reading a nonfiction text to determine the accuracy of information presented in another work	Synthesize the information obtained through multiple sources to build background knowledge and to evaluate the accuracy of information presented in another work
Specific textual evidence must be provided to substantiate a reader's inferences or argument related to a text.	Several sources of textual evidence must be provided to support a reader's inferences or argument in relation to a text.	A wide range of textual evidence must be used to support analysis of what the text says and inferences drawn from the text.

Benchmark or Major Assessments (Indicate benchmark assessment in parentheses)

- Graphic organizers (benchmark)
- New Jersey Open-Ended Question Rubric (benchmark)
- Student notes during note-taking while reading

- Teacher conferences, small group meetings, large group discussions, and anecdotal records

Instructional Materials

6 th Grade	7 th Grade	8 th Grade
<i>Language of Literature, Grade 6</i> (McDougall Little, 2002) “The Jacket” by Gary Soto “Matthew Henson at the Top of the World” by Jim Haskins “My First Dive with Dolphins” by Don C. Reed “Tutankhamen from Lost Worlds” by Anne Terry White	<i>Language of Literature, Grade 7</i> (McDougall Little, 2002) “from The Autobiography of Eleanor Roosevelt” “from The Autobiography of Malcolm X” “from Barrio Boy” by Ernesto Galarza	<i>Language of Literature, Grade 8</i> (McDougall Little, 2002) “from Still Me...” by Christopher Reeve “I Have a Dream” by Dr. Martin Luther King, Jr. “The Diary of Anne Frank: A Play” by Frances Goodrich and Albert Hackett “from The Last Seven Months of Anne Frank” by Hannah Elisabeth Pick-Goslar, interviewed by Willy Lindwer
Other nonfiction texts Science textbook Social Studies textbook Newspaper articles Magazine articles	Other nonfiction texts “Give Me Liberty or Give Me Death” “Gettysburg Address” “Narrative of the Life of Frederick Douglass, An American Slave” Science textbook Social Studies textbook Newspaper articles Magazine articles	Other nonfiction texts “Letter from a Birmingham Jail” by Dr. Martin Luther King, Jr. Science textbook Social Studies textbook Newspaper articles Magazine articles
		Books * <i>Warriors Don’t Cry</i> by Melba Pattillo Beals * <i>Diary of Anne Frank</i> by Anne Frank * <i>Hidden Child of the Holocaust</i> by Stacy Kretzmeyer <i>Bad Boy</i> by Walter Dean Myers
		Video “Mighty Times” “Eyes on the Prize” “Children’s March”

* Starred books indicate a required grade-level book to be read by all general education and special education students. Note that in 8th grade, students are required to read *Warriors Don’t Cry* and EITHER the *Diary of Anne Frank* OR *Hidden Child of the Holocaust*; there are two required nonfiction books at the 8th grade level.

PROFESSIONAL RESOURCES

- *In the Middle* by Nancie Atwell

- *Tools for Teaching Content Literacy* by Janet Allen
- *More Tools for Teaching Content Literacy* by Janet Allen
- *Words, Words, Words* by Janet Allen
- *When Kids Can't Read What Teachers Can Do* by Kyleene Beers
- *Subjects Matter: Every Teacher's Guide to Content-Area Reading* by Harvey Daniels and Steven Zemelman
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis
- *Teaching Reading in the Middle School: A Strategic Approach to Teaching Reading That Improves Comprehension and Thinking* by Laura Robb
- *"Reading Don't Fix No Chevys": Literacy in the Lives of Young Men* by Michael Smith and Jeffrey D. Wilhelm
- *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers* by Cris Tovani
- *Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities* by Jeff Zwiars

Interdisciplinary Connections

- Language Arts – Reading teachers can co-teach with Science or Social Studies teachers to help students utilize text features to more effectively read a nonfiction text. Such co-planning and co-teaching is at the heart of a true team model.
- Incorporating nonfiction reading to build background knowledge preceding a fiction novel or before reading a nonfiction memoir or biography helps students to grasp the concepts and issues presented in the book in a more global view.

Technology Connections

- Various newspapers available on-line (i.e. www.nj.com, www.tweentribute.com)
- District databases (passwords available from the Fisher Middle School Media Specialist)
- Videos can be used to support and supplement the reading of a nonfiction text; information presented visually helps to support visual learners and can provide background information for struggling readers
- Interviews or presentations are often available online (audio or video)
- Websites
 - American Library Association Nonfiction Book List for Young Adults at <http://0-www.ala.org.sapl.sat.lib.tx.us/ala/mgrps/divs/yalsa/teenreading/trw/trw2005/nonfiction.cfm>
 - The ALA provides an updated list of nonfiction recommendations for young adult readers. Other links focus on award winners as well as books for reluctant readers.
 - Teen Reads at <http://www.teenreads.com/index.asp>

- Many book lists are provided on this website specifically dedicated to young adult readers. While there is not a link specifically for nonfiction texts, they are distributed throughout the site.
- Interactive Organizers by Read, Write Think at <http://www.readwritethink.org/classroom-resources/student-interactives/>
 - Students can select the graphic organizer that will help them to take notes and organize thoughts and can complete the organizer online. Final copies can be printed and submitted for assessment.
- Graphic Organizers by Teacher Files at http://www.teacherfiles.com/resources_organizers.htm
 - Teachers can peruse many different graphic organizers and can select the one that best fits a specific assignment.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Works of literature are often available in different genres (i.e. diary, play, newspaper article, etc.). Different versions of the same “story” can be provided to meet the varying reading levels of students in a class.
- Books on tape or CD for to support auditory learners. For books not available on tape, teachers or student volunteers (i.e. gifted readers) can always read a nonfiction book or passage onto a tape for others to listen to as they read along.
- Repeated readings of nonfiction texts: read aloud, read along, listen to a tape, student tracks words with finger or pointer, student reads orally, student reads independently
- Assign a common topic, but differentiate books by reading level (i.e. all students read about sharks, but provide several different shark books at different reading levels to meet each student’s needs)
- Allow students to self-select books (topic and/or reading level), again, providing many different options in topic or reading level
- Videos are available on many websites (see those listed above) to help build background knowledge; such videos can be used to support struggling students or to enhance or challenge gifted learners.
- Students can be provided graphic organizers to take notes while they read a nonfiction text. Doing so will help them to identify main ideas and key details and will help them to recall information. To differentiate for student strengths and needs, graphic organizers can be differentiated.

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

6th Grade	7th Grade	8th Grade
Reading Standards for Informational Texts RI.6.1; RI.6.5; RI.6.7; RI.6.8; RI.6.9	Reading Standards for Informational Texts RI.7.1; RI.7.5; RI.7.7; RI.7.8; RI.7.9	Reading Standards for Informational Texts RI.8.1; RI.8.5; RI.8.7; RI.8.8; RI.8.9

Period

Class

Date

Name

Topic

Main Idea

Main Idea

Main Idea

Essential Details

Essential Details

Essential Details

Generalization (a general statement about the information)

A Metacognitive Conversation with Text

Handout

Period

Class

Date

Name

Directions: After reading, reflect on the process you used to understand the meaning of the text.

What did you do to make sense of the text as you read?	With what parts of the text are you still struggling?
Which parts were difficult to understand?	Share your strategies with others in your group.
What did you do when you got to a difficult part?	What ideas did you gain from others?

OPEN-ENDED SCORING RUBRIC
For Reading, Listening, and Viewing
(Modified)

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

Section 18: Grades 6–8: Narrative or Speculative Writing: Personal Narrative or Fictional

Why Is This Unit Important?

This unit will focus on the creation of stories, either real or imagined. The Big Ideas imbedded throughout this unit are:

- “Personal narratives are chronological stories about one’s life...they contain characters...a plot (two or more events occur in a sequence of time), and they take place in a setting. The plot usually involves a problem that is solved, a tension that is resolved, or something big that changes” (Calkins and Oxenhorn).
- The goal of narrative writing is to teach students to retell a sequence of events with precise detail and to write in such a way that a reader can easily follow events.
- It is essential that a student writes in great detail, including sensory images, regardless of whether or not he or she actually experienced the events in the story.
- Dialogue is a powerful element to narrative writing when it is used to establish or resolve the conflict or to move a story forward.
- Narratives should be focused stories, or what Lucy Calkins calls “small moments...very focused vignettes.”

Enduring Understandings

- Narrative stories contain common literary elements: character, setting, conflict, resolution, and theme.
- Chronology or sequencing is essential when storytelling.
- One goal of powerful writing is to include such vivid detail that the writer can visualize the events as they occur.
- Dialogue should be included in a story only when it is used carefully and moves the story forward; dialogue should not be written as a conversation within a story.
- When writing a work of fiction, a writer must also focus on a small moment and must ensure that each event in the plot leads the characters from a conflict to a resolution; the events must be focused.
- Focusing one’s story writing onto a small moment enables a writer to focus the story’s emotion and to build tension in a narrative, a tension that is relieved through the resolution of the conflict.

Essential Questions

- How do personal narratives differ from fictional writing?
- What is the benefit of writing from one’s personal experience rather than from one’s imagination? What is limited when writing only from experience?

- What are the benefits of writing from one’s imagination? What are the limitations or “dangers”?
- How can one develop his/her ability to visualize? How can that skill be used to improve one’s writing?
- What is sensory detail? What does it add to a story?
- Does a conflict always have to be resolved?
- Can too much dialogue hurt a story’s narration?
- Why is sequencing important?

Acquired Knowledge (The learner will know...)

6th Grade	7th Grade	8th Grade
A story must engage a reader and must orient him or her by establishing a clear context and point of view at the outset of the story.	A story must engage a reader and must orient him or her by establishing a clear context and point of view at the outset of the story.	A story must engage a reader and must orient him or her by establishing a clear context and point of view at the outset of the story.
Narratives include character, setting, conflict, a plot that unfolds naturally, resolution, and theme, all of which are described and explained using relevant sensory details.	Narratives include complex characters, setting, conflict, a plot that unfolds naturally, resolution, and theme, all of which are described and explained using specific sensory details.	Narratives include complex characters, setting, conflict, a plot that unfolds naturally, resolution, and theme, all of which are described and explained using well-chosen, relevant, and specific sensory details.
The conflict introduced in the exposition, either internal or external, must flow from the ideas presented in the story and must be satisfactorily resolved in the story’s resolution.	The conflict introduced in the exposition, either internal or external, must flow from the ideas presented in the story and must be satisfactorily resolved in the story’s resolution.	The conflict introduced in the exposition, either internal or external, must flow from the ideas presented in the story, must be satisfactorily resolved in the story’s resolution, and must somehow lead the reader to the story’s theme.
Transition words, phrases, and clauses are used to convey sequence, shift from one time frame to another, shift from one setting to another, and/or to show relationships among events and experiences.	In addition to transition words, a writer can use a variety of techniques to convey sequence, shift from one time frame to another (i.e. flashback), shift from one setting to another, and show relationships among events or experiences.	A writer can use transitions and additional writing techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and show the relationships among events or experiences.
Word choice is an essential element of story writing; precise words must be used to develop the events, experiences, and ideas.	Word choice is an essential element of story writing, not only to convey a powerful story and message, but also to create mood within a story.	Word choice is an essential element of story writing, not only to convey a powerful story and message, but also to create mood within a story.
The conflict may be resolved or the writer may choose to leave the reader thinking; either way, the conclusion of a story must be satisfying.	The conflict may be resolved or the writer may choose to leave the reader thinking; either way, the conclusion of a story must be satisfying.	The conflict may be resolved or the writer may choose to leave the reader thinking; either way, the conclusion of a story must be satisfying.
A theme may be specifically stated or it can be implied.	A theme may be specifically stated or it can be implied, but it is clearly conveyed as events unfold.	A theme is often implied rather than specifically stated, but the lesson is evident as events unfold in the story.

Acquired Skills (The learner will...)

6 th Grade	7 th Grade	8 th Grade
Establish a clear context and point of view in the exposition of a story by including narrative elements in the introduction and applying lead strategies for narrative writing.	Establish a clear context and point of view in the exposition of a story by including narrative elements in the introduction and applying lead strategies for narrative writing.	Establish a clear context and point of view in the exposition of a story by including narrative elements in the introduction and applying lead strategies for narrative writing.
Create narrative or speculative pieces that include key literary elements (character, setting, conflict, plot, resolution, and theme).	Create narrative or speculative works that include key literary elements (complex characters, setting, conflict, plot, resolution, and theme).	Create narrative or speculative works that include key literary elements (complex characters, setting, conflict, plot, resolution, and theme).
Include sensory detail when describing characters, setting, or events in the narrative piece.	Include sensory detail and vivid imagery when describing characters, setting, or events in a narrative work.	Include powerful sensory detail and vivid imagery when describing characters, setting, or events, such that a reader can visualize the story as events unfold.
Apply the concepts of external and/or internal conflict when drafting a narrative work and include a resolution to such conflicts by the end of a piece.	Apply the concepts of external and/or internal conflict when drafting a narrative work and include a satisfactory resolution to such conflicts by the end of the piece.	Apply the concepts of external and/or internal conflict when drafting a narrative work, create a satisfactory ending to the work such that the conflict is resolved, and include a theme that is connected to the resolution of the conflict.
Apply transition words, phrases, and clauses to assist the reader with changes in time, place, or event, transitions that flow naturally from the writing itself.	Use transition words to assist the reader with changes in time, place, or event and apply his/her understanding of additional techniques to help a reader shift time/place/event (i.e. flashback, flash-forward, etc.).	In addition to transition words, the writer will use writing techniques to assist the reader with changes in time, place, or event, and he/she will thoughtfully apply such techniques to help a reader follow along when multiple storylines are presented.
Use powerful words, including those learned through vocabulary instruction, to create powerful images and emotion in the story.	Use powerful words, including those learned through vocabulary instruction, to create powerful images, emotion, and mood in the story.	Use powerful words, including those learned through vocabulary instruction, to create powerful images, emotion, and mood in the story.
Organize the story around a central message or theme, which can be specifically stated or implied, and reveals itself as the story's events unfold.	Organize the story around a central message or theme, which can be specifically stated or implied, and reveals itself as the story's events unfold.	Organize the story around a central message or theme, which is revealed as the story's events unfold.

NOTE: Grammar skills are highlighted in the K-8 Grammar Scope and Sequence included in the curriculum.

Benchmark or Major Assessments

- New Jersey Holistic Scoring Rubric, 6-points (Benchmark)
- Teacher conference, observations, and anecdotal records
- Writer's notebook
- Self-editing, peer-editing, or teacher-editing checklists

Instructional Materials

- Language Network, McDougall Littell, 2001, Grades 6 – 8
 - Grades 6 – 8: chapters focusing on the writing process and the conventions of writing
 - Grade 6, Chapter 24 – Short Story and Poetry
 - Grade 7, Chapter 20 – Personal Narrative
 - Grade 7, Chapter 21 – Writing a Character Description
 - Grade 7, Chapter 26 – Short Story and Poetry
 - Grade 8, Chapter 22 – Analyzing a Story
 - Grade 8, Chapter 26 – Short Story and Poetry
- Language Network Teacher Resource Kit
- New Jersey Registered Holistic Scoring Rubric, 6-point
- Graphic organizers
- Sample speculative prompts provided by the NJ DOE, available at <http://www.state.nj.us/education/assessment/ms/5-8/>
- Writers notebook materials provided through district professional development; additional copies available through the Language Arts Supervisor

Professional Resources

- *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop* by Jeff Anderson
- *Lessons That Change Writers* by Nancie Atwell
- *Notebook Know-How: Strategies for the Writer's Notebook* by Aimee Buckner
- *What a Writer Needs* by Ralph Fletcher
- *Teaching Adolescent Writers* by Kelley Gallagher
- *After the End: Teaching and Learning Creative Revision* by Barry Lane
- *51 Wacky We-Search Reports: Face the Facts with Fun!* by Barry Lane
- *Reviser's Toolbox* by Barry Lane
- *Why We Must Run with Scissors* by Barry Lane

Interdisciplinary Connections

- Students can be encouraged to write about personal experiences that connect to topics studied in other classes
- Students can be encouraged to write about shared class experiences

- Multicultural picture books can be used as mentor texts and to help inspire students to write about their own cultures and traditions. The International Digital Children's Library (<http://en.childrenslibrary.org/>) provides 5,000 different books, including both text and illustrations, representing hundreds of different cultures in hundreds of different languages.

Technology Connections

- Middle School Statewide Assessments at <http://www.state.nj.us/education/assessment/ms/5-8/>
 - Here, the NJ DOE provides sample prompts and responses as well as the 6-point scoring rubric. The speculative prompt asks students to write a narrative, so this site will help one to understand the expectations and requirements for the NJ ASK 6-8.
- Professional websites such as Web English Teacher (www.webenglishteacher.com) and Read Write Think (www.readwritethink.org) provide a plethora of lesson plan ideas focusing on narrative writing in the middle grades. A simple Google search will generate thousands of hits as well.
- Computer use for word processing

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or struggling writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text or texts and his/her own writing.
- Gifted writers can always be challenged to add more detail or elaboration (i.e. sensory imagery, show...don't tell, expand) and to incorporate compositional risks into their writing.
- Students who have weak fine motor skills may struggle with the physical demands of writing. Thus, when the narrative writing unit is completed in preparation for a timed writing situation such as the NJ ASK, student accommodations provided in IEP or 504 plans should be applied in class as well (i.e. computer use during testing situations, extended time, etc.).

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

6th Grade	7th Grade	8th Grade
W.6.3a; W.6.3b; W.6.3c; W.6.3d; W.6.3e	W.7.3a; W.7.3b; W.7.3c; W.7.3d; W.7.3e	W.8.3a; W.8.3b; W.8.3c; W.8.3d; W.8.3e

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and closing 	<ul style="list-style-type: none"> Has opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

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NON-SCORABLE RESPONSES*	(FR) Fragment	Student wrote too little to allow a reliable judgment of his/her writing
	(OT) Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	(NE) Not English	Student wrote in a language other than English.
	(NR) No Response	Student refused to write on the topic, or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of formations Correct construction 	<ul style="list-style-type: none"> Skills intact in: <ul style="list-style-type: none"> Spelling Capitalization Punctuation

Section 19: Grades 6–8: Language Arts/Writing: Argumentative/Persuasive Writing

Why Is This Unit Important?

This unit will focus on the craft of argumentative/persuasive writing and will help students to develop the skills needed to effectively persuade an audience. The Big Ideas embedded through this unit are:

- The purpose of persuasive essay writing is for the writer to clearly and powerfully communicate his or her position to a reader.
- Strong essays must meet certain criteria (i.e. the opening and closing are evident, main idea is clearly expressed and is supported with specific details, word choice is powerful and language is skillfully used, voice is clear and powerful, sentence structure is used correctly, a consistent verb tense is maintained throughout a piece, and Standard English is used effectively) to be considered proficient.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure, and the conventions of writing.

Enduring Understandings

Students will understand that...

- Writing is a method of communication that supersedes age, gender, race, or personal beliefs.
- Argumentative/Persuasive writing can be compared to arguing and is often considered *arguing on paper*.
- A writing task or scenario presented in a prompt will have an influence on a writer's use of tone, style, and technique.
- A writer's selection of words is one of the most important factors he/she must consider when writing; precision of language is essential.
- A writer's voice must be passionate and powerful so his/her message is clearly conveyed.
- Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions

- What is the purpose of essay writing?
- Why is argumentative/persuasive writing important?
- What differentiates argumentative/persuasive writing from other forms of writing (i.e. informational, expository, narrative, speculative)?

- Why is it important to consider audience and purpose when organizing one’s writing?
- What does the literary term *voice* mean? How does one include *voice* in his or her writing?
- Why is vivid and precise use of language so important?
- What is *Standard English* and why is it important to use *Standard English* in academic writing?

Acquired Knowledge (Students will know...)

6 th Grade	7 th Grade	8 th Grade
An argument makes a claim about a topic or issue and must be supported with reasons and evidence in order to be effective (i.e. This is what I think).	An effective argument not only makes a claim about an issue, but also acknowledges alternate or opposing claims or points of view (i.e. I know there is another side, but this is what I think).	An effective argument not only acknowledges the opposing point of view, but discredits it using logical reasoning and detailed evidence from credible sources (i.e. I know there is another side, and this is why it is wrong.)
Claims must be supported with reasons and relevant evidence.	To demonstrate a comprehensive understanding of the topic, one must support a claim with logical reasoning and detailed, relevant evidence.	To demonstrate a comprehensive understanding of the topic, one must support a claim with logical reasoning and detailed, relevant evidence from credible sources.
Claims must be connected to the topic and must flow with transitions from one point to the next.	Ideas must all interconnect and flow naturally.	Ideas must interconnect and flow, including a rebuttal to the counterclaim.
Argumentative/persuasive writing sustains an objective style and tone based solely on fact, which can include personal experience.	Argumentative/persuasive writing sustains an objective style and tone based solely on fact, which can include personal experience.	Argumentative/persuasive writing sustains an objective style and tone based solely on fact, which can include personal experience.
The voice a writer projects in an argumentative/persuasive piece must be passionate and convincing; the voice must match the purpose.	The voice a writer projects in an argumentative/persuasive piece must be passionate and convincing; the voice must match the purpose.	The voice a writer projects in an argumentative/persuasive piece must be passionate and convincing; the voice must match the purpose.
A concluding paragraph or section must flow from the argument and end powerfully (i.e. call to action, symbolic ending, reconnection to the beginning, etc.).	A concluding paragraph or section must flow from the argument and end powerfully (i.e. call to action, symbolic ending, reconnection to the beginning, etc.).	A concluding paragraph or section must flow from the argument and end powerfully (i.e. call to action, symbolic ending, reconnection to the beginning, etc.).

Acquired Skills (Students will be able to...)

6 th Grade	7 th Grade	8 th Grade
Provide multiple reasons and/or examples of evidence to support his/her position or claim when writing a persuasive/ argumentative piece	Provide multiple reasons and examples of evidence to support his/her position and acknowledge the opposing position or point of view when writing a persuasive/ argumentative piece	Provide multiple reasons and examples of evidence to support his/her position, acknowledge the opposing position or point of view, and rebut or refute the opposing point of view when writing a persuasive/argumentative piece
Support his or her position by fully explaining the relevance of the evidence he/she presents in the work	Support his or her position by fully explaining the relevance of the evidence and by presenting a logical, detailed explanation of his/her reasoning	Use credible sources when supporting his or her position, fully explain the relevance of the evidence, and present a logical, detailed explanation of his/her reasoning
Utilize transitions to ensure a fluency and flow between ideas	Utilize transitions to create a natural flow and interconnection among ideas	Utilize transitions to create a natural flow among ideas, including a flow into a rebuttal section so the writer does not change positions, rather clearly refutes the opposing point of view
Maintain an objective style and tone appropriate for the purpose and audience of the piece	Maintain an objective style and tone appropriate for the purpose and audience of the piece	Maintain an objective style and tone appropriate for the purpose and audience of the piece
Create arguments based solely on fact, including (if appropriate) facts pertaining to one's personal experience	Create arguments based solely on fact, including (if appropriate) facts pertaining to one's personal experience	Create arguments based solely on fact, including (if appropriate) facts pertaining to one's personal experience
Write with a passionate and convincing voice that is appropriate to the purpose of the piece	Write with a passionate, authentic, and convincing voice that is appropriate to the purpose of the piece	Write with a passionate, authentic, and convincing voice that is appropriate to the purpose of the piece
Draft a conclusion paragraph that flows naturally from the argument and ends powerfully (i.e. call to action, symbolic ending, circular ending, etc.)	Draft a conclusion paragraph or section that flows naturally from the argument and ends powerfully (i.e. call to action, symbolic ending, circular ending, etc.)	Draft a conclusion section that flows naturally from the argument, ends powerfully, and attempts to leave the reader thinking (i.e. call to action, symbolic ending, circular ending, etc.)
Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft	Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft	Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft

NOTE: Grammar skills are highlighted in the K-8 Grammar Scope and Sequence included in the curriculum.

Benchmark or Major Assessments (Indicate benchmark assessment in parentheses)

- New Jersey Registered Holistic Scoring Rubric, 6-point (benchmark)
- Graphic organizer such as a Roman Numeral outline or PMI Chart
- Teacher conference, observations, and anecdotal records
- Writer's notebook
- Self-editing, peer-editing, or teacher-editing checklists

Instructional Materials

- Language Network, McDougall Littell, 2001, Grades 6 – 8
 - Grades 6 – 8: chapters focusing on the writing process and the conventions of writing
 - Grade 8, Chapter 25 – Persuasive Writing
- Language Network Teacher Resource Kit
- New Jersey Registered Holistic Scoring Rubric, 6-point
- Graphic organizers
- Sample prompts provided by the NJ DOE, available at at <http://www.state.nj.us/education/assessment/ms/5-7/>
- Writers notebook materials provided through district professional development; additional copies available through the Language Arts Supervisor
- Self, peer, and teacher revising and editing checklists

Professional Resources

- *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop* by Jeff Anderson
- *Lessons That Change Writers* by Nancie Atwell
- *Revising the Essay: How to Teach Structure without Formula* by Gretchen Bernabei
- *Notebook Know-How: Strategies for the Writer's Notebook* by Aimee Buckner
- *What a Writer Needs* by Ralph Fletcher
- *Teaching Adolescent Writers* by Kelly Gallagher
- *After the End: Teaching and Learning Creative Revision* by Barry Lane
- *Reviser's Toolbox* by Barry Lane
- *Why We Must Run with Scissors* by Barry Lane

Interdisciplinary Connections

- Persuasive/argumentative essay prompts can connect to topics that are presented in other content areas.
- Environmental issues such as pollution and recycling can be addressed

- Controversial issues connect to the first amendment and freedom of speech can be discussed in history class
- Seatbelt laws or drug testing in schools easily connect to content discussed in health classes.
- Teachers can co-plan and co-teach, especially when in a team teaching situation.

Technology Connections

- New Jersey Department of Education Assessment Page at <http://www.state.nj.us/education/assessment/ms/5-7/>
 - Teachers can obtain study materials and released test questions for NJ ASK 5-7 assessments. Questions can be modified to meet the requirements for NJ ASK 8.
- District databases such as Facts on File: Issues and Controversies
- Teacher Resource Kit for the Language Network (McDougall Littell, 2001) included PowerPoint presentations for Skills lessons as well as teacher resources and CD-ROMs to differentiate to meet students' needs
- Professional websites such as Web English Teacher (www.webenglishteacher.com) and Read Write Think (www.readwritethink.org) provide a plethora of lesson plan ideas focusing on persuasive/argumentative writing in the middle grades. A simple Google search will generate thousands of hits as well.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Writing prompts can be differentiated based upon student interest, difficulty of content, etc. Students can also be asked to self-select the topic of their persuasive/argumentative essay, especially when initially introducing form and structure; providing choice has been shown to motivate reluctant writers.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers and thinkers can be challenged to write about content-based persuasive or argumentative essays. This could potentially require gifted readers and writers to conduct research, read nonfiction texts, synthesize information,

evaluate research for bias, form his/her own opinion, and then write a response in a structured way.

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

6th Grade	7th Grade	8th Grade
W.6.1a; W.6.1b; W.6.1c; W.6.1d; W.6.1e; W.6.4	W.7.1a; W.7.1b; W.7.1c; W.7.1d; W.7.1e; W.7.4	W.8.1a; W.8.1b; W.8.1d; W.8.1e; W.8.4

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and closing 	<ul style="list-style-type: none"> Has opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

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NON-SCORABLE RESPONSES*	(FR) Fragment	Student wrote too little to allow a reliable judgment of his/her writing
	(OT) Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	(NE) Not English	Student wrote in a language other than English.
	(NR) No Response	Student refused to write on the topic, or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of formations Correct construction 	<ul style="list-style-type: none"> Skills intact in: <ul style="list-style-type: none"> Spelling Capitalization Punctuation

Section 20: Grades 6–8: Language Arts/Writing: Explanatory Essay (as defined by the New Jersey Department of Education)

Why Is This Unit Important?

This unit will focus on the craft of explanatory essay writing and will help students to develop the skills needed to effectively communicate with an audience. The Big Ideas embedded through this unit are:

- The purpose of explanatory essay writing is for the writer to draw from what he/she already knows and from primary and secondary sources.
- The essay must focus on a clear topic and thoughts must be organized logically and coherently.
- A writer's selection of words is one of the most important factors he/she must consider when writing; precision of language is essential.
- Strong essays must meet certain criteria (i.e. the opening and closing are evident, main idea is clearly expressed and is supported with specific details, word choice is powerful and language is skillfully used, voice is clear and powerful, sentence structure is used correctly, a consistent verb tense is maintained throughout a piece, and Standard English is used effectively) to be considered proficient.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure, and the conventions of writing.

Enduring Understandings

Students will understand that...

- Explanatory essay writing (as defined by the NJ DOE) serves one of three purposes:
 - To increase a reader's knowledge of a subject,
 - To help a reader better understand a procedure or process, or
 - To provide a reader with an enhanced comprehension of a concept.
- A topic must be supported using relevant facts, definitions, concrete details, quotations, or other information and examples, including personal experiences.
- A writing task or scenario presented in a prompt will have an influence on a writer's use of tone, style, and technique.
- A writer's voice and word choice must be passionate and powerful so his/her message is clearly conveyed.
- Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions

- What is the purpose of explanatory writing?
- What differentiates essay writing from other forms of writing (i.e. narrative, nonfiction or research writing, etc.)?
- How does a writer support his or her thoughts without repeating himself or herself? How does one use support to strengthen a work?
- Why is it important to consider audience and purpose when organizing one's writing?
- What does the literary term *voice* mean? How does one include *voice* in his or her writing?
- Why is vivid and precise use of language so important?
- What is *Standard English* and why is it important to use *Standard English* in academic writing?

Acquired Knowledge

6 th Grade	7 th Grade	8 th Grade
The topic must be supported with relevant facts, definitions, concrete details, quotations, or other information and examples, including relevant personal experiences.	The topic must be supported with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples, including relevant personal experiences.	The topic must be supported with well-chosen relevant and accurate facts, definitions, concrete details, quotations, or other information and examples, including relevant personal experiences.
Key ideas must be connected to the topic and must flow with transitions from one point to the next.	Key ideas must be connected to the topic and must flow with transitions from one point to the next, creating cohesion and clarifying ideas.	Key ideas must be connected to the topic and must flow with transitions from one point to the next, creating cohesion and clarifying information and ideas.
Language must be straightforward in order to create an objective style that is appropriate for a reader seeking information.	Precise language must be straightforward in order to sustain an objective style that is appropriate for a reader seeking information.	Precise language, domain-specific wording and technical wording (where appropriate) will help to sustain a formal objective style that is straightforward and appropriate for a reader seeking information.
The voice a writer projects in an explanatory piece must be passionate and convincing; the voice must match the purpose.	The voice a writer projects in an explanatory piece must be passionate and convincing; the voice must match the purpose.	The voice a writer projects in an explanatory piece must be passionate and convincing; the voice must match the purpose.
A concluding paragraph or section must flow logically from the information or explanation presented.	A concluding paragraph or section must flow logically from the information or explanation presented.	A concluding paragraph or section must flow logically from the information or explanation presented.

Acquired Skills (Students will be able to...)

6th Grade	7th Grade	8th Grade
Support the topic and his/her response to the writing prompt with relevant facts, definitions, concrete details, quotations, or other information and examples, including relevant personal experiences.	Support the topic and his/her response to the writing prompt with relevant facts, definitions, concrete details, quotations, or other information and examples, including relevant personal experiences.	Support the topic and his/her response to the writing prompt with relevant facts, definitions, concrete details, quotations, or other information and examples, including relevant personal experiences.
Connect all key ideas to the topic and/or writing prompt and all ideas will be connected utilizing transitions	Connect all key ideas to the topic and/or writing prompt utilizing transitions, thus creating fluency and cohesion	Connect all key ideas to the topic and/or writing prompt utilizing transitions, thus clearly creating fluency and cohesion
Acknowledge the purpose of the work (to provide information) and utilize straightforward language to create an objective style appropriate for such a reading	Utilize precise, straightforward language that creates an objective style appropriate for a written work intended to provide information to an audience	Utilize precise language, domain-specific wording, and technical wording (where appropriate) to communicate information in a formal, objective style
Include compositional risks that create an appropriate voice in the piece (i.e. passion, emotion, humor, sarcasm, etc.)	Include compositional risks (i.e. personal anecdote, development of mood, etc.) that create a voice appropriate to the audience and purpose	Include compositional risks (i.e. personal anecdote, development of mood, etc.) that create a voice appropriate to the audience and purpose
Use transition words to connect ideas within categories of information	Use appropriate linking or transition words to join ideas within categories of information	Use appropriate transition words to join ideas within and across categories of information
Draft a conclusion paragraph or section that flows logically from the information or explanation presented in the essay	Draft a conclusion paragraph or section that flows logically from the information or explanation presented in the essay and effectively concludes thoughts presented in the work	Draft a conclusion paragraph or section that flows logically from the information or explanation presented in the essay and effectively concludes thoughts presented in the work
Include content-specific, domain-specific, or technical terms (when appropriate) to explain ideas presented in the essay.	Include content-specific, domain-specific, or technical terms (when appropriate) to explain ideas presented in the essay.	Include content-specific, domain-specific, or technical terms (when appropriate) to explain ideas presented in the essay.
Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft	Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft	Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft

NOTE: Grammar skills are highlighted in the K-8 Grammar Scope and Sequence included in the curriculum.

Benchmark or Major Assessments

- Graphic organizer (benchmark)
- New Jersey Registered Holistic Scoring Rubric, 6-point (benchmark)
- Teacher conference, observations, and anecdotal records
- Writer's notebook
- Self-editing, peer-editing, or teacher-editing checklists

Instructional Materials

- Language Network, McDougall Littell, 2001, Grades 6 – 8
 - Grades 6 – 8: chapters focusing on the writing process and the conventions of writing
 - Grade 6, Chapter 18 – Personal Experience Essay
- Language Network Teacher Resource Kit
- New Jersey Registered Holistic Scoring Rubric, 6-point
- Quotes or adages to serve as prompts
- Graphic organizers
- Sample prompts provided by the NJ DOE, available at <http://www.state.nj.us/education/assessment/ms/5-8/>
- Writers notebook materials provided through district professional development; additional copies available through the Language Arts Supervisor

Professional Resources

- *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop* by Jeff Anderson
- *Lessons That Change Writers* by Nancie Atwell
- *Notebook Know-How: Strategies for the Writer's Notebook* by Aimee Buckner
- *What a Writer Needs* by Ralph Fletcher
- *Teaching Adolescent Writers* by Kelley Gallagher
- *After the End: Teaching and Learning Creative Revision* by Barry Lane
- *51 Wacky We-Search Reports: Face the Facts with Fun!* by Barry Lane
- *Reviser's Toolbox* by Barry Lane
- *Why We Must Run with Scissors* by Barry Lane

Interdisciplinary Connections

- One method a writer can use to support his/her opinion is to use evidence from history. Thus, including the history teacher in the discussion of explanatory writing is key. Co-planning and co-teaching lessons on how to support one's opinion using evidence from history would provide a wonderful co-teaching opportunity, especially in a team teaching environment.

- In addition to supporting one’s position with history, a writer can also use works of literature to support his/her claim. Thus, using a text that connects to a time in history would again provide another opportunity for interdisciplinary work. For example, a quote about overcoming obstacles can be supporting using the Civil Rights Movement and the memoir *Warriors Don’t Cry* (Beals) as evidence. This kind of cross-content reading is supported by the reading curriculum as well.

Technology Connections

- New Jersey Department of Education sample NJ ASK Prompts at <http://www.state.nj.us/education/assessment/ms/5-8/>
 - Teachers can review grade 6, 7, and 8 explanatory sample prompts and the NJ DOE “guidance for teachers.”
- A simple Google search will help teachers to find numerous quotes or adages that can be used as prompts for student explanatory essays.
- Teachers are cautioned not to search “explanatory writing” for lesson plan ideas. Unfortunately, any information provided connected to explanatory writing does not compare to the information provided through the NJ DOE and expectations for the NJ ASK.
- Students can be provided time on the computer to research a particular quote or adage.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Quotes or adages provided as writing prompts can be differentiated based upon student interest, difficulty of interpretation, etc. Students can also be asked to choose the quote/adage or to bring a quote that is important to them as the focus of an explanatory essay.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child’s individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers and thinkers can be challenged to think beyond the literal by providing them with insightful, powerful, somewhat challenging quotes as the focus of explanatory essays. Students can also be given time to conduct research on the history, interpretation, and use of selected quotes.

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

6 th Grade	7 th Grade	8 th Grade
Writing Standards W.6.2a; W.6.2b; W.6.2c; W.6.2d; W.6.2f	Writing Standards W.7.2a; W.7.2b; W.7.2c; W.7.2d; W.7.2e; W.7.2f	Writing Standards W.8.2a; W.8.2b; W.8.2c; W.8.2d; W.8.2e; W.8.2f
Language Standards LS.6.6	Language Standards LS.7.6	Language Standards LS.8.6

**Graphic Organizer
Explanatory Writing**

History

Literature

Quote or Adage

Current Events

Personal Experience

Empty box for History content.

Empty box for Literature content.

Empty box for Quote or Adage content.

Empty box for Current Events content.

Empty box for Personal Experience content.

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and closing 	<ul style="list-style-type: none"> Has opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

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NON-SCORABLE RESPONSES*		
(FR)	Fragment	Student wrote too little to allow a reliable judgment of his/her writing
(OT)	Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
(NE)	Not English	Student wrote in a language other than English.
(NR)	No Response	Student refused to write on the topic, or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of formations Correct construction 	<ul style="list-style-type: none"> Skills intact in: <ul style="list-style-type: none"> Spelling Capitalization Punctuation

Section 21: Grades 6–8: Language Arts/Writing: Research Writing: Essays and Term Papers

Why Is This Unit Important?

Synthesizing information from a variety of different sources and supporting a thesis with details written in one’s own words or cited from its original source is an essential skill in reading and writing. The Big Ideas included in this unit of study are:

- A clearly written thesis statement will convey the main idea of an essay or research paper.
- Details extrapolated from different sources and from different kinds of sources (i.e. books, newspapers, videos, radio addresses, speeches, internet resources, etc.) must be used to support a thesis statement; synthesis of information from a variety of sources is key.
- Citing quotes or newly acquired information obtained through research is necessary to avoid the accusation of *plagiarism*.
- A works consulted page (grades 6) or a works cited page (grades 7 – 12) are required to provide a source list when a research paper is completed.
- The skills acquired through the completion of an MLA-formatted research paper are skills that will carry through high school and into college.

Enduring Understandings

- The main idea of an entire research project must be summarized in one sentence; this is called the thesis statement. The remainder of the research paper must provide support for this statement.
- Primary sources (i.e. speech, interview) differ from secondary sources (i.e. biography, book, informational video) in that primary sources were created during the time under study while secondary sources interpret or analyze primary sources. Each has value, but each must be considered and used differently.
- Plagiarism, also known as literary theft, is defined by Merriam-Webster in the following way: to steal and pass off (the ideas or words of another) as one's own; to use (another's production) without crediting the source.
- In-text citations or parenthetical citations are used to credit an original writer for his or her words or thoughts. Such citations must connect to works listed on a works cited page.
- According to the Modern Language Association, “MLA style for documentation is widely used in the humanities, especially in writing on language and literature.” Thus, MLA formatting is utilized in Language Arts and English classrooms nationwide.

Essential Questions

- How does one summarize the thoughts presented in an entire research paper in only one sentence?
- What is the benefit of a primary source over a secondary source or vice versa?
- How is plagiarism of literary works similar to copyright infringement related to music lyrics?
- When would one use APA format instead of MLA format when writing a research paper?

Acquired Knowledge

6 th Grade	7 th Grade	8 th Grade
The thesis statement is the main idea of a research essay or term paper.	The key ideas presented in a research essay or term paper must clearly connect to and support the thesis statement.	The key ideas presented in a research essay or term paper must clearly connect to and support the thesis statement.
The thesis statement must be supported with relevant facts, definitions, concrete examples, quotations, and other information or examples.	The thesis statement must be supported with accurate facts, definitions, concrete details, quotations, or other information and examples.	The thesis statement must be supported with well-chosen, relevant, and accurate facts, definitions, concrete details, quotations, or other information and examples.
Gather relevant information, assess the credibility of each source, and quote or paraphrase the data and conclusions.	Utilize multiple print and digital sources to gather data, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others.	Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source, and quote or paraphrase the information.
Taking notes using a graphic organizer helps a reader and writer to organize his/her thoughts as a prewriting strategy and to avoid plagiarism (i.e. note cards, handout divided into sections).	Note cards and source cards help a reader and writer to organize notes and sources in order to organize the paper and avoid plagiarism.	Note cards and source cards help a reader and writer to organize notes and sources in order to organize the paper and avoid plagiarism.
Straightforward language creates an objective style appropriate for a reader seeking information.	Precise language sustains an objective style appropriate for a reader seeking information.	Precise language and topic-specific vocabulary sustains a formal, objective style appropriate for a reader seeking information.
Avoid plagiarism by documenting sources (i.e. works consulted page).	Avoid plagiarism by following MLA format for citations (i.e. parenthetical citations and a works cited page).	Avoid plagiarism by following MLA format for citations (i.e. parenthetical citations and a works cited page).
The conclusion of the research essay or term paper must flow logically from the information presented or explanation provided.	The conclusion of the research essay or term paper must flow logically from the information presented or explanation provided.	The conclusion of the research essay or term paper must flow logically from the information presented or explanation provided.

Acquired Skills (Students will be able to...)

6 th Grade	7 th Grade	8 th Grade
Create a thesis statement that highlights the main idea of the research essay or term paper	Create a thesis statement that explains the main idea of the paper and is supported by key ideas presented in the paper	Craft a thesis statement that identifies the main idea of the paper and is supported by all ideas and details presented in the paper
Utilize facts, definitions, concrete examples, quotations, and other examples to support the thesis statement	Utilize accurate facts, definitions, concrete details, quotations, and other examples to support the thesis statement	Utilize well-chosen, relevant, and accurate facts, definitions, concrete details, quotations, and other examples to support the thesis statement
Assess the reliability of sources and gather information using only credible sources	Assess the reliability of sources and gather information from multiple sources, including both print and digital sources	Assess the reliability of sources and gather information from multiple sources, both print and digital, by using advanced search features
Quote or paraphrase data obtained from reliable sources and provide explanations in one's own wording	Quote or paraphrase data and conclusions obtained through research and provide explanations in one's own wording	Quote or paraphrase data and conclusions obtained through research and provide explanations in one's own wording
Utilize a graphic organizer (i.e. note cards, handout divided into sections, etc.) when conducting research and taking notes	Utilize note cards when conducting research and taking notes and create source cards that include bibliographic information of all sources used	Utilize note cards (including source letter, subtopic number, page number, and one fact per card) and source cards (including all bibliographic information) when conducting research and taking notes
Use straightforward language that creates an objective style appropriate for a reader seeking information	Use precise language that sustains an objective style appropriate for a reader seeking information	Use precise language and topic-specific vocabulary that sustains a formal, objective style appropriate for a reader seeking information
Create a works consulted page following MLA format, including bibliographic information from source cards for all sources consulted or used as a reference	Include parenthetical citations and create a works cited page, both following MLA format	Include parenthetical citations and create a works cited page, both following MLA format
Draft a conclusion paragraph that flows logically from the information and explanations presented in the research essay or term paper	Draft a conclusion paragraph or section that flows logically from the information and explanations presented in the research essay or term paper	Draft a conclusion section that flows logically from the information and explanations presented in the research essay or term paper
Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft	Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft	Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft

NOTE: Grammar skills are highlighted in the K-8 Grammar Scope and Sequence included in the curriculum.

Benchmark or Major Assessments (Indicate benchmark assessment in parentheses)

- Research essay or term paper rubric (benchmark)
- Graphic organizer such as a table or outline
- Teacher conference, observations, and anecdotal records
- Self-editing, peer-editing, or teacher-editing checklists

Instructional Materials

- Language Network, McDougall Littell, 2001, Grades 6 – 8
 - Grades 6 – 8: chapters focusing on the writing process and the conventions of writing
 - Grade 6, Chapter 25 – Research Writing
 - Grade 7, Chapter 27 – Research Writing
 - Grade 8, Chapter 27 – Research Report
 - Research Writing Resource Book
- Language Network Teacher Resource Kit and the Research Report Resource Book
- Graphic organizers such as an outline to prewrite and organize ideas
- Index cards for notes and envelopes or rings to keep note cards organized
- MLA Reference Books
- Citation Samples
- Self, peer, and teacher revising and editing checklists
- Research essay or term paper rubric, to be distributed at the beginning of the project so students are aware of expectations
- Research materials including online resources, district databases, books, and videos
 - NOTE: It is recommended that Language Arts teachers involve the Media Specialist during the research process.

Professional Resources

- *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop* by Jeff Anderson
- *Lessons That Change Writers* by Nancie Atwell
- *Notebook Know-How: Strategies for the Writer's Notebook* by Aimee Buckner
- *What a Writer Needs* by Ralph Fletcher
- *Teaching Adolescent Writers* by Kelley Gallagher
- *After the End: Teaching and Learning Creative Revision* by Barry Lane
- *51 Wacky We-Search Reports: Face the Facts with Fun!* by Barry Lane
- *Reviser's Toolbox* by Barry Lane
- *Why We Must Run with Scissors* by Barry Lane

Interdisciplinary Connections

- Mini-research projects can be co-planned with team teachers. It is recommended that such co-planning and co-teaching take place, especially when working on an academic team.
- Each grade has agreed upon one major research project, and all grade-level research topics are interdisciplinary:
- 6th Grade: Connect research on Greek and Roman cultures to Greek and Roman mythology and explain what several different myths say about the culture
- 7th Grade: Conduct research connected to an aspect of the American Revolution (i.e. women in Colonial America, Revolutionary firearms, Colonial taverns) and explain the accuracies or inaccuracies presented in the novel *My Brother Sam is Dead* (Colliers and Colliers)
- 8th Grade: Research an aspect of the Civil Rights Movement, the Holocaust, or the Great Depression, and connect research to one of the nonfiction books read during the year (*Warriors Don't Cry* by Melba Pattillo Beals, *Hidden Child of the Holocaust* by Stacey Cretzmeier, *The Diary of Anne Frank* by Anne Frank, or *To Kill a Mockingbird* by Harper Lee)

Technology Connections

- Online resources and district databases to conduct research
- Videos to add research opportunities for visual learners
- Websites such as Easy Bib (www.easybib.com) and Works Cited for You (www.workscited4u.com) help students to format a works cited page by asking them to key information into blanks.
- Websites such as StudyGuide.org (www.studyguide.org/MLAdocumentation.htm) and the Purdue Online Writing Lab (<http://owl.english.purdue.edu/owl/search.php>) provide links to help students see samples of parenthetical citations as well as works cited pages.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Differentiating research topics is a great way to meet the needs of struggling readers and writers as well as gifted learners.
- Vetting websites for accuracy and reading level is a great way for teachers to provide appropriate resources for all students in a class. Teachers can create a list of links that they have already vetted, and they can guide students to websites they feel best meet their needs.
- Websites such as Easy Bib and Works Cited for You provide students the opportunity to create a works cited page without having to worry about format; they can plug-in the information and have the Internet format the page for them. This helps students who may suffer from perceptual impairments or who struggle to attend to details.

- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.

List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

6 th Grade	7 th Grade	8 th Grade
W.6.2a; W.6.2b; W.6.2d; W.6.2e; W.6.2f; W.6.7; W.6.8; W.6.9	W.7.2a; W.7.2b; W.7.2d; W.7.2e; W.7.2f; W.7.6; W.7.7; W.7.8; W.7.9	W.8.2a; W.8.2b; W.8.2d; W.8.2e; W.8.2f; W.8.6; W.8.7; W.8.8; W.8.9

**Cross-Content Research Paper
Language Arts Assessment***

Criteria	1	2	3	4	5	6
Prewriting: Outline	The outline that was submitted was incomplete or was in rough draft form.	The outline is only partially completed. The relationships between topics and subtopics may or may not be clear, and there may or may not be formatting errors.	The outline has been completed, but the relationships between most topics and subtopics are unclear. There are patterns of formatting errors on this page.	The outline has been completed, and the relationship between most topics and subtopics is clear. There may be a few formatting errors on this page.	The outline has been completed and shows clear, logical relationships between all topics and subtopics. Formatting is mostly correct.	The outline has been completed and shows clear, logical relationships between all topics (Roman Numerals) and subtopics. Formatting is flawless.
Introduction and Thesis	There is no lead in the introduction paragraph, or there is no clear thesis statement to introduce the topic of the paper.	The introduction is inadequate. There is no attempt to grab the reader's attention. The thesis statement may be incomplete or missing altogether.	The introduction may be underdeveloped or may seem incomplete. The thesis is clear, but the lead needs development.	The introduction is adequate. The writer may or may not have utilized a lead strategy, but the topic is clear and the thesis is correctly written.	There is a strong introduction; the writer has attempted to grab the reader's attention, the topic is clear, and the thesis is appropriate and understandable.	Exceptionally powerful introduction that grabs the reader's attention, states the topic, and presents the thesis. Thesis is a clear, definitive statement.
Support of Ideas	Limited connections were made between topics, subtopics, and evidence. There is no analysis of the topic or issue.	There were few connections made between topics and subtopics.	Some connections were made between topics and subtopics.	There is a logical connection between topics and subtopics, and there is an attempt to analyze the issue.	The connections made between topics and subtopics are consistent, showing a thorough analysis of the issue.	Exceptionally critical, relevant, and consistent connections made between the thesis, subtopics, and evidence.
Organization and Development of Ideas	The paper lacks clear and logical development of ideas. Transitions are weak, making thoughts difficult to follow.	The paper is underdeveloped. Missing transitions make ideas difficult to follow.	The development of subtopics is somewhat clear and logical, and transitions are used appropriately.	Information is presented logically, and transitions are adequate. Thoughts are organized and easy to follow.	There is a clear and logical order to the paper, and details support the thesis. Powerful transitions are utilized between paragraphs.	Exceptionally clear, logical, mature, and thorough development of subtopics that support the thesis with excellent transitions between ideas.

Criteria	1	2	3	4	5	6
Conclusion	The conclusion is weak and/or underdeveloped. It may also contain new information, making it feel like an additional body paragraph.	There is a lack of summary of topic, thesis, and subtopic with weak concluding ideas.	The conclusion is incomplete and is missing the topic, thesis, or a subtopic summary. There may also be new information in the conclusion which was not previously introduced.	There is an adequate summary of topic, thesis, and some subtopics with some final concluding ideas. This paragraph, however, could use development.	There is a thorough summary of the topic, thesis, and all subtopics. Concluding ideas are clear and leave the reader with a powerful thought.	Excellent summary of the topic (with no new information); the thesis and all subtopics are in the proper order with concluding ideas that leave an impact on the reader.
Conventions of Writing	The numerous errors in language conventions cause a distraction when reading this paper.	There are numerous errors in spelling, grammar, and/or punctuation.	There are some errors in language conventions; a clear pattern of errors is evident.	There are some errors in language conventions. It seems that a pattern of errors may be emerging.	The paper is clear with few errors in grammar, spelling, and/or punctuation.	The paper is very concise and clear, with proper grammar, spelling, and punctuation throughout.
MLA Formatting (7th and 8th grades)	There appears to have been little attempt to cite new information or quotations. So many in-text citations are missing that this paper is plagiarized.	MLA format has not been used accurately. Although there was an attempt to include citations, numerous errors exist.	MLA format was attempted. Some citations may be missing, or patterns of errors may be evident.	MLA format has been used correctly most of the time. Most new information and many quotations are cited; some errors in punctuation are evident.	MLA format has been used accurately in most citations. New information and quotes are cited, but there may be a few errors in punctuation.	MLA format has been used accurately. All new information has been cited, quotes have citations, and punctuation is correct.
Works Consulted (6th) or Works Cited (7th & 8th)	Although works cited information was submitted, there was no attempt to format it. The sources are not alphabetized; there is no variety in the sources.	There seems to be no formatting to the works cited page. The sources are not alphabetized. A variety of sources may or may not have been used.	There are errors in the formatting of the works cited page. The sources are not in alphabetical order. A variety of sources was used.	There may be some errors in the formatting of the works cited page. The sources are alphabetized, and a variety of sources is clear.	Most of the works cited page is formatted correctly, sources are in alphabetical order, and a variety of sources is shown.	The works cited page is properly formatted (MLA), sources are in alphabetical order, and a variety of sources is shown.

* NOTE: The content and accuracy of information will be evaluated by the social studies teacher using a different rubric.

Section 22: Grades 6–8: Language Arts/Reading and Writing: Vocabulary Development

Why Is This Unit Important?

Vocabulary development will occur in and among other lessons throughout the school year and will focus on the skills needed for students to correctly decode unknown words, utilize “clues” to define unknown terms in context, and use newly acquired vocabulary in one’s original writing. Vocabulary instruction will occur in both reading and writing classes/blocks, and when possible, Science and Social Studies. The Big Ideas embedded throughout this unit, which are supported by *Put Reading First: The Research Building Blocks for Teaching Children to Read*, are:

- Vocabulary refers to the words used to communicate effectively and can be described as either oral vocabulary or reading vocabulary.
- “If readers can understand the words but do not understand what they are reading, they are not really reading” (*Put Reading First*, 2003).
- Words often consist of word parts which, themselves, have meaning. Knowing the meanings of word parts often helps one to define new vocabulary terms.
- Pronunciation of newly learned vocabulary terms requires a strong phonemic awareness.
- Writers intentionally provide clues within the context of a sentence to help readers understand new key terms, thus helping readers to fully comprehend a text.
- Research supports the fact that providing opportunities for students to participate in “word play” (i.e. creating pictures, symbols, puns, original definitions, etc.) is the single most powerful factor in language acquisition (Allen, Marzano).
- Using dictionaries, glossaries, and thesauri will help to broaden and deepen students’ knowledge of words.
- True understanding of a word is evident when that word is incorporated into one’s written or spoken vocabulary.

Enduring Understandings

- Oral vocabulary or Spoken English and reading vocabulary or Standard Written English, are often very different, each with its own set of rules.
- Readers must know what most of the words in a text mean before they can understand what they are reading.
- Knowing some common prefixes and suffixes (affixes), base words, and root words can help students learn the meanings of many new words.
- There are systematic and predictable relationships between written letters and spoken sounds; understanding those relationships helps to develop one’s phonemic awareness, thus strengthening his/her ability to decode unknown words.

- Providing time for students to explore and experiment with words (i.e. word work) promotes language acquisition.
- Because students learn many word meanings indirectly, or from context, it is important that they learn to use context clues effectively.
- It is not possible for teachers to provide specific instruction for all the words their students need to know. Thus, students need to develop effective word-learning strategies, such as how to use a dictionary or other reference material.
- Including vocabulary words into one’s writing is a powerful tool to develop the craft of writing.

Essential Questions

- Why is it considered “unacceptable” or “inappropriate” to write as one speaks?
- Where did base words, word parts or affixes originate and how can they help a reader to decode and/or define new words?
- How important is it for a student to pronounce correctly a new vocabulary term or correctly read the pronunciation key in a dictionary?
- How can a writer artfully include context clues in his/her writing?
- What can one do in order to become familiar with a new vocabulary word and make it part of his or her permanent language, either oral or written?
- Is there a difference between the skills used to “look up” a word in a paper dictionary versus an online dictionary?

Acquired Knowledge: Grades 6, 7, and 8

- Standard Written English and Spoken English follow a different set of rules; each is acceptable in the appropriate situation.
- Having a strong understanding of vocabulary increases one’s reading comprehension.
- Clues are often provided to help a reader understand an unknown word; it is essential that students are taught how to find and utilize these clues.
 - Semantic or context clues (i.e. a definition, synonym, example, comparison or contrast)
 - Syntactic clues (the words position or function in a sentence)
 - A word’s sounds, spellings, and meaningful parts
 - Consulting reference materials (i.e. dictionary, thesaurus, online reference material)
- Knowing the origin of a word (i.e. root) and the meanings of word parts (i.e. affixes) will help one to decode and understand an unknown term.
 - Words can have connotative or denotative meanings (i.e. figures of speech) which affect the reader’s interpretation of the sentence (i.e. 6th grade – personification; 7th grade – allegory; 8th grade – verbal irony).

Acquired Skills (The learner will...)

- Use Standard Written English in his/her formal writing assignments and experiment with Spoken English when appropriate (i.e. within dialogue in a narrative piece).
- Add to his/her list of high frequency words by continually reading and improving his/her oral reading fluency and reading rate.
- Apply information obtained in class regarding using context clues to define key terms and infer word meanings by utilizing the context clues provided in a text.
- Apply knowledge of Greek and Latin roots through class activities and when encountering unknown words in a text.
- Experiment with affixes and explain how adding a prefix or suffix changes the meaning of a word.
- Correctly use new vocabulary terms in original writing.
- Use reference materials to clarify meaning, pronunciation, or etymology of a new word.
- When possible, apply a new word to a cross-content or interdisciplinary activity.

Benchmark or Major Assessments (Indicate benchmark assessment in parentheses)

- Aimsweb assessment for oral reading fluency (benchmark)
- Graphic organizers such as the word square, word scroll, and vocabulary tree (benchmark)
- Visual images or symbols to represent a new term
- Word work activities (i.e. think aloud to infer meaning from a context clue)
- Incorporation of vocabulary into original writing

Instructional Materials

- *100 Words to Make You Sound Smart* (Houghton Mifflin Harcourt, 2006)
- *100 Words Almost Everyone Confuses and Misuses* (Houghton Mifflin Harcourt, 2004)
- *100 Words to Make you Sound Great* (Houghton Mifflin Harcourt, 2008)
- *100 Words Every High School Freshman Should Know* (Houghton Mifflin Harcourt, 2004)
- *100 Words Almost Everyone Mispronounces* (Houghton Mifflin Harcourt, 2008)
- *Vocabulary Workshop* (William H. Sadler, 2008), Levels A – C

Professional Resources

- *Tools for Teaching Content Literacy* by Janet Allen
- *More Tools for Teaching Content Literacy* by Janet Allen

- *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12* by Janet Allen
- *Words, Words, Words: Teaching Vocabulary in Grades 4-12* by Janet Allen
- *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
- *Instructional Strategies for Teaching Content Vocabulary Grades 4-12* by Janis M. Harmon, Karen D. Wood, and Wanda B. Hendrick
- *Building Academic Vocabulary* by Robert Marzano

Interdisciplinary Connections

- Cross-content vocabulary instruction helps students to build bridges across content areas and apply the skills learned related to word play and word study beyond the Language Arts classroom. Word parts can be studied in other classes, as can using context clues to define an unknown term (i.e. textbooks). Language Arts – Reading and Writing teachers should work with all teachers on their academic team in order to help students apply word work skills across content areas.
- Robert Marzano’s *Building Academic Vocabulary* provides cross-content vocabulary lists by levels, all of which were generated based upon meta-analyses of state standardized assessments. Reading and writing teachers can work with all other teachers on the team to see if and when the words offered in Marzano’s book could be included in a lesson on word study.

Technology Connections

- The following websites support the William H. Sadlier Vocabulary Workshop series:
 - www.vocabtest.com
 - Provides online practice exercises such as Synonym Practice and Reverse Definitions
 - www.sadlier-oxford.com/vocabulary/levels_a2h.cfm
 - Provides activities such as iWords Audio, Games, and Puzzles for vocabulary books A – H
- Websites such as Learn That (www.learnthat.org/roots.html) and Education.com (www.education.com/reference/article/list-affixes/) provide lists of roots and affixes that can be used in class.
- The website Vocabulary Can Be Fun (www.vocabulary.co.il/) has an abundance of vocabulary building games for students in middle and high school. The games are divided into two sections, New Vocabulary Games and Classic Vocabulary Games.
- SuperKids (www.superkids.com/aweb/tools/words/junior) provides a SuperKids Vocabulary Builder Word of the Day specifically for students in 6th – 9th grades.

- A simple Google search with key words such as Greek and Latin Roots, affixes, vocabulary games for middle school, or word work in middle school will result in thousands of matches.

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Word lists can be differentiated to meet the varying needs of students within a classroom; each student can have a vocabulary list specifically designed to meet his/her needs. Doing so provides support for the struggling reader and writer while challenging the gifted reader/writer.
- Students can be encouraged to generate their own vocabulary lists based upon what they are reading. Some students may choose words from the novel being read in Language Arts – Reading, while another student may feel that he/she needs additional support with Science terms for the week.
- Selecting a Word of the Day or asking a student to select a Word of the Day provides the opportunity for differentiation.
- Differentiated assessments can be provided. One student can receive a graphic organizer to analyze a word or a list of words, and a second student can be asked to write an original work including several new words. Such differentiation requires little preparation on the part of the teacher but does meet the specific needs of students in a heterogeneously grouped class.

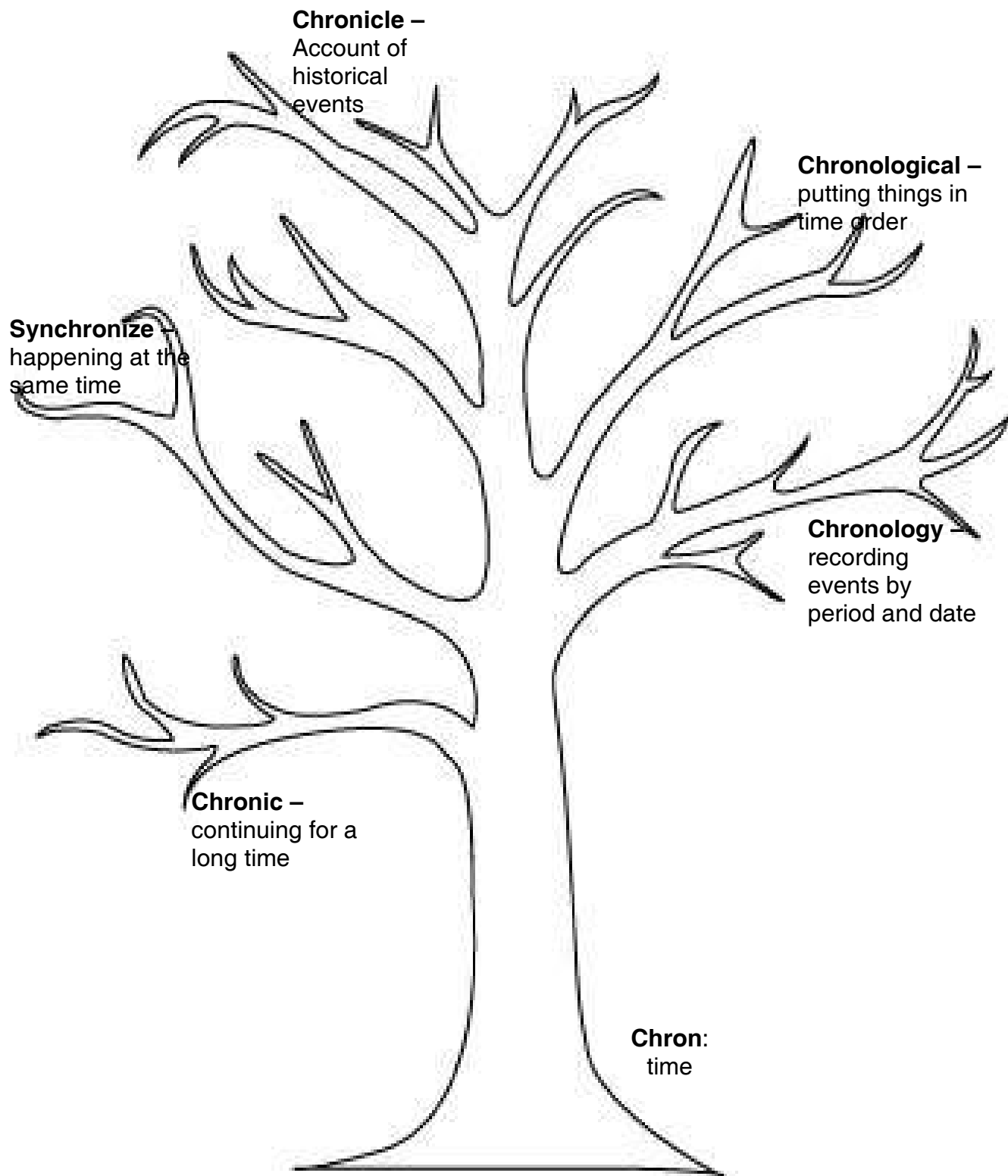
List of Applicable 2010 Common Core State Standards for English Language Arts Covered in this Unit

6th Grade	7th Grade	8th Grade
LS.6.1e; LS.6.3; LS.6.4a; LS.6.4b; LS.6.4c; LS.6.4d; LS.6.5a; LS.6.5b; LS.6.5c; LS.6.6	LS.7.1; LS.7.3; LS.7.4a; LS.7.4b; LS.7.4c; LS.7.4d; LS.7.5a; LS.7.5b; LS.7.5c; LS.7.6	LS.8.1; LS.8.3; LS.8.4a; LS.8.4b; LS.8.4c; LS.8.4d; LS.8.5a; LS.8.5b; LS.8.5c; LS.8.6

Word Square			Handout 4
Period	Class	Date	Name

<p>Write the term or concept.</p> <hr/> <p>Write the sentence in which the term or concept first appears in the text.</p> <hr/> <hr/> <hr/> <hr/> <p>Found on page _____.</p>	<p>Draw a picture to show the term or concept.</p>
<p>Write the class definition of the term or concept.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Draw a picture to show what the term or concept is <i>not</i>.</p>

Adapted from Readence, J.E., T.W. Bean, and R.S. Baldwin. *Content Area Literacy: An Integrated Approach*, seventh edition. Dubuque, Iowa: Kendall Hunt, 2001, as found in Doty, J.K.; G.N. Cameron; and M.L. Barton. *Teaching Reading in Social Studies: A Supplement to Teaching Reading in the Content Areas Teacher's Manual*, second edition. Aurora, Colo.: McREL, 2003.



Vocabulary Tree

NOTE: A vocabulary tree organizer can be completed as a class, in groups or pairs, or individually. The best model would be handwritten, with lines extending off branches on which students make personal connections. For example, a line can extend from the “synchronize” branch, listing the word *swimming* as the connection.